Appendix

Academic Program Review Self-Study  
2013-2016  
Department of Kinesiology and Health  
College of Education and Human Development  
Georgia State University

Department Chair: Mark D. Geil, Ph.D.

Department APR Committee: J. Andrew Doyle, Chair  
Beth Cianfrone  
Rachel Gurewicz  
Courtney Strosnider
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## Appendix 1.a.1 Quality of undergraduate student attracted to the unit’s program

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**Three-Year Mean** 3.38 2716 1034
Appendix 1.a.2 Scholarship Support for Undergraduates
Appendix 1.a.3.1 Learning Outcomes
Program Mission and Student Learning Goals

The Department of Kinesiology and Health in accord with the College of Education and the other colleges and departments of the university seeks an ever increasing degree of excellence in a wide variety of programs. The Department’s mission includes instruction, research and scholarly activity, and community service in the areas of exercise science, sports administration, sports medicine, health and physical education, and recreation. The department provides professional preparation and continuing education in each of these fields, generates and communicates knowledge, and serves the community with particular emphasis on the urban setting of which it is a part. The Department recognizes the necessity of cross cultural competence and actively supports international development activities in research, teaching and service. Although the department is diverse in the disciplines it embraces, the members of the faculty are united in their interdisciplinary commitment to the highest quality in all of these pursuits.

Student Learning Goals:

**G 1: Problem Solving**
Exercise science students will become better problem-solvers in assessment, evaluation of clients from a health and exercise/movement capacity

**G 2: Critical Thinking**
Exercise science students will demonstrate clearer critical-thinking skills in utilizing textbooks, lectures, and research to guide them through proper assessment and programming for clients based on physiological, physical, and psychological issues or limitations to direct clients to healthier lifestyles.

**G 3: Content Knowledge**
Exercise science students will gain broad knowledge of the discipline with an understanding of biomechanics, cardiac rehabilitation, exercise physiology, neuromuscular, cardiopulmonary, anatomy, exercise programming/testing/design for a variety of populations.

**G 4: Preparation for relevant internships and job positions**
Students will be prepared for positions in the discipline including corporate, community, commercial, and clinical centers.

Student Learning Outcomes/Objectives (SLOs)

**SLO 1: Health/Fitness Assessment, students will be able to:**
1. Identify, describe and demonstrate proper safety techniques, injury prevention, and emergency procedures for those who engage in physical activity and exercise programs who are healthy and those who have disease as well as athletes, high performance populations, and sports performance.
2. Implement and determine assessment protocols and pre-participation health screenings
3. Conduct and interpret fitness testing in cardiorespiratory, muscular strength/endurance, flexibility, body composition
SLO 2: Exercise Prescription, implementation, and on-going support, students will be able to:
1. Identify the components of effective exercise program administration including quality assurance and outcome assessment procedures.
2. Determine safe and effective exercise programs to achieve desired outcomes and goals.
3. Implement the FITT-VP principle for a variety of populations (Frequency, Intensity, Time, Type, Volume, and Progression).
4. Implement and prescribe weight control programs and programs for those with metabolic, cardiovascular, pulmonary disease, and other clinical disorders as well sports performance, athletes, high performance populations.

SLO 3: Exercise Counseling and Behavior Strategies, students will be able to:
1. Optimize adoption and adherence to exercise programs by apply effective communication techniques.
2. Ability apply effective behavioral and motivational strategies.
3. Provide educational resources to support clients in the adoption and maintenance of healthy lifestyle behaviors.
4. Provide support within the scope of practice of an Exercise Physiologists to other health professionals as indicated (such as PT, OT, physicians).

SLO 4: Legal and Professional, students will be able to:
1. Create and disseminate risk management guidelines for a health/fitness facility, department, or organization to reduce member, employee, and business risk.
2. Create and effective injury prevention program and ensure that emergency policies and procedures are in place and effective.

SLO 5: Management, students will be able to:
1. Manage human resources in accordance with leadership, organization, and management techniques.
2. Manage fiscal resources.
3. Establish policies and procedures for the management of health/fitness facilities based on accepted safety and legal guidelines, standards, and regulations.
4. Develop and execute a marketing plan to promote programs, services and facilities.
5. Use effective communication techniques to develop professional relationships with other allied health professionals.

Program Learning Opportunities (optional in 2013-2014)

Assessment Methods and Targets

1. Targets for all categories is 72.5% (C or higher by University and department standards for KH courses)
2. Courses relevant to the SLO’s show those students who earned a C or higher (72.5%) in the KH Exercise Science program.
3. American College of Sports Medicine test results are broken down by domains to reflect those students who earned a 72.5% or higher pass rate for the relevant SLO.
4. Midterm and Final evaluations from internships (completed by site supervisors) are broken down by areas for the appropriate SLO for those students earning a 72.5% or higher.

Therefore, our evaluation and assessment involves internal and external reviews with professors in our program, a national exam, and internship site supervisors who are outside of our program to provide appropriate feedback to our students learning opportunities.
SLO 1: Health/Fitness Assessment

Relevant KH Courses: percentage of students earning 72.5% or higher

1. KH 4360 Clinical Physiology
   Method of assessment: Quizzes, skills tests, lab practical, lab assignments, site visit paper, project, midterm exam, final exam
   Fall 2015: 78/90 students = 86.9%
   Spring 2016: 80/90 students = 88.9%
   Summer 2016: 87/90 students = 96.4%

2. KH 4630 Exercise Testing and Prescription. Midterm Grades tested specifically Health Fitness Assessment
   Method of assessment: skills tests, written exam
   Fall 2015: 60/68 students = 88.2%
   Spring 2016: 64/68 students = 94%
   Summer 2016: 46/60 students = 76.7%

ACSM test results for this Domain:
   Fall 2015: 55 students; 22% of students achieved a 72.5% or higher for this domain (Average was 62.7)
   Spring 2016: 52 students; 44.2% of student achieved a 72.5% or higher for this domain (Average was 67.0)
   Summer 2016: 57 students; 40.5% of student achieved a 72.5% or higher for this domain (Average was 67.7)

Internship Midterm Evaluation - “Preparation: Knowledge of anatomy, physiology, diseases, exercise testing, exercise physiology”
   Fall 2015: 55 students; 4.8/5.0
   Spring 2016: 52 students; 4.5/5.0
   Summer 2016: 57 students; 4.7/5.0

Internship Final Evaluation - “Preparation: Knowledge of anatomy, physiology, diseases, exercise testing, exercise physiology”
   Fall 2015: 55 students; 4.8/5.0
   Spring 2016: 52 students; 4.5/5.0
   Summer 2016: 57 students; 4.7/5.0

SLO 2: Exercise Prescription, Implementation

Relevant KH Courses: percentage of students earning 72.5% or higher

1. KH 2220 Anatomy
   Method of assessment: tests, quizzes, in-class hands-on assignments
   Fall 2015: 64/87 students = 73.6%
   Spring 2016: 45/47 students = 95.7%
   Summer 2016:

2. KH 2230 Anatomy
Method of assessment: tests, quizzes, in-class hands-on assignments
Fall 2015: 71/99 students = 71.7%
Spring 2016: 20/26 students = 76.9%
Summer 2016: 7/7 students = 100%

3. KH 3500 Athletic Training
Method of assessment: tests, quizzes, hands-on assignments
Fall 2015: 53/55 students = 96.5%
Spring 2016: 30/36 students = 83.3%
Summer 2016: 10/12 students = 83.3%

4. KH 3600 Biomechanics
Method of assessment: homework, lab quiz, lab report, exams
Fall 2015: 100/109 students = 91.7%
Spring 2016: 94/119 students = 79.0%
Summer 2016: 24/27 students = 88.9%

5. KH 4290 Cardiopulmonary Physiology
Method of assessment: exams, quizzes, case studies, and written assignments
Fall 2015: 56/69 students = 84%
Spring 2016: 30/34 students = 88%
Summer 2016: 25/27 students = 93%

6. KH 4300 Neuromuscular:
Method of assessment: exams, quizzes, take-home assignments
Fall 2015: 63/79 students = 79.7%
Spring 2016: 82/96 students = 85.4%
Summer 2016: 26/31 students = 83.9%

7. KH 4600 Advanced Biomechanics
Fall 2015: 48/52 students = 92%
Spring 2016: 46/57 students = 81%
Summer 2016: 20/22 students = 93%

8. KH 4630 Exercise Testing and Prescription. Final Course Grade
Method of grades: Quizzes, skills tests, lab practical, lab assignments, site visit paper, project, midterm exam, final exam
Fall 2015: 55/68 students = 80.9%
Spring 2016: 47/65 students = 72.3% (3 students did not show for final exam)
Summer 2016: 46/60 students = 76.7% (1 student did not show for final exam)

ACSM test results for this Domain:
Fall 2015: 55 students; 23.6% of students achieved a 72.5% or higher for this domain (Average was 61.96)
Spring 2016: 52 students; 42.3% of student achieved a 72.5% or higher for this domain (Average was 64.2)
Summer 2016: 57 students; 31.6% of student achieved a 72.5% or higher for this domain (Average was 62.8)

**Internship Midterm Evaluation** – “Client Evaluation/Specific Skills for Clinical Environment”
- Fall 2015: 55 students; 4.6/5.0
- Spring 2016: 52 students; 4.6/5.0
- Summer 2016: 57 students; 4.7/5.0

**Internship Final Evaluation** – “Client Evaluation/Specific Skills for Clinical Environment”
- Fall 2015: 55 students; 4.65/5.0
- Spring 2016: 52 students; 4.7/5.0
- Summer 2016: 57 students; 4.8/5.0

**SLO 3: Exercise Counseling and Behavior Strategies**

**Relevant KH Courses:** percentage of students earning 72.5% or higher

KH 4280 Psychology of Physical Activity

**Method of assessment:** quizzes (# varies by 1 or 2 day a week schedule), 3 exams, 2 projects, and class participation.
- Fall 2015: 71/79 students = 89.9%
- Spring 2016: 74/82 students = 90.2%
- Summer 2016: 20/25 students = 80%

**ACSM test results for this Domain:**
- Fall 2015: 55 students; 25.5% of students achieved a 72.5% or higher for this domain (Average was 64.45)
- Spring 2016: 52 students; 44.2% of student achieved a 72.5% or higher for this domain (Average was 68.8)
- Summer 2016: 57 students; 24.5% of student achieved a 72.5% or higher for this domain (Average was 64.3)

**Internship Midterm Evaluation** - “Personal Attributes and Professional Relationships/Communication”
- Fall 2015: 55 students; 4.8/5.0
- Spring 2016: 52 students; 4.8/5.0
- Summer 2016: 57 students; 4.9/5.0

**Internship Final Evaluation** - “Personal Attributes and Professional Relationships/Communication”
- Fall 2015: 55 students; 4.9/5.0
- Spring 2016: 52 students; 4.7/5.0
- Summer 2016: 57 students; 4.9/5.0
SLO 4: Legal and Professional

Relevant KH Courses: percentage of students earning 72.5% or higher
KH 4350 Fitness Management

Method of assessment: situational assignments, tests, site visit, midterm and final exam

Fall 2015: 64/66 students = 96.97%
Spring 2016: 64/65 students = 98.46%
Summer 2016: 26/26 students = 100.0%

ACSM test results for this Domain:
Fall 2015: 55 students; 63.6% of students achieved a 72.5% or higher for this domain (Average was 76.2)
Spring 2016: 52 students; 76.9% of student achieved a 72.5% or higher for this domain (Average was 79.5)
Summer 2016: 57 students; 68.4% of student achieved a 72.5% or higher for this domain (Average was 75.5)

Internship Midterm Evaluation - “Professional Competencies”
Fall 2015: 55 students; 5.0/5.0
Spring 2016: 52 students; 5.0/5.0
Summer 2016: 57 students; 5.0/5.0

Internship Final Evaluation - “Professional Competencies”
Fall 2015: 55 students; 5.0/5.0
Spring 2016: 52 students; 5.0/5.0
Summer 2016: 57 students; 5.0/5.0

SLO 5: Management

Relevant KH Courses: percentage of students earning 72.5% or higher
KH 4350 Fitness Management

Method of assessment: situational assignments, tests, site visit, midterm and final exam

Fall 2015: 64/66 students = 96.97%
Spring 2016: 64/65 students = 98.46%
Summer 2016: 26/26 students = 100.0%

ACSM test results for this Domain:
Fall 2015: 55 students; 54.5% of students achieved a 72.5% or higher for this domain (Average was 70.91)
Spring 2016: 52 students; 55.8% of student achieved a 72.5% or higher for this domain (Average was 72.5)
Summer 2016: 57 students; 43.8% of student achieved a 72.5% or higher for this domain (Average was 71.0)

Internship Midterm Evaluation - “Professional Competencies”
Fall 2015: 55 students; 5.0/5.0
Spring 2016: 52 students; 4.9/5.0
Summer 2016: 57 students; 5.0/5.0

Internship Final Evaluation - “Professional Competencies”
Fall 2015: 55 students; 5.0/5.0
Spring 2016: 52 students; 5.0/5.0
Summer 2016: 57 students; 5.0/5.0

### Assessment Findings

1. We have had a discrepancy in the past between pass rates for KH courses and internship evaluations vs. our pass rate for the national American College of Sports Medicine certification.
2. Through interviews with our interns each semester who did not pass the ACSM test, we found that most students admitted that they did not study for the ACSM test.
3. Scores in the ACSM test have improved over the semesters for each domain, mainly because of area 2(d) below. We implemented a required study group for those students who do not pass the first attempt. This has increased our pass rate from a dismal 13% Summer 2015 to 52% Spring 2016.
4. SLO 1 and 2 differences for KH 4630 may indicate that students are able to memorize protocol well for fitness testing, but lack in critical thinking skills to implement and design individualized exercise programs. A project is a part of the course where students must fitness test and design an exercise program for an outside “client.” The average score for all three semesters tends to be a 90 or higher. More evaluation of this part of the program should be re-evaluated in order to boost these scores on the ACSM test as well as internship evaluations. This will hopefully improve with the new catalog changes noted below in the Analysis of Assessments Results.

### Analysis of Assessment Results

1. Assessment finding #1:
   a. The KH faculty revamped our program which was approved and went into effect for the Fall 2016 catalog. We have increased the gpa for two key courses (KH 2220 Anatomy and KH 2230 Physiology). These two courses have been found through research with an outside organization to be our foundational courses for our major. Students previous were allowed to achieve the required gpa with two attempts in each course. The new catalog allows one attempt in each course. The purpose of these changes is for
students to find out early in their college careers whether this is the right major for them.

b. With our program changes, more electives were added by the deletion of courses that did not appear pertinent to the major based on job task analysis. The deletion of such courses have allowed us to focus on courses (required or electives) that are more appropriate to the major and careers.

2. Assessment finding #2:
   a. We are not able to require students pass the ACSM test since it is an outside exam that is not required to work in the field. However, we require students to retake the test (for an out of pocket fee) in the hopes that they pass the 2nd attempt. This started in Fall 2012.
   b. Students earn an S or U for the course (KH 4750) and know that this does not calculate into their gpa, so unfortunately, students do not prioritize preparing and passing this test.
   c. We require the test because it is (1) covers the basic requirements that any BS degree Exercise Physiologist should know or be able to do, and (b) required in the state of Georgia that a national certification and 4-year degree in Exercise Science in order to call oneself or a job position an Exercise Physiologist. No other Exercise Science departments in any other Georgia colleges require this test to graduate, therefore our students are better qualified for jobs right out of school.
   d. Students who do not pass the ACSM test on their first attempt are now required starting Fall 2015 to attend 4 weekly study sessions. These study sessions require completion of a packet based on the 5 domains set by ACSM. With the implementation of this requirement, we have seen the pass rate match or exceed the national pass rate of 48%.
   e. The new program changes in the Fall 2016 catalog now require an exit exam created by the KH faculty be passed with a grade of 72.5% or higher before they are able to sit for the required ACSM test. This will hopefully encourage students to study and pass both tests on the first attempt. Failure to pass the department exit exam means they cannot proceed to the ACSM test. If ACSM is not taken by the required due dates for the course, they will fail KH 4750 and delay graduation.

Sharing and Discussion of Assessment Findings (optional in 2014-2015)

Use of Assessment Findings for Program Improvement
As noted above, we have been approved for a program change that begins with students who fall under the FALL 2016 catalog. We will continue to use the current analysis to see areas of improvement and areas that need improvement.

Supporting Documents
[you may insert documents below or upload them separately in SLOAP as PDFs]
Instructions for Completing the GSU Annual Student Learning Assessment Report

GENERAL INSTRUCTIONS

1. Read INSTRUCTIONS FOR COMPLETING THE GSU ANNUAL STUDENT LEARNING OUTCOME (SLO) REPORT IN LIVETEXT in the section below. Please note that some of the categories and instructions may have changed from previous years.

2. Select the appropriate reporting year from the page list (on the left of your screen) and enter data for the year.
   - Remember to Save Changes periodically and to Save & Finish when the section is complete.
   - Refer to the attached rubric to help you understand how the report will be reviewed.

3. Send for Review to gsu_oie

Attachments Assessment_Report_Evaluation_Rubric_2014_April_28.docx

INSTRUCTIONS FOR COMPLETING THE GSU ANNUAL SLO REPORT IN LIVETEXT

Program Mission and Student Learning Goals

Briefly describe the purpose and goals of the educational program with regard to student learning.

Goals should be stated in terms of what you want students from this program to be. (Note: On the pages for Student Learning Outcomes, you will have a chance to state what you want students to know or be able to do.)

Sample Goal Statement: "Students from this program will be accomplished researchers with a firm foundation in theories related to the teaching of English/Language Arts."

Statement of the Student Learning Outcomes (SLOs):

The SLO should be stated in terms of what you want students from this program to know or be able to do.
SLOs typically concern knowledge, skills, or attitudes/values/dispositions that students are expected to acquire through the program, and they should align with the mission statement. They should be specific, measurable, and student-centered; stated with clarity, using precise verbs; and identify which students are to be assessed. Sample Student Learning Outcome: "Students from this program will be able to research a topic of significance and write a dissertation based on the research and findings." You can list as many SLO's as you like, but you will only report Findings for a maximum of 5 SLO’s.

**Program Learning Opportunities (optional for 2014-2015 reporting year)**

Describe where in the program students are provided opportunities to learn, practice, and master each of the SLOs. All SLOs should have specific classes and/or educational activities linked to them. A curriculum map or matrix can provide an effective visual summary and may be attached to the report.

**Assessment Methods and Targets**

**Methods:** Describe the method used to measure each Student Learning Outcome (SLO) (Please note that a course grade is not an acceptable measure for a specific SLO.)

**Targets:** Provide the desired results (e.g., standards, targets, benchmarks, etc.) that were established for each SLO. A method may be used to assess more than one SLO, and each SLO may be assessed by more than one method, but at least one direct method (e.g., tests, essays, presentations) should be used for each SLO. For each method, describe (1) the assignment or activity that was assessed, (2) the students who were assessed, and, where it is not obvious, (3) the means of assessment, such as a rubric. In addition, the data collection process should be made clear. More detailed descriptions of each method, such as the instructions for an assignment and the rubric used to assess the assignment, may be attached in the appropriate section for the SLO. Targets should challenge students but also reflect varying levels of student ability. They should be consistent with the rubric or other measurement devices used to assess each SLO. An explanation or justification for the choice of targets should be provided whenever possible.

**Assessment Findings**

For each assessment method and SLO assessed, summarize the data collected and principal findings. The findings should relate directly to the SLO and the desired results, and they should provide information that is potentially useful for informing program improvements. More detailed descriptions, such as charts and tables, may be pasted in the appropriate section, or they maybe attached as file attachments.

**Analysis of Assessment Findings**

Where appropriate, discuss the significance of the findings in light of (1) the desired results, (2) findings from previous years, (3) recent changes in the educational program or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? (2) What impact have recent program changes had on student learning (indicate those program
changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality of the findings? **You should not report findings for more than 5 SLOs for any reporting period.**

**Sharing and Discussion of Assessment Findings**

Describe how assessment findings are shared and discussed among program faculty and other stakeholders. In particular, make clear the process that is used to analyze assessment findings and to use them to make improvements in the educational program and/or the assessment process.

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**Use of Assessment Findings for Program Improvement**

Describe any changes in (1) the educational program and/or (2) the assessment process that are planned or being implemented in response to this year’s assessment findings. Be as specific as possible with regard to the nature and timing of the changes to be made as well as their linkages to the assessment findings. Also, briefly summarize the status of previous years’ action plans.

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**Attachments**

You can attach files (such as rubrics, tables, charts, checklists, etc.). Be sure that files are clearly labeled for their purpose.

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**2013-2014**

**Reporter Information**

Department: Kinesiology and Health

Program: BSED Health and Physical Education

Contact Person: Barbara Greene

Email Address bgreene4@gsu.eu

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**Attachments**

- [BSED_Program_Requirements.docx](https://www.livetext.com/doc/9251077?print=1)
- [MED_Program_Requirements.docx](https://www.livetext.com/doc/9251077?print=1)
Program Mission and Student Learning Goals

Replace this text with your program mission and learning goals. If no changes have been made, you may copy and paste the information from the previous year in this section. (Use the Copy as Plain Text icon for pasting.)

The purpose of the Bachelor of Science Program in Health and Physical Education at Georgia State University is to develop competent teachers who provide and promote health and physical activity in P-12 schools. The theme of this program is to develop teachers as facilitators of learning. The program emphasizes broad pedagogical knowledge in health and physical education. Coursework, extensive field experience and collaboration among school and university faculty combine to develop a program that supports the professional growth of the novice educator.

Students can obtain initial teaching certification through two tracts. The first is through the BSEd. program, the second is as a nonT-4 student in the MEd program. Descriptions for both programs are attached.

Student Learning Outcome #1

Statement of Student Learning Outcome(SLO): Students will be able to plan developmentally appropriate lessons for P-12 students in Health and Physical Education.

Program Learning Opportunities

Students are provided opportunities to learn, practice, and master this learning outcome in the following courses:

- KH 3010 Movement Concepts and Skill Themes (Pre K - Elementary Physical Education)
- KH 3250 Teaching Comprehensive Health Education
- KH 3200 Instructional Skills for HPE
- KH 4510 Instructional Models Pre-K and Elementary Physical Education
- KH 4520 Instructional Models for Secondary Physical Education
- KH 4530 Instructional Models for Health Education
- KH 4540 Instructional Models for Adapted Physical Education
- KH 4710 Student Teaching in HPE, P-5
- KH 4720 Student Teaching in HPE, 6-12

Assessment Methods and Targets

Methods: The method used to assess this student learning outcome is the KH 4710 (Student Teaching Health & PE, P-5) and KH 4720 (Student Teaching Health & PE, Secondary) instructional models projects. The description of each models project is attached below.
Targets: A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of planning developmentally appropriate lessons for P-12 students in Health and Physical Education are as follows:

- **Contextual Analysis and Rationale**: The Instructional model selected is appropriate for the context in which it will be delivered and takes into account the number, age, and skill level of students.
- **Block and Lesson Plans**: The teacher candidate identifies important concepts for the unit selected. Activities selected for the unit emphasize content knowledge related to the identified concepts. Lesson modifications are developed for students with special needs.
- **Learning Goals and Objectives**: The candidate's lesson plan goals are stated in measurable terms about observable behavior and are related to the unit goals. The goals are linked to state standards. The level of difficulty will require student learning to achieve the goals. The goals are realistic and based on the pre-assessment of student needs.

Assessment Findings:

**Contextual Analysis and Rationale**: 100% of the students reached the target level.

**Block and Lesson Plans**: 4 of the 5 students (80%) reached the target level, with one student rated as "Needs Improvement".

**Learning Goals and Objectives**: 4 of the 5 students (80%) reached the target level, with one student rated as "Needs Improvement".

Analysis of Assessment Findings:

The results of the assessment indicate that all of our students were able to effectively analyze the context for learning. Candidates were able to identify their students' prior academic experiences and skills, as well as the cultural, community and school assets to inform teaching. The majority of students (4 of 5) were able to meet the established standards for block/lesson plans and learning goals/objectives. These students are able to plan learning tasks that support the development of psychomotor and/or cognitive competencies which align with the planned learning goals and objectives.

The findings indicate the program is effective in preparing candidates to use the knowledge of students to plan effective lessons that support individual learning needs. Our program is in the pilot phase for the implementation of edTPA, a nationally available performance-based assessment. Though this assessment was not used for evaluating students for this report, we implemented some components, including the contextual
analysis assignment from the edTPA portfolio. The program emphasis on using the context for learning to inform planning and teaching is evident in the target rating of 100% of the students. In addition, candidates are provided multiple opportunities throughout the curriculum to develop learning goals/objectives and learning tasks/activities that allow students to meet the goals/objectives.

Sharing and Discussion of Assessment Findings:

During Fall semester the assessment findings are presented to the program faculty by the undergraduate and graduate program coordinators. At this time decisions are made regarding any needed changes in course content, sequencing of courses in the program, or other program changes to address weaknesses. Monthly, throughout each semester the program faculty meet to discuss student progress and program updates.

Use of Assessment Findings for Program Improvement:

The assessment process is being changed to reflect the implementation of edTPA (see description of edTPA above). Beginning Fall 2014, our teacher candidates will be scored in the areas of planning, instruction, and assessment using edTPA's 15 five-point rubrics. This change is not directly in response to this year's findings, but is a requirement for all teacher certification programs in the state of Georgia. Candidates will submit the context for learning, unit and lesson plans, a video segment demonstrating the candidate's ability to instruct and engage students in learning, and assessment of student learning (data and commentary) in an electronic portfolio. At the completion of the secondary student teaching placement, each candidate's portfolio will be scored by program faculty.

The 2012-13 program action plan focused on monitoring the content of the curriculum using a content matrix. Program faculty worked collectively to develop the matrix and used the matrix to focus on program cohesiveness and content. The student learning outcome related to planning developmentally appropriate units/lessons was targeted in multiple courses (see list of courses above).

Attachments

KH_4710_Models_Project.doc, HPE_Key_Assessment_Rubric_for_Initial_and_Advanced_Programs.htm, KH_4720_Instructional_Models_Project.doc

Student Learning Outcome #2

Statement of Student Learning Outcome (SLO): Students will be able to support and engage P-12 students in learning during Health and Physical Education through informing, application, and refinement
Program Learning Opportunities: Students are provided opportunities to learn, practice, and master this learning outcome in the following courses:

KH 3010 Movement Concepts and Skill Themes (Elementary Physical Education)
KH 3250 Teaching Comprehensive Health Education
KH 3200 Instructional Skills for HPE
KH 4510 Instructional Models Pre-K and Elementary Physical Education
KH 4520 Instructional Models for Secondary Physical Education
KH 4530 Instructional Models for Health Education
KH 4540 Instructional Models for Adapted Physical Education
KH 4710 Student Teaching in HPE, P-5
KH 4720 Student Teaching in HPE, 6-12

Assessment Methods and Targets

Methods: The method used to assess this student learning outcome is the university supervisor's and cooperating teacher's ratings of the teacher candidate on the student teaching assessment rubric.

Targets: A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of instruction are as follows:

- The teacher candidate presents information sequentially so that students can build on prior knowledge when asked to complete more complex tasks.
- The teacher candidate checks for understanding to make sure students are ready to move into more difficult content.
- The teacher candidate uses assessments in the lesson to measure student learning to determine if students are ready to attempt more difficult skills.
- The teacher candidate identifies important concepts for the unit selected.
- Activities selected for the unit emphasize content knowledge related to these concepts.

Assessment Findings

100% of the teacher candidates scored at target level for this learning outcome.

Analysis of Assessment Findings
The results of the assessment indicate that all of our students were able to effectively support and engage P-12 students in learning during Health and Physical Education through informing, application, and refinement tasks.

The findings indicate the program is effective in preparing candidates in the area of instruction.

Sharing and Discussion of Assessment Findings

During Fall semester the assessment findings are presented to the program faculty by the undergraduate and graduate program coordinators. At this time decisions are made regarding any needed changes in course content, sequencing of courses in the program, or other program changes to address weaknesses. Monthly, throughout each semester the program faculty meet to discuss student progress and program updates.

Use of Assessment Findings for Program Improvement

As the program pilots edTPA (discussed above in Objective #1), we are systematically implementing the new assessment requirements into our courses. Specifically, during Fall 2014 KH 4510 (Instructional Models in HPE P-5) an unedited video segment is being used to assess the candidate's ability to instruct and engage students in learning. Also, during Fall 2014, KH 4520 (Instructional Models in HPE Secondary) students will be provided the opportunity to teach a three-week unit. The university supervisor will use the edTPA instructional rubrics (attached) to assess the candidate's ability to deliver effective instruction in secondary Health and Physical Education.

The 2012-13 program action plan focused on monitoring the content of the curriculum using a content matrix. Program faculty worked collectively to develop the matrix and used the matrix to focus on program cohesiveness and content. The student learning outcome related to instruction was targeted in multiple courses (see list of courses above).

Attachments

- HPE_Key_Assessment_Rubric.htm
- GSU_edTPA_SCALE___Physical_Education.htm

Student Learning Outcome #3

Statement of Student Learning Outcome (SLO): Candidates will be able to assess student learning and use assessment results to reflect on their teaching and effect on student learning.

Program Learning Opportunities: Students are provided the opportunity to learn, practice, and master this student learning outcome in the following courses:

- KH 3200 Instructional Skills for HPE
- KH 3410 Assessment in HPE
- KH 4510 Instructional Models P-5 Physical Education
- KH 4520 Instructional Models for Secondary Physical Education
- KH 4530 Instructional Models for Health Education
- KH 4540 Instructional Models for Adapted Physical Education
- KH 4710 Student Teaching in HPE, P-5
- KH 4720 Student Teaching in HPE, 6-12

Assessment Methods and Targets
The method used to assess this student learning outcome is the KH 4710 (Student Teaching Health & PE, P-5) and KH 4720 (Student Teaching Health & PE, Secondary) instructional models projects. The description of each models project is attached in Objective #1 above.

**Targets:** A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of assessment and reflection are as follows:

- Teacher candidate correctly interprets whether students were successful in meting learning goals in the unit.
- Teacher candidate correctly posts assessment gains.
- Reflections focus on whether student learning objectives were met.

**Assessment Findings**

100% of the students met the target score of "Satisfactory" for this learning outcome.

**Analysis of Assessment Findings**

The results of the assessment indicate that all of our teacher candidates were able to effectively assess student learning and use the assessment results to reflect on their teaching and its effect on student learning. A program change was made to allow KH 3410 (Assessment) and KH 3200 (Teaching Skills) to be taught during the same semester to allow students the opportunity to implement assessment content knowledge in peer teaching experiences (KH 3200).

**Sharing and Discussion of Assessment Findings**

During Fall semester the assessment findings are presented to the program faculty by the undergraduate and graduate program coordinators. At this time decisions are made regarding any needed changes in course content, sequencing of courses in the program, or other program changes to address weaknesses. Monthly, throughout each semester the program faculty meet to discuss student progress and program updates.

**Use of Assessment Findings for Program Improvement**

As we pilot edTPA Fall 2014 we are systematically implementing the new assessment requirements into our courses. In the Instructional Models courses (KH 4510, 4520, 4530, and 4540) candidates are being required to analyze student learning and use the assessment data to reflect on their teaching effectiveness. The edTPA rubrics #11-15 (attached below) will be used to measure the ability of our students to meet this learning outcome.

The 2012-13 program action plan focused on monitoring the content of the curriculum using a content matrix. Program faculty worked collectively to develop the matrix and used the matrix to focus on program cohesiveness and content. The student learning outcome related to instruction was targeted in multiple courses (see list of courses above).

**Attachments**

- GSU_edTPA_Assessment___K_12_Physical_Education_Rubric.htm
- HPE_Key_Assessment_Rubric.htm

**Student Learning Outcome #4**
Statement of Student Learning Outcome (SLO):

Program Learning Opportunities

Assessment Methods and Targets

Assessment Findings

Analysis of Assessment Findings

Sharing and Discussion of Assessment Findings

Use of Assessment Findings for Program Improvement

Student Learning Outcome #5

Statement of Student Learning Outcome (SLO):

Program Learning Opportunities

Assessment Methods and Targets

Assessment Findings

Analysis of Assessment Findings

Sharing and Discussion of Assessment Findings

Use of Assessment Findings for Program Improvement

2014-2015
The purpose of the Bachelor of Science Program in Health and Physical Education at Georgia State University is to develop competent teachers who provide and promote health and physical activity in P-12 schools. The theme of this program is to develop teachers as facilitators of learning. The program emphasizes broad pedagogical knowledge in health and physical education. Coursework, extensive field experience and collaboration among school and university faculty combine to develop a program that supports the professional growth of the novice educator.

Students can obtain initial teaching certification through two tracts. The first is through the BSEd. program, the second is as a nonT-4 student in the MEd program. Descriptions for both programs are attached.

**Student Learning Outcome #1**

**Statement of Student Learning Outcome(SLO):** Students will be able to plan developmentally appropriate lessons for P-12 students in Health and Physical Education.

**Program Learning Opportunities**

Students are provided opportunities to learn, practice, and master this learning outcome in the following courses:

- KH 3010 Movement Concepts and Skill Themes (Pre K - Elementary Physical Education)
- KH 3250 Teaching Comprehensive Health Education
Assessment Methods and Targets

Methods: The method used to assess this student learning outcome is the KH 4710 (Student Teaching Health & PE, P-5) and KH 4720 (Student Teaching Health & PE, Secondary) instructional models projects. The description of each models project is attached below.

Targets: A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of planning developmentally appropriate lessons for P-12 students in Health and Physical Education are as follows:

- **Contextual Analysis and Rationale**: The Instructional model selected is appropriate for the context in which it will be delivered and takes into account the number, age, and skill level of students.
- **Block and Lesson Plans**: The teacher candidate identifies important concepts for the unit selected. Activities selected for the unit emphasize content knowledge related to the identified concepts. Lesson modifications are developed for students with special needs.
- **Learning Goals and Objectives**: The candidate's lesson plan goals are stated in measurable terms about observable behavior and are related to the unit goals. The goals are linked to state standards. The level of difficulty will require student learning to achieve the goals. The goals are realistic and based on the pre-assessment of student needs.

Assessment Findings:

**Contextual Analysis and Rationale**: 100% of the students reached the target level.

**Block and Lesson Plans**: 4 of the 5 students (80%) reached the target level, with one student rated as "Needs Improvement".

**Learning Goals and Objectives**: 4 of the 5 students (80%) reached the target level, with one student rated as "Needs Improvement".
Analysis of Assessment Findings:

The results of the assessment indicate that all of our students were able to effectively analyze the context for learning. Candidates were able to identify their students' prior academic experiences and skills, as well as the cultural, community and school assets to inform teaching. The majority of students (4 of 5) were able to meet the established standards for block/lesson plans and learning goals/objectives. These students are able to plan learning tasks that support the development of psychomotor and/or cognitive competencies which align with the planned learning goals and objectives.

The findings indicate the program is effective in preparing candidates to use the knowledge of students to plan effective lessons that support individual learning needs. Our program is in the pilot phase for the implementation of edTPA, a nationally available performance-based assessment. Though this assessment was not used for evaluating students for this report, we implemented some components, including the contextual analysis assignment from the edTPA portfolio. The program emphasis on using the context for learning to inform planning and teaching is evident in the target rating of 100% of the students. In addition, candidates are provided multiple opportunities throughout the curriculum to develop learning goals/objectives and learning tasks/activities that allow students to meet the goals/objectives.

Sharing and Discussion of Assessment Findings:

During Fall semester the assessment findings are presented to the program faculty by the undergraduate and graduate program coordinators. At this time decisions are made regarding any needed changes in course content, sequencing of courses in the program, or other program changes to address weaknesses. Monthly, throughout each semester the program faculty meet to discuss student progress and program updates.

Use of Assessment Findings for Program Improvement:

The assessment process is being changed to reflect the implementation of edTPA (see description of edTPA above). Beginning Fall 2014, our teacher candidates will be scored in the areas of planning, instruction, and assessment using edTPA's 15 five-point rubrics. This change is not directly in response to this year's findings, but is a requirement for all teacher certification programs in the state of Georgia. Candidates will submit the context for learning, unit and lesson plans, a video segment demonstrating the candidate's ability to instruct and engage students in learning, and assessment of student learning (data and commentary) in an electronic portfolio. At the completion of the secondary student teaching placement, each candidate's portfolio will be scored by program faculty.

The 2012-13 program action plan focused on monitoring the content of the curriculum using a content matrix. Program faculty worked collectively to develop the matrix and
used the matrix to focus on program cohesiveness and content. The student learning outcome related to planning developmentally appropriate units/lessons was targeted in multiple courses (see list of courses above).

Attachments
KH_4720_Instructional_Models_Project.doc,
HPE_Key_Assessment_Rubric_for_Initial_and_Advanced_Programs.htm,
KH_4710_Models_Project.doc

Student Learning Outcome #2

Statement of Student Learning Outcome (SLO): Students will be able to support and engage P-12 students in learning during Health and Physical Education through informing, application, and refinement tasks.

Program Learning Opportunities: Students are provided opportunities to learn, practice, and master this learning outcome in the following courses:

- KH 3010 Movement Concepts and Skill Themes (Elementary Physical Education)
- KH 3250 Teaching Comprehensive Health Education
- KH 3200 Instructional Skills for HPE
- KH 4510 Instructional Models Pre-K and Elementary Physical Education
- KH 4520 Instructional Models for Secondary Physical Education
- KH 4530 Instructional Models for Health Education
- KH 4540 Instructional Models for Adapted Physical Education
- KH 4710 Student Teaching in HPE, P-5
- KH 4720 Student Teaching in HPE, 6-12

Assessment Methods and Targets

Methods: The method used to assess this student learning outcome is the university supervisor's and cooperating teacher's ratings of the teacher candidate on the student teaching assessment rubric.

Targets: A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of instruction are as follows:

- The teacher candidate presents information sequentially so that students can build on prior knowledge when asked to complete more complex tasks.
• The teacher candidate checks for understanding to make sure students are ready to move into more difficult content.
• The teacher candidate uses assessments in the lesson to measure student learning to determine if students are ready to attempt more difficult skills.
• The teacher candidate identifies important concepts for the unit selected.
• Activities selected for the unit emphasize content knowledge related to these concepts.

Assessment Findings

100% of the teacher candidates scored at target level for this learning outcome.

Analysis of Assessment Findings

The results of the assessment indicate that all of our students were able to effectively support and engage P-12 students in learning during Health and Physical Education through informing, application, and refinement tasks.

The findings indicate the program is effective in preparing candidates in the area of instruction.

Sharing and Discussion of Assessment Findings

During Fall semester the assessment findings are presented to the program faculty by the undergraduate and graduate program coordinators. At this time decisions are made regarding any needed changes in course content, sequencing of courses in the program, or other program changes to address weaknesses. Monthly, throughout each semester the program faculty meet to discuss student progress and program updates.

Use of Assessment Findings for Program Improvement

As the program pilots edTPA (discussed above in Objective #1), we are systematically implementing the new assessment requirements into our courses. Specifically, during Fall 2014 KH 4510 (Instructional Models in HPE P-5) an unedited video segment is being used to assess the candidate’s ability to instruct and engage students in learning. Also, during Fall 2014, KH 4520 (Instructional Models in HPE Secondary) students will be provided the opportunity to teach a three-week unit. The university supervisor will use the edTPA instructional rubrics (attached) to assess the candidate’s ability to deliver effective instruction in secondary Health and Physical Education.

The 2012-13 program action plan focused on monitoring the content of the curriculum using a content matrix. Program faculty worked collectively to develop the matrix and used the matrix to focus on program cohesiveness and content. The student learning outcome related to instruction was targeted in multiple courses (see list of courses above).

Attachments

- GSU_edTPA_SCALE____Physical_Education.htm
- HPE_Key_Assessment_Rubric.htm

Student Learning Outcome #3

Statement of Student Learning Outcome (SLO): Candidates will be able to assess student learning and use assessment results to reflect on their teaching and effect on student learning.
Program Learning Opportunities: Students are provided the opportunity to learn, practice, and master this student learning outcome in the following courses:

- KH 3200 Instructional Skills for HPE
- KH 3410 Assessment in HPE
- KH 4510 Instructional Models P-5 Physical Education
- KH 4520 Instructional Models for Secondary Physical Education
- KH 4530 Instructional Models for Health Education
- KH 4540 Instructional Models for Adapted Physical Education
- KH 4710 Student Teaching in HPE, P-5
- KH 4720 Student Teaching in HPE, 6-12

Assessment Methods and Targets

The method used to assess this student learning outcome is the KH 4710 (Student Teaching Health & PE, P-5) and KH 4720 (Student Teaching Health & PE, Secondary) instructional models projects. The description of each models project is attached in Objective #1 above.

Targets: A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of assessment and reflection are as follows:

- Teacher candidate correctly interprets whether students were successful in meting learning goals in the unit.
- Teacher candidate correctly posts assessment gains.
- Reflections focus on whether student learning objectives were met.

Assessment Findings

100% of the students met the target score of "Satisfactory" for this learning outcome.

Analysis of Assessment Findings

The results of the assessment indicate that all of our teacher candidates were able to effectively assess student learning and use the assessment results to reflect on their teaching and its effect on student learning. A program change was made to allow KH 3410 (Assessment) and KH 3200 (Teaching Skills) to be taught during the same semester to allow students the opportunity to implement assessment content knowledge in peer teaching experiences (KH 3200).

Sharing and Discussion of Assessment Findings

During Fall semester the assessment findings are presented to the program faculty by the undergraduate and graduate program coordinators. At this time decisions are made regarding any needed changes in course content, sequencing of courses in the program, or other program changes to address weaknesses. Monthly, throughout each semester the program faculty meet to discuss student progress and program updates.
Use of Assessment Findings for Program Improvement

As we pilot edTPA Fall 2014 we are systematically implementing the new assessment requirements into our courses. In the Instructional Models courses (KH 4510, 4520, 4530, and 4540) candidates are being required to analyze student learning and use the assessment data to reflect on their teaching effectiveness. The edTPA rubrics #11-15 (attached below) will be used to measure the ability of our students to meet this learning outcome.

The 2012-13 program action plan focused on monitoring the content of the curriculum using a content matrix. Program faculty worked collectively to develop the matrix and used the matrix to focus on program cohesiveness and content. The student learning outcome related to instruction was targeted in multiple courses (see list of courses above).

Attachments ▪ GSU_edTPA_Assessment___K_12_Physical_Education_Rubric.htm, ▪ HPE_Key_Assessment_Rubric.htm

Student Learning Outcome #4

Statement of Student Learning Outcome (SLO):

Program Learning Opportunities

Assessment Methods and Targets

Assessment Findings

Analysis of Assessment Findings

Sharing and Discussion of Assessment Findings

Use of Assessment Findings for Program Improvement

Student Learning Outcome #5

Statement of Student Learning Outcome (SLO):

Program Learning Opportunities

Assessment Methods and Targets
Assessment Findings

Analysis of Assessment Findings

Sharing and Discussion of Assessment Findings

Use of Assessment Findings for Program Improvement

2015-2016

Reporter Information

Department: Kinesiology and Health

Program: BSE HPE

Contact Person: Barbara Greene

Email Address: bgreene4@gsu.edu

Attachments BSE_HPE_Program_Requirements.docx

Program Mission and Student Learning Goals

The purpose of the Bachelor of Science Program in Health and Physical Education at Georgia State University is to develop competent teachers who provide and promote health and physical activity in P-12 schools. The theme of this program is to develop teachers as facilitators of learning. The program emphasizes broad pedagogical knowledge in health and physical education. Coursework, extensive field experience and collaboration among school and university faculty combine to develop a program that supports the professional growth of the novice educator.

Student Learning Outcome #1*
**Statement of Student Learning Outcome (SLO):** Students will be able to plan developmentally appropriate lessons for P-12 students in Health and Physical Education.

**Program Learning Opportunities for SLO #1**

Students are provided opportunities to learn, practice, and master this learning outcome in the following courses:

- KH 3010 Movement Concepts and Skill Themes (Pre K - Elementary Physical Education)
- KH 3250 Teaching Comprehensive Health Education
- KH 3200 Instructional Skills for HPE
- KH 4510 Instructional Models Pre-K and Elementary Physical Education
- KH 4520 Instructional Models for Secondary Physical Education
- KH 4530 Instructional Models for Health Education
- KH 4540 Instructional Models for Adapted Physical Education
- KH 4710 Student Teaching in HPE, P-5
- KH 4720 Student Teaching in HPE, 6-12

**Assessment #1:**

**Assessment Methods and Targets**

**Methods:** The method used to assess this student learning outcome is the KH 4710 (Student Teaching Health & PE, P-5) and KH 4720 (Student Teaching Health & PE, Secondary) instructional models projects. The description of each models project is attached below.

**Targets:** A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of planning developmentally appropriate lessons for P-12 students in Health and Physical Education are as follows:

- **Contextual Analysis and Rationale:** The Instructional model selected is appropriate for the context in which it will be delivered and takes into account the number, age, and skill level of students.
Block and Lesson Plans: The teacher candidate identifies important concepts for the unit selected. Activities selected for the unit emphasize content knowledge related to the identified concepts. Lesson modifications are developed for students with special needs.

Learning Goals and Objectives: The candidate's lesson plan goals are stated in measurable terms about observable behavior and are related to the unit goals. The goals are linked to state standards. The level of difficulty will require student learning to achieve the goals. The goals are realistic and based on the pre-assessment of student needs.

Assessment #2*

Statement of Student Learning Outcome (SLO): Students will be able to support and engage P-12 students in learning during Health and Physical Education through informing, application, and refinement tasks.

Methods: The method used to assess this student learning outcome is the university supervisor's and cooperating teacher's ratings of the teacher candidate on the student teaching assessment rubric.

Targets: A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of instruction are as follows:

- The teacher candidate presents information sequentially so that students can build on prior knowledge when asked to complete more complex tasks.
- The teacher candidate checks for understanding to make sure students are ready to move into more difficult content.
- The teacher candidate uses assessments in the lesson to measure student learning to determine if students are ready to attempt more difficult skills.
- The teacher candidate identifies important concepts for the unit selected.
- Activities selected for the unit emphasize content knowledge related to these concepts.

Findings: The student scored an acceptable rating in all of the rubric's components.

Attachments

- KH_4710_Instructional_Models_Project.doc
- KH_4720_Instructional_Models_Project.doc
- HPE_Key_Assessment_Rubric_for_Initial_and_Advanced_Programs.htm

- GSU_edTPA_Assessment___K_12_Physical_Education_Rubric.htm
- HPE_Key_Assessment_Rubric.htm
Student Learning Outcome #3*

**Statement of Student Learning Outcome (SLO):** Candidates will be able to assess student learning and use assessment results to reflect on their teaching and effect on student learning.

**Program Learning Opportunities:** Students are provided the opportunity to learn, practice, and master this student learning outcome in the following courses:

- KH 3200 Instructional Skills for HPE
- KH 3410 Assessment in HPE
- KH 4510 Instructional Models P-5 Physical Education
- KH 4520 Instructional Models for Secondary Physical Education
- KH 4530 Instructional Models for Health Education
- KH 4540 Instructional Models for Adapted Physical Education
- KH 4710 Student Teaching in HPE, P-5
- KH 4720 Student Teaching in HPE, 6-12

**Assessment Methods and Targets**

The method used to assess this student learning outcome is the KH 4710 (Student Teaching Health & PE, P-5) and KH 4720 (Student Teaching Health & PE, Secondary) instructional models projects. The description of each models project is attached in Objective #1 above.

**Targets:** A five-point rubric was used to assess this learning outcome (rubric attached below). The program faculty chose this rubric as an assessment tool because it clearly identifies the skills and dispositions of an effective health and physical education teacher candidate and meets the standards established by the Georgia Professional Standards Commission (PSC). The target score for the assessment is "Satisfactory". The criteria for a "Satisfactory" ranking in the area of assessment and reflection are as follows:

- Teacher candidate correctly interprets whether students were successful in meting learning goals in the unit.
- Teacher candidate correctly posts assessment gains.
- Reflections focus on whether student learning objectives were met.

**Assessment Findings**

For the previous reporting period (2014-15) 100% of the students met the target score of "Satisfactory" for this learning outcome. During the current reporting period (2015-16) the one student who completed the program scored a "needs improvement" using the assignment rubric for this learning outcome. It should be noted that the student also failed to score an acceptable rating by external edTPA scorers in the assessment component of the portfolio. The student was required to resubmit this section and was able to pass on her second attempt.
Assessment #4 (if needed):

SLO(s) Assessed with this Method

Description of the Method

Targets (provide a target for each SLO assessed with this method)

Findings

Assessment #5 (if needed):

SLO(s) Assessed with this Method

Description of the Method

Targets (provide a target for each SLO assessed with this method)

Findings

Analysis of Assessment Findings

Student Learning Objective #1:

In the previous reporting period (2014-15) the results of the assessment indicate that all of our students were able to effectively analyze the context for learning. Candidates were able to identify their students' prior academic experiences and skills, as well as the cultural, community and school assets to inform teaching. The majority of students (4 of 5) were able to meet the established standards for block/lesson plans and learning goals/objectives. These students are able to plan learning tasks that support the development of psychomotor and/or cognitive competencies which align with the planned learning goals and objectives.

In Fall 2015 our program implemented edTPA, a nationally available performance-based assessment. Though this assessment was not used for evaluating students for this report, it should be noted that the student was rated an equivalent score of "needs improvement" by external scorers for planning. The student was required to resubmit her edTPA portfolio in order to receive a passing score. The Instructional Models
Rubric scores for this student indicated she needed improvement in the three areas assessed.

Student Learning Objective #2:

In the previous reporting period (2014-15) the results of the assessment indicated that all of our students were able to effectively support and engage P-12 students in learning during Health and Physical Education through informing, application, and refinement tasks. For the current assessment period (2015-16) the student was rated "acceptable" by the cooperating teacher and university supervisors in the area of supporting and engaging P-12 students in learning. It should be noted that this student did not rate a passing score in the area of instruction on her first attempt at edTPA. This student was able to return to her secondary placement and re-teach a learning segment to resubmit to external scorers (edTPA). She passed with the second attempt.

Student Learning Objective #3

In the previous reporting period (2014-15) the results of the assessment for this learning outcome indicated that all of our students were able to effectively assess P-12 student learning and use the assessment data to effectively inform their teaching. For the current reporting period (2015-16) the student was unable to score an acceptable rating on the instructional models rubric for this component as well as the edTPA assessment section. She was able to re-teach the learning segment and submit an acceptable portfolio.

Sharing and Discussion of Assessment Findings

Program faculty met monthly during this assessment period. During the meetings we discussed the progress of this student, including our concern that she would not pass the edTPA portfolio for certification. We worked with the cooperating teacher to provide the student with additional time to resubmit the edTPA. The student did pass on the second attempt.

With only one student completing the BSE program during this assessment period (2015-16), program faculty were unable to use the data to make an authentic assessment of the program. We did not make any program changes based on this insufficient data.

Use of Assessment Findings for Program Improvement
Program faculty will continue to provide bi-weekly seminars during student teaching (KH 4710/4720) to support students in the areas of Contextual Analysis & Rationale, Planning, and writing Learning Goals & Objectives. Supports include, but are not limited to, the following:

- Discussion of exemplar Contextual Analyses, Lesson Plans, Learning Goals & Objectives submitted by program completers
- Peer review activities
- Presentations on the topic of using research and theory to provide rationale for planned tasks
### Appendix 1.a.3.3 Retention Rates and Graduation Rates

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<td>17.7</td>
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</table>

| BS Exercise Science (EXS)           | 26     | 88.5              | 75.0              | 70.0              | 2.5               | 75.0              | 55.0              | 22.5              | 77.5              | 15.0              | 40.0              | 65.4         |
| BS Exercise Science (EXS)           | 2      | 100.0             | 75.0              | 50.0              | 0.0               | 50.0              | 30.0              | 20.0              | 50.0              | 10.0              | 40.0              | 77.7         |
| BS Health And Physical Education (HPE) | 10     | 100.0             | 70.0              | 70.0              | 0.0               | 70.0              | 40.0              | 20.0              | 80.0              | 10.0              | 40.0              | 49.2        |
| Year Totals                         | 36     | 88.1              | 63.9              | 58.3              | 0.0               | 61.1              | 36.1              | 25.0              | 61.1              | 13.9              | 47.2              | 52.8        |

| BS Exercise Science (EXS)           | 40     | 90.0              | 75.0              | 70.0              | 0.0               | 70.0              | 40.0              | 20.0              | 80.0              | 10.0              | 40.0              | 65.4         |
| BS Exercise Science (EXS)           | 2      | 100.0             | 75.0              | 50.0              | 0.0               | 50.0              | 30.0              | 20.0              | 50.0              | 10.0              | 40.0              | 77.7         |
| BS Health And Physical Education (HPE) | 10     | 100.0             | 70.0              | 70.0              | 0.0               | 70.0              | 40.0              | 20.0              | 80.0              | 10.0              | 40.0              | 49.2        |
| Year Totals                         | 50     | 90.0              | 74.0              | 70.0              | 20.0              | 72.0              | 52.0              | 22.0              | 80.0              | 14.0              | 54.0              | 68.0        |

| BS EXS                              | 62.3   | 69.3              |                   |                   |                   |                   |                   |                   |                   |                   |                   |             |
| BSE HPE                             | 45.0   | 49.2              |                   |                   |                   |                   |                   |                   |                   |                   |                   |             |
| 3-Year Mean                         | 56.5   | 62.7              |                   |                   |                   |                   |                   |                   |                   |                   |                   |             |
### Junior Retention Graduation % - FA 2009 Cohort

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### Junior Retention Graduation % - FA 2010 Cohort

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### Junior Retention Graduation % - FA 2011 Cohort

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| BS EXS                                                  | 68.9           | 77.6              |
| BSE HPE                                                 | 63.5           | 69.6              |
| 3-Year Mean                                             | 66.8           | 75.4              |
## Degrees Conferred

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1.a.3.4 Output quality metrics: Placement rates and/or acceptances into advanced degree programs

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<td><strong>7</strong></td>
<td><strong>17</strong></td>
<td><strong>6</strong></td>
<td><strong>0</strong></td>
<td><strong>8</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

**Top Institutions Attended**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEORGIA STATE UNIVERSITY</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>GEORGIA PERIMETER COLLEGE</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>EMMORY UNIVERSITY</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>MERCER UNIVERSITY MACON</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MERCER UNIVERSITY - NURSING</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>DEVRY UNIVERSITY</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>GEORGIA COLLEGE AND STATE UNIVERSITY</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>GEORGIA REGENTS UNIVERSITY</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>KELLER GRADUATE SCHOOL OF MANA</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>MERCER UNIVERSITY MAIN</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

**Top Institutions Attended - GSU Data**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEORGIA STATE UNIVERSITY</td>
<td>1061</td>
<td>1</td>
</tr>
<tr>
<td>GEORGIA PERIMETER COLLEGE</td>
<td>99</td>
<td>2</td>
</tr>
<tr>
<td>KELLER GRADUATE SCHOOL OF MANA</td>
<td>76</td>
<td>3</td>
</tr>
<tr>
<td>UNIVERSITY OF GEORGIA</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>UNIVERSITY OF PHOENIX</td>
<td>67</td>
<td>5</td>
</tr>
<tr>
<td>MERCER UNIVERSITY MACON</td>
<td>64</td>
<td>6</td>
</tr>
<tr>
<td>KENNESAW STATE UNIVERSITY</td>
<td>61</td>
<td>7</td>
</tr>
<tr>
<td>MERCER UNIVERSITY MAIN</td>
<td>58</td>
<td>8</td>
</tr>
<tr>
<td>WALDEN UNIVERSITY</td>
<td>52</td>
<td>9</td>
</tr>
<tr>
<td>EMMORY UNIVERSITY</td>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td>CAPELLA UNIVERSITY</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>GEORGIA INSTITUTE OF TECHNOLOGY</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>UNIVERSITY OF WEST GEORGIA</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>CLAYTON STATE UNIVERSITY</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>NOVA SOUTHEASTERN UNIVERSITY</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>TROY UNIVERSITY</td>
<td>26</td>
<td>15</td>
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</table>
### Enrollment by Program

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Concentration</th>
<th>FA 2013</th>
<th>FA 2014</th>
<th>FA 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>Exercise Science</td>
<td>Undeclared</td>
<td>754</td>
<td>519</td>
<td>439</td>
</tr>
<tr>
<td></td>
<td>Pre-Exercise Science</td>
<td>Undeclared</td>
<td>68</td>
<td>416</td>
<td>493</td>
</tr>
<tr>
<td></td>
<td>Degree Total (BS)</td>
<td></td>
<td>822</td>
<td>935</td>
<td>932</td>
</tr>
<tr>
<td>BSE</td>
<td>Health And Physical Education</td>
<td>Undeclared</td>
<td>73</td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Pre-Health And Physical Edu</td>
<td>Undeclared</td>
<td>0</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Degree Total (BSE)</td>
<td></td>
<td>73</td>
<td>74</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Department Total</td>
<td></td>
<td>895</td>
<td>1009</td>
<td>975</td>
</tr>
</tbody>
</table>

### Enrollment by Gender

<table>
<thead>
<tr>
<th>Term</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2013</td>
<td>459</td>
<td>436</td>
<td>895</td>
</tr>
<tr>
<td>FA 2014</td>
<td>531</td>
<td>478</td>
<td>1,009</td>
</tr>
<tr>
<td>FA 2015</td>
<td>514</td>
<td>461</td>
<td>975</td>
</tr>
<tr>
<td>3-Year Total</td>
<td>1504</td>
<td>1375</td>
<td>2879</td>
</tr>
</tbody>
</table>

Percentage: 52.2% 47.8%

### Enrollment by Race

<table>
<thead>
<tr>
<th>Term</th>
<th>Asian</th>
<th>Black</th>
<th>White</th>
<th>Natv Hi/Pa Isld</th>
<th>Am Ind/AA Natv</th>
<th>Not Reported</th>
<th>Multi-Racial</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2013</td>
<td>74</td>
<td>448</td>
<td>276</td>
<td>1</td>
<td>2</td>
<td>45</td>
<td>49</td>
<td>895</td>
</tr>
<tr>
<td>FA 2014</td>
<td>81</td>
<td>545</td>
<td>268</td>
<td>1</td>
<td>4</td>
<td>58</td>
<td>52</td>
<td>1,009</td>
</tr>
<tr>
<td>FA 2015</td>
<td>86</td>
<td>532</td>
<td>247</td>
<td>0</td>
<td>3</td>
<td>51</td>
<td>56</td>
<td>975</td>
</tr>
<tr>
<td>3-Year Total</td>
<td>241</td>
<td>1525</td>
<td>791</td>
<td>2</td>
<td>9</td>
<td>154</td>
<td>157</td>
<td>2879</td>
</tr>
</tbody>
</table>

Percentage: 8.4% 53.0% 27.5% 0.1% 0.3% 5.3% 5.5%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science (BS)</td>
<td>673</td>
<td>$19,380</td>
<td>$8,799</td>
<td>473</td>
<td>$19,789</td>
<td>$8,951</td>
<td>376</td>
<td>$18,866</td>
<td>$9,332</td>
</tr>
<tr>
<td>Health And Physical Education (BSE)</td>
<td>66</td>
<td>$21,100</td>
<td>$9,262</td>
<td>37</td>
<td>$18,209</td>
<td>$7,704</td>
<td>14</td>
<td>$19,121</td>
<td>$7,629</td>
</tr>
<tr>
<td>Pre-Exercise Science (BS)</td>
<td>62</td>
<td>$20,744</td>
<td>$9,177</td>
<td>381</td>
<td>$18,616</td>
<td>$7,231</td>
<td>444</td>
<td>$20,059</td>
<td>$8,571</td>
</tr>
<tr>
<td>Pre-Health And Physical Edu (BSE)</td>
<td>0</td>
<td></td>
<td></td>
<td>31</td>
<td>$21,652</td>
<td>$11,517</td>
<td>24</td>
<td>$21,859</td>
<td>$9,310</td>
</tr>
<tr>
<td>Summary</td>
<td>801</td>
<td>$19,627</td>
<td>$8,866</td>
<td>312</td>
<td>$19,303</td>
<td>$8,276</td>
<td>858</td>
<td>$19,980</td>
<td>$8,910</td>
</tr>
</tbody>
</table>
1.a.3.7 Undergraduate Student Surveys
1. General Learning Outcomes

To what degree is your major program of study contributing to your doing or achieving the following:

1.1) Writing clearly and effectively

1.2) Speaking clearly and effectively

1.3) Locating and organizing information from multiple sources

1.4) Integrating new information with past knowledge

1.5) Analyzing problems from various points of view

1.6) Developing original ideas

1.7) Understanding ethical standards
2. Program Preparation/Challenge

Please indicate the extent to which you agree with the following statements:

2.1) My program of study is preparing me for my career or future educational goals.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4% 4.1% 7.3% 20.3% 14.6% 51.2%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=4.94
dev.=1.33

2.2) My experience in the department has fostered my interest in my program of study.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7% 5.7% 7.4% 15.6% 23.8% 41.8%</td>
<td></td>
</tr>
</tbody>
</table>

n=122
av.=4.71
dev.=1.5

2.3) My program of study is academically challenging.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8% 3.3% 5.7% 16.3% 24.4% 49.8%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=5.09
dev.=1.15

2.4) Overall, instructors in the department stress high quality work from students.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% 4.9% 9.8% 14.8% 23.8% 46.7%</td>
<td></td>
</tr>
</tbody>
</table>

n=122
av.=4.98
dev.=1.21

3. Program Quality

Please rate the following items:

3.1) Overall quality of undergraduate courses in the department

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3% 6.5% 11.4% 22.8% 30.1% 26%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=4.48
dev.=1.34

3.2) Availability of undergraduate courses in the department

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.1% 13.8% 9.6% 26% 17.1% 16.3%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=3.61
dev.=1.7

3.3) Overall quality of undergraduate instruction in the department

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3% 6.5% 10.6% 26% 26.8% 26.8%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=4.47
dev.=1.34

3.4) Procedures used to evaluate student performance

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1% 6.5% 15.4% 23.6% 25.2% 25.2%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=4.35
dev.=1.39

4. Faculty Interaction

Please indicate the extent to which you agree with the following statements:

4.1) In my department, students have opportunities to do research-related activities with faculty.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1% 8.1% 12.2% 20.3% 28.5% 26.8%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=4.41
dev.=1.42

4.2) In my department, faculty are available to answer questions or discuss my concerns about my program of study.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3% 2.4% 6.5% 22.8% 26% 39%</td>
<td></td>
</tr>
</tbody>
</table>

n=123
av.=4.83
dev.=1.27

03/22/2016
Class Climate evaluation
Page 2
4.3) In general, faculty in my department are appropriately prepared for the courses they teach.

4.4) In general, faculty in the department motivate me to do my best.

4.5) My department promotes an environment of inclusiveness and respect.

4.6) I would recommend my department to other students like myself.

5. Department of Kinesiology and Health Submitted Questions

Please indicate the extent in which you agree with the following statements:

5.1) The department provides adequate instructional resources (classroom space, instructional laboratory space, instructional equipment, faculty, etc.).

5.2) The department provides adequate opportunities and resources to get involved in research.

5.3) The department makes appropriate use of technology and online resources in its undergraduate degree programs.

5.4) The department provides exposure to a variety of occupations and careers in the field (s) of Kinesiology and Health.
1. General Learning Outcomes

To what degree is your major program of study contributing to your doing or achieving the following:

1.1) Writing clearly and effectively

| No contribution | | | | Significant contribution |
|-----------------|--------|--------|---------------------------|
| n=122 av.=4.13 | md=4.00 | dev.=1.47 |

1.2) Speaking clearly and effectively

| No contribution | | | | Significant contribution |
|-----------------|--------|--------|---------------------------|
| n=123 av.=4.33 | md=4.00 | dev.=1.40 |

1.3) Locating and organizing information from multiple sources

| No contribution | | | | Significant contribution |
|-----------------|--------|--------|---------------------------|
| n=123 av.=4.59 | md=5.00 | dev.=1.28 |

1.4) Integrating new information with past knowledge

| No contribution | | | | Significant contribution |
|-----------------|--------|--------|---------------------------|
| n=122 av.=5.00 | md=5.00 | dev.=1.24 |

1.5) Analyzing problems from various points of view

| No contribution | | | | Significant contribution |
|-----------------|--------|--------|---------------------------|
| n=123 av.=4.53 | md=5.00 | dev.=1.39 |

1.6) Developing original ideas

| No contribution | | | | Significant contribution |
|-----------------|--------|--------|---------------------------|
| n=123 av.=4.24 | md=4.00 | dev.=1.36 |

1.7) Understanding ethical standards

| No contribution | | | | Significant contribution |
|-----------------|--------|--------|---------------------------|
| n=123 av.=4.69 | md=5.00 | dev.=1.22 |

2. Program Preparation/Challenge

Please indicate the extent to which you agree with the following statements:

2.1) My program of study is preparing me for my career or future educational goals.

| Strongly disagree | | | | Strongly agree |
|-------------------|--------|--------|----------------|
| n=123 av.=4.94 | md=6.00 | dev.=1.33 |

2.2) My experience in the department has fostered my interest in my program of study.

| Strongly disagree | | | | Strongly agree |
|-------------------|--------|--------|----------------|
| n=122 av.=4.71 | md=5.00 | dev.=1.50 |

2.3) My program of study is academically challenging.

| Strongly disagree | | | | Strongly agree |
|-------------------|--------|--------|----------------|
| n=123 av.=5.09 | md=5.00 | dev.=1.15 |

2.4) Overall, instructors in the department stress high quality work from students.

| Strongly disagree | | | | Strongly agree |
|-------------------|--------|--------|----------------|
| n=122 av.=4.98 | md=5.00 | dev.=1.21 |

3. Program Quality

Please rate the following items:

3.1) Overall quality of undergraduate courses in the department

| Poor | | | | Excellent |
|------|--------|--------|----------------|
| n=123 av.=4.48 | md=5.00 | dev.=1.34 |

3.2) Availability of undergraduate courses in the department

| Poor | | | | Excellent |
|------|--------|--------|----------------|
| n=123 av.=3.61 | md=4.00 | dev.=1.70 |

3.3) Overall quality of undergraduate instruction in the department

| Poor | | | | Excellent |
|------|--------|--------|----------------|
| n=123 av.=4.47 | md=5.00 | dev.=1.34 |

3.4) Procedures used to evaluate student performance

| Poor | | | | Excellent |
|------|--------|--------|----------------|
| n=123 av.=4.35 | md=5.00 | dev.=1.39 |
### 4. Faculty Interaction

Please indicate the extent to which you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
<th>n</th>
<th>av.</th>
<th>md</th>
<th>dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1) In my department, students have opportunities to do research-related activities with faculty.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>123</td>
<td>4.41</td>
<td>5.00</td>
<td>1.42</td>
</tr>
<tr>
<td>4.2) In my department, faculty are available to answer questions or discuss my concerns about my program of study.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>123</td>
<td>4.83</td>
<td>5.00</td>
<td>1.27</td>
</tr>
<tr>
<td>4.3) In general, faculty in my department are appropriately prepared for the courses they teach.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>123</td>
<td>4.96</td>
<td>5.00</td>
<td>1.20</td>
</tr>
<tr>
<td>4.4) In general, faculty in the department motivate me to do my best.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>122</td>
<td>4.79</td>
<td>5.00</td>
<td>1.31</td>
</tr>
<tr>
<td>4.5) My department promotes an environment of inclusiveness and respect.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>122</td>
<td>4.84</td>
<td>5.00</td>
<td>1.25</td>
</tr>
<tr>
<td>4.6) I would recommend my department to other students like myself.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>121</td>
<td>4.73</td>
<td>5.00</td>
<td>1.50</td>
</tr>
</tbody>
</table>

### 5. Department of Kinesiology and Health Submitted Questions

Please indicate the extent in which you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
<th>n</th>
<th>av.</th>
<th>md</th>
<th>dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1) The department provides adequate instructional resources (classroom space, instructional laboratory space, instructional</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>123</td>
<td>4.63</td>
<td>5.00</td>
<td>1.29</td>
</tr>
<tr>
<td>5.2) The department provides adequate opportunities and resources to get involved in research.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>122</td>
<td>4.35</td>
<td>5.00</td>
<td>1.40</td>
</tr>
<tr>
<td>5.3) The department makes appropriate use of technology and online resources in its undergraduate degree programs.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>121</td>
<td>4.62</td>
<td>5.00</td>
<td>1.27</td>
</tr>
<tr>
<td>5.4) The department provides exposure to a variety of occupations and careers in the field(s) of Kinesiology and Health.</td>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td>123</td>
<td>4.59</td>
<td>5.00</td>
<td>1.45</td>
</tr>
</tbody>
</table>
5. Department of Kinesiology and Health Submitted Questions

Please indicate the extent in which you agree with the following statements:

5.5) What career goal or position do you intend to seek when you have completed your undergraduate degree in the Department of Kinesiology and Health?

- I intend to pursue a masters degree in sports medicine and work with children athletes.
- A position of employment within the Corporate Wellness field.
- Actor and/or Singet
- At the very least, I'd like to go into training right after graduating. From there, my absolute goal is Occupational Therapy or a possible career in Cardiac Rehab if OT doesn't work out.
- Athletic Trainer (3 Counts)
- Athletic Training
- Athletic Training
- Athletic trainer
- Athletic training
- Biomechanics & motion Analysis
- Cardiac Rehab
- Cardiac rehab
- Coach or Physical Therapy
- Coaching
- Corporate Wellness (2 Counts)
- Corporate wellness
- DPT
- Doctor of Physical Therapy
- Doctorate of Physical Therapy
- Either Biomechanics, physical therapy, or occupational therapy. However, these are obviously just the bigger more popularized positions in our field. When it comes to the lesser known or not as popular positions, I have little to no knowledge attained from the department itself. Whether that is on my part for not doing due diligence or on the department's for not having the fields more thoroughly explained, well that I cannot definitively say as I know I am mostly to blame for not actively engaging professors on their classes taught. Who knows?
- Either PT or PA
- Either strength and conditioning coach, Athletic Trainer, Performance Enhancement Specialist, or public health/science communicator
- Exercise Physiologist
- Exercise Physiologist
- Exercise physiologist
- Go to Graduate school for Physical Therapy
- Go to grad school for Occupational Therapy.
- Grad School for PT or Sports Med.
- Grad school
- Hospital wellness/ exercise physiologist
- I have been accepted into medical school and will be pursuing a profession in medicine.
- I hope to do research in cardiovascular diseases.
- I would like to open my own business by teaching yoga and coaching people with their nutrition.
- I would love to become a teacher or in the school system some how to become a girl's basketball coach awhile furthering my education to become a sports psychologist.
- Masters degree
- Masters degree in Exercise Science
- Medical School
- Medicine
- N/a
- Not sure
- Nursing school
- OT
- Occupational Therapy (3 Counts)
- Occupational Therapy
- Oncology
- Orthopedic Doctor
- Orthopedic Surgeon
- Personal Health and Wellness Coach
- Personal Trainer
- Personal trainer
- Personal trainer/life coach / healer
- Personal training
- Physical Therpay
- Physical Therapist (5 Counts)
- Physical Therapist
- Physical Therapist/Physical Therapist Assistant
- Physical Therapy (7 Counts)
- Physical Therapy (4 Counts)
- Physical Therapy School
- Physical Therapy, Occupational Therapy
- Physical Therapy, to work specifically with amputees
- Physical or Occupational Therapy
- Physical therapist
- Physical therapist (2 Counts)
- Physical therapist or Occupational therapist
- Physical therapy
- Physical therapy
- Athletic Trainer
- Personal trainer
- Fitness Instructor
- Physical therapy (4 Counts)
- Physical therapy or prosthsttics
- Physician's Assistant
- Professional athletic trainer
- Researcher, Educator.
- Sports Administration Masters Program
- Sports Administration careers.
- Sports Biomechanics working with professional athletes
- Sports Medicine- Physical Therapist
- Sports Performance
- Sports medicine career
- Strength and Conditioning Coach
- Teaching
- With my undergraduate degree I would love to become a high school P.E coach while working on my PT degree.
- Working with seniors in developing exercise programs that meet their individual needs and provide motivation for them to stay involved.
- health and physical education teacher; sports coach; education teacher
- occupational therapist
- occupational therapy
- physical therapist
- physical therapy
- physical therapy school
- physical therapy, personal trainer, exercise physiologist
- unsure
- yoga and zumba instructor
6. General Comments

6.1) You may use the following box to provide comments or explanations related to your responses to any of the questionnaire items.

- As far as availability of courses, I have had problems with class registration every semester I've been here. It is very difficult to register for classes and our degree isn't explained to us effectively either. I always feel behind and unprepared for my future.

- Better exposure to the clubs that represent specific majors.

- For the most part, the teachers and classes are not good by any means. Most of the classes are a waste of time learning common sense material. Meanwhile people who work in the department are not familiar with performing actual exercises. This is EXERCISE SCIENCE and yet teachers think if it's not stated in the book, the information is false. We always learn how techniques and programs vary with the individual, and yet for higher level classes, its either exactly what the book says or its wrong. There is no room for logical reasoning and exploring different techniques with different clients. The department focuses on printing out robots that do the same thing for each client and get no results. Look at the trainers in the Rec Center. They are supposed to be finished with their degree and yet they are horrible and have almost no idea what they are doing. I overheard one "trainer" tell a client that full range of motion was not necessary. So thank you Georgia State for further polluting the exercise industry with garbage "trainers" that provide no service to the population.

- From my knowledge, I am aware that the department is undergoing a revamp in its classes in the idea that there will be less emphasis on required classes, and more on electives for us to explore the fields. Whether this is 100% true I do not know as a lot of what I've heard is just second hand knowledge. I would like to hope we keep our current classes but also offer a more diverse variety to explore as well. A lot of these classes are based on bookwork and not application. The only real application I have seen is from Exercise Physiology, Biomechanics, and of course the require exercise prescriptions/Clinicals. However, why wait so late into the major to allow us to use instrumentation, explore the possibilities, theorize ideas? I feel this stagnation only stunts our potential while currently here, which then drives us to other outlets for satisfaction. I don't know, perhaps I'm too closed minded or interdependent, but for the most part, I feel this progression in the major has been a bit.. deflating.

- Glad to see you are getting instructors with more practical/applied experience rather than research oriented who tend to use the same old PowerPoint slides year after year and ironically don't keep up with current trends. Pete Rohleder is an example of someone is bringing real life experience to the classroom. It's a refreshing change. Would like to see more teachers like him.

- I plan to get a graduate degree in Sports Administration. I would like to see GSU offer an undergraduate degree in Sports Administration in the future.

- I <3 Mrs abbot, Vaughn and Dr Brandon. Dr. Ingalls is legit a muscular wizard!

- I am not unhappy with my choice of major, however, sometimes I wish for professors to be clearer or offer a thorough understanding of the material and how to enhance the understanding of each lecture as we move along in the semester. I've had to do a lot of research on my own in order to be successful in certain courses and to fully grasp the topic being discussed. Lets not forget this is a science based degree. I feel like everything is multiple choice and quizzes.

- I believe the department should open more class times and have more availability. Also, if the ACSM is a requirement to graduate, prescription should not be the only class that prepares us. Professors should state in the syllabus before our senior year that their class will be an inclusion in the ACSM. As a student, I was never informed to keep or buy my books because I would need them in order to pass the ACSM and graduate. That should be stated once a student is accepted in the program.

- I believe there needs to be more sections for classes for different days. Some of us work and some classes are too late. Also people should be instructed to take A&P with the lab so they don't run into a problem applying to grad school

- I believe we have a very strong department for kinesiology and health. I do also believe that there is room for improvement in the early classes you take as an exercise science major. Some do not seem as challenging or applicable as they could be.

- I feel the department lacks cohesiveness. The courses, whereas they pertain to the field, lack any sort of progression upon one another.

- I find this major does not offer enough class sections for the amount of students. I am constantly fighting for a place to get in a class as soon as I am able to register. I've had multiple instances of teachers being asked to teach last minute for a course and are very unprepared. Not the fault of the teacher mostly the department for being underprepared. We need more teachers. It is unacceptable for a student to have a postponed graduation because they have one class left and not enough slots in the class. As well, there are classes in this major that should be able to be exempt. If you are certified already in cpr/first aid/aed there is no need to spend the money and time. Principles of physical activity is pointless for individuals who have been in the fitness world for many years. That class should be able to be exempt.
I have enjoyed the program. However, it was often times very hard to get into the classes that I needed due to a lack of space. Also, when teachers were added there was normally a huge gap in the level of difficulty, with the new teacher often times requiring much less work and their exams being a lot easier in comparison. It was hard to understand how the same class in the same department could be so drastically different and it seemed to provide an unfair advantage to those who happened to get or switch to the new instructor.

I haven't taken a class for my major through the dept of kinesiology and health yet so my answers are based on the classes in the major but not through the dept.

I like the major, however I believe the internship should not be required. If it is required it should be paid or be less hours. It is not feasible for students who live by themselves and have a full time job.

I think we need more professors to teach more courses, especially the upper 3 and 4k level classes. Also more hands on experience, whether it be weekly site visits and exposure or more open lab access.

I took this undergraduate program purely as a lead-in to a Masters Degree in Sports Administration (with a focus on facilities management) but am not particularly interested or excited about the material outside of wanting it for my personal knowledge and health. As I have progressed in the program it has become harder to schedule my classes as they fill up quickly. This surplus of students seems to have overwhelmed staff numbers and I am disappointed to find graduate students teaching many of my classes.

I wish GSU offered online studies for this specific degree. I had some surgeries early in the year that has prevented me from being on campus for months. My professors were selfish in that I was trying to do everything within my ability and they were still not trying to help me. When I spoke to my counselor about the issue, she was also not understanding not helpful. I showed documentation to prove I am not able to be present on campus via doctor's orders. If I could do everything online, so much controversy could have been avoided and I would probably not be behind.

I wish you would have included a lab with the anatomy and physiology classes and also included the core classes of biology and physics that are required for physical therapy school outside of Georgia state university. Because of this, hope scholarships have ran out for multiple people, who need to pay out of pocket for those extra classes needed. There also are not good academic advisors who need to tell you that your classes need to be the biology for majors, or that you also need to take physics.

I would like there to be more resources to get involved in research. I have tried to get involved in research and have to wait till next semester to do it on the topics Im interested in because the professors need to plan.

In my opinion, the department is lacking because there are far too many student instructors and not enough Professors. In my experience, most of the student instructors lack passion and knowledge about the subjects that they are teaching, which creates a bitter learning experience for the student. The availability for class times are plain out ridiculous. Its as if we are working around the student instructor class times because they are technically students too. Additionally, there should be more options for online classes within this program because It's hard to work a full time job with these class times. There should more money invested into this department because it is very much lacking.

Love all my kinesiology professors the courses are challenging yet engaging and push me to work hard. I have only had one bad experience here and that is a level 2 biology lab (this semester) taught by a KID who couldn't speak English, didn't know what he was doing, didn't know how to teach, never had the lab prepared. Usually most of the lab we just sat there talking about how awful he was while he tried to figure the course out. EVERY other course has been great.

Make the internship/research an option

N/A

No thank you.

None

Offering a wider range of class times. Most classes are either in the middle of the day, conflicting with work schedules.

Our major is expanding rapidly and the wait lists for many of the classes if a small downfall to the department. Also, I think we should offer classes that'll allow us to sit for massage therapy exams.

Physician assistant

Professors need to be more careful with their quizzes and tests because those things are floating around. It's frustrating when you know you worked hard and got a B and someone else got an A because they had the answers to the test.

Program is thorough, though on a personal level I feel that i could be challenged more in several aspects of the program. Very enjoyable program!
Really need to offer more higher level classes. Seeing the few classes offered sometime stresses me out that I may not get the class I need in order to graduate by my term.

Some of the equipment is outdated.
Class times are not convenient

Sometimes, the department doesn't provide enough classes for the students because there are a lot of exercise science majors. Also, it is annoying that every semester when I register, there is always a registration error and most of the faculty doesn't know how to help or rectify the situation. The upper level classes (4000 classes) are offered at horrible times that conflict with commuters' schedules. Moreover, I wish there were more professors: instructors for different classes.

The Professors require to many lectures before they give an exam. Some of the Professors are not proficient enough in their supposed area of expertise, some of them just read from the projection screen and other have us fill in the blanks for powerpoints. The only professor who actually lectures is Dr. Doyle. Mr. Leslie Brandon needs to retire, he is all over the place in his lectures.

The professors and staff members of this department are amazing and helpful mentors in our future careers.

There should be a box for each question that allows us to answer "Unsure" to indicate that we cannot answer due to ignorance of the subject asked. I think the department is quite good and does seem to offer good advice for prospective students in the fields of athletic training and fitness management. Since a vast majority of students want to go into PT and OT, it would be a good idea to allow core curriculum and additional classes that can be a sort-of intro PT, OT class for those students.

They do not trust the students 100%

Three suggestions:

1) KH 2230--Physiology in Kinesiology and Health--must be formulated in the same way as a beginning Biology class with laboratory sessions in actual labs

2) I think that Exercise Physiology should be divided into Level 1 and Level 2 because not everything can be covered in one semester.

3) In the future, I hope that, for lack of better terms, a pre-Sports Med undergrad major or cross-institutional program is developed where Biology, Chemistry, and/or Physics requisites are taken.

Upperclassmen told me this department of the school is very poor and that they should put more work into it. Meaning not the best quality classes and cross classing with the PT program

most of my teachers only can explain from their powerpoint, when asked a question outside of the powerpoint( which is still related to the discussion) they can not answer it.

offer more information on job opportunities
Table 1. General Learning Outcomes

<table>
<thead>
<tr>
<th>To what degree is your major program of study contributing to your doing or achieving the following:</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively</td>
<td>4.13(1.47)</td>
<td>4.68(1.38)</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>4.33(1.40)</td>
<td>4.48(1.44)</td>
</tr>
<tr>
<td>Locating and organizing information from multiple sources</td>
<td>4.59(1.28)</td>
<td>4.84(1.26)</td>
</tr>
<tr>
<td>Integrating new information with past knowledge</td>
<td>5.00(1.24)</td>
<td>5.02(1.21)</td>
</tr>
<tr>
<td>Analyzing problems from various points of view</td>
<td>4.53(1.39)</td>
<td>4.97(1.26)</td>
</tr>
<tr>
<td>Developing original ideas</td>
<td>4.24(1.36)</td>
<td>4.68(1.34)</td>
</tr>
<tr>
<td>Understanding ethical standards</td>
<td>4.69(1.22)</td>
<td>4.81(1.41)</td>
</tr>
</tbody>
</table>

*Note. Mean scale: 1=No contribution to 6=Significant contribution.*

Table 2. Program Preparation/Challenge

<table>
<thead>
<tr>
<th>Please indicate the extent to which you agree with the following statements:</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My program of study is preparing me for my career or future educational goals.</td>
<td>4.94(1.33)</td>
<td>4.80(1.39)</td>
</tr>
<tr>
<td>My experience in the department has fostered my interest in my program of study.</td>
<td>4.71(1.50)</td>
<td>4.75(1.44)</td>
</tr>
<tr>
<td>My program of study is academically challenging.</td>
<td>5.09(1.15)</td>
<td>4.93(1.23)</td>
</tr>
<tr>
<td>Overall, instructors in the department stress high quality work from students.</td>
<td>4.98(1.21)</td>
<td>5.02(1.22)</td>
</tr>
</tbody>
</table>

*Note. Mean scale: 1=Strongly disagree to 6=Strongly agree.*

Table 3. Program Quality

<table>
<thead>
<tr>
<th>Please rate the following items:</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of undergraduate courses in the department</td>
<td>4.48(1.34)</td>
<td>4.65(1.31)</td>
</tr>
<tr>
<td>Availability of undergraduate courses in the department</td>
<td>3.61(1.70)</td>
<td>4.10(1.55)</td>
</tr>
<tr>
<td>Overall quality of undergraduate instruction in the department</td>
<td>4.47(1.34)</td>
<td>4.64(1.34)</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>4.35(1.39)</td>
<td>4.44(1.33)</td>
</tr>
</tbody>
</table>

*Note. Mean scale: 1=Poor to 6=Excellent.*
Table 4. Faculty Interaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my department, students have opportunities to do research-related activities with faculty.</td>
<td>4.41(1.42)</td>
<td>4.05(1.53)</td>
</tr>
<tr>
<td>In my department, faculty are available to answer questions or discuss my concerns about my program of study.</td>
<td>4.83(1.27)</td>
<td>4.86(1.29)</td>
</tr>
<tr>
<td>In general, faculty in my department are appropriately prepared for the courses they teach.</td>
<td>4.96(1.20)</td>
<td>4.98(1.23)</td>
</tr>
<tr>
<td>In general, faculty in the department motivate me to do my best.</td>
<td>4.79(1.31)</td>
<td>4.78(1.35)</td>
</tr>
<tr>
<td>My department promotes an environment of inclusiveness and respect.</td>
<td>4.84(1.25)</td>
<td>4.94(1.26)</td>
</tr>
<tr>
<td>I would recommend my department to other students like myself.</td>
<td>4.73(1.50)</td>
<td>4.86(1.41)</td>
</tr>
</tbody>
</table>

Note. Mean scale: 1=Strongly disagree to 6=Strongly agree.
1. General Outcomes

Please indicate the extent to which you agree with the following statements:

1.1) My program of study has made a positive contribution to the quality of my life.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>2</td>
<td>10.3%</td>
</tr>
<tr>
<td>3</td>
<td>2.6%</td>
</tr>
<tr>
<td>4</td>
<td>12.8%</td>
</tr>
<tr>
<td>5</td>
<td>30.8%</td>
</tr>
<tr>
<td>6</td>
<td>35.9%</td>
</tr>
</tbody>
</table>

n=39
av.=4.56
dev.=1.62

1.2) I have applied the skills I learned in my program to help resolve issues I've faced in my professional life.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.9%</td>
</tr>
<tr>
<td>2</td>
<td>7.9%</td>
</tr>
<tr>
<td>3</td>
<td>15.8%</td>
</tr>
<tr>
<td>4</td>
<td>21.1%</td>
</tr>
<tr>
<td>5</td>
<td>18.4%</td>
</tr>
<tr>
<td>6</td>
<td>28.9%</td>
</tr>
</tbody>
</table>

n=38
av.=4.21
dev.=1.6

1.3) Overall, I was satisfied with my degree program.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.5%</td>
</tr>
<tr>
<td>2</td>
<td>13.2%</td>
</tr>
<tr>
<td>3</td>
<td>7.9%</td>
</tr>
<tr>
<td>4</td>
<td>26.3%</td>
</tr>
<tr>
<td>5</td>
<td>13.2%</td>
</tr>
<tr>
<td>6</td>
<td>28.9%</td>
</tr>
</tbody>
</table>

n=38
av.=4.05
dev.=1.71

2. Employment

2.1) Are you currently employed?

Yes 69.2%  n=39
No 30.8%

2.2) Have you been employed at any time over the last year?

Yes 58.3%  n=12
No 41.7%
2.3) Please indicate the general area of employment.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
<th>n=33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Business/Finance</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>College Faculty/Administration</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Education K-12</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Hospitality/Tourism</td>
<td>6.1%</td>
<td></td>
</tr>
<tr>
<td>Medicine/Nursing</td>
<td>24.2%</td>
<td></td>
</tr>
<tr>
<td>Non-Profit or Community Org.</td>
<td>6.1%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>45.5%</td>
<td></td>
</tr>
</tbody>
</table>

3. Skills and Employment

3.1) Research skills

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>n=34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26.5%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>73.5%</td>
<td></td>
</tr>
</tbody>
</table>

3.2) Communication skills (writing and speaking)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>n=33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60.6%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>39.4%</td>
<td></td>
</tr>
</tbody>
</table>

3.3) Ability to interpret data/information in a critical manner

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>n=33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51.5%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>48.5%</td>
<td></td>
</tr>
</tbody>
</table>

3.4) Ability to analyze problems from different perspectives

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>n=34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61.8%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>38.2%</td>
<td></td>
</tr>
</tbody>
</table>

3.5) Ability to work with diverse populations

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>n=33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63.6%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>36.4%</td>
<td></td>
</tr>
</tbody>
</table>

3.6) Research skills

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>n=34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17.6%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>82.4%</td>
<td></td>
</tr>
</tbody>
</table>

3.7) Communication skills (writing and speaking)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>n=33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72.7%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>27.3%</td>
<td></td>
</tr>
</tbody>
</table>
3.8. Ability to interpret data/information in a critical manner

Yes 42.4%  n=33
No 57.6%

3.9. Ability to analyze problems from different perspectives

Yes 57.6%  n=33
No 42.4%

3.10. Ability to work with diverse populations

Yes 78.1%  n=32
No 21.9%

3.11. Research skills

Yes 41.9%  n=31
No 58.1%

3.12. Communication skills (writing and speaking)

Yes 93.9%  n=33
No 6.1%

3.13. Ability to interpret data/information in a critical manner

Yes 66.7%  n=33
No 33.3%

3.14. Ability to analyze problems from different perspectives

Yes 78.8%  n=33
No 21.2%

3.15. Ability to work with diverse populations

Yes 90.9%  n=33
No 9.1%

4. Further Education

4.1. Are you currently enrolled in a graduate program?

Yes 20.5%  n=39
No 79.5%
What degree are you seeking?

M.S. 12.5% n=8
Ph.D. 25%
Other 62.5%

Since graduating from Georgia State, have you earned an additional degree(s)?

Yes 8.1% n=37
No 91.9%

Which undergraduate degree did you obtain?

BS Exercise Science 97.4% n=39
BSE Health and Physical Education 2.6%

The field-based learning opportunities in the undergraduate curriculum (internship, student teaching, etc.) provided experience relevant to my career goals.

Strongly disagree 10.3% 5.1% 7.7% 12.8% 35.9% 28.2% Strongly agree n=39
av.=4.44 dev.=1.6

The department provided adequate instructional resources (classroom space, instructional laboratory space, instructional equipment, faculty, etc.) to support the pursuit of my undergraduate degree.

Strongly disagree 2.6% 17.9% 7.7% 28.2% 23.1% 20.5% Strongly agree n=39
av.=4.13 dev.=1.45
Profile

Academic Program Review
Department of Kinesiology and Health
Department of Kinesiology and Health Undergraduate Alumni Survey

Values used in the profile line: Mean

1. General Outcomes

Please indicate the extent to which you agree with the following statements:

1.1) My program of study has made a positive contribution to the quality of my life.

Strongly disagree | | | Strongly agree

n=39  av.=4.56 md=5.00 dev.=1.62

1.2) I have applied the skills I learned in my program to help resolve issues I've faced in my professional life.

Strongly disagree | | | Strongly agree

n=38  av.=4.21 md=4.00 dev.=1.60

1.3) Overall, I was satisfied with my degree program.

Strongly disagree | | | Strongly agree

n=38  av.=4.05 md=4.00 dev.=1.71

5. Department of Kinesiology and Health Submitted Questions

5.3) The field-based learning opportunities in the undergraduate curriculum (internship, student teaching, etc.) provided experience relevant to

Strongly disagree | | | Strongly agree

n=39  av.=4.44 md=5.00 dev.=1.60

5.4) The department provided adequate instructional resources (classroom space, instructional laboratory space, instructional

Strongly disagree | | | Strongly agree

n=39  av.=4.13 md=4.00 dev.=1.45
2. Employment

**Other:**
- Admin Assistant at Orthotics company
- Bartender
- Business owner
- Coaching
- Corporate Wellness
- Corporate wellness
- Food Service
- Graduate Research Assistant
- Health and Wellness
- Health and wellness
- Health and wellness specialist
- Hospital
- PHYSICAL THERAPY TECH
- Physical Therapy Technician
- Project Walk Atlanta
- Rehab tech
- Retail (2 Counts)
- Waitress
4. Further Education

4.2) What is your program of study?
- Athletic Training
- Chiropractic (2 Counts)
- DOCTOR OF PHYSICAL THERAPY
- Occupational therapy
- Physical Therapy (2 Counts)
- Physical Therapy, D.P.T
4.4) At what institution are you pursuing your degree?

- Armstrong State University
- Augusta university
- ELON UNIVERSITY
- Georgia State University (2 Counts)
- Life
- Life University
- Texas Tech University Health Sciences Center
4.6) Please tell us what additional degree you earned, the program of study, and the degree-granting institution.

- Master in Sport Administration
- Master of Science - Exercise Physiology - Georgia State University
- Medical college of georgia for physical therapy-received doctorate of physical therapy degree this last may
5. Department of Kinesiology and Health Submitted Questions

5.2) What type of career or educational position did you obtain when you completed your undergraduate degree in the Department of Kinesiology and Health?

- Barista at Starbucks
- Bartender
- Business owner
- Coaching
- Continued education at medical college of georgia for my DPT
- Corporate Wellness
- Corporate Wellness
- Director of Youth Programs for a local Atlanta non-profit organization.
- Entrepreneur
- Exercise Science
- Exercise physiologist position
- I have not been able to find a position in my field.
- Master's of Athletic Training
- N/A (3 Counts)
- None. I have to go to graduate school.
- PT TECH AND WAITRESS
- Personal Trainer
- Physical Therapy Aide -> DPT student at ASU
- Physical Therapy Technician
- Physical therapy aide
- Substitute teacher
- Surgical Neurophysiologist
- Travel Director and customer service assistant
- Wellness coach
- Went directly into Masters program.
- Worked as a physical therapy technician for 2 years and am now an administrative assistant at an orthotics company.
- none
- senior research interviewer, scribe
6. Overall Evaluation

6.1) Looking back, what aspects of your program do you believe were the most valuable in contributing to your earning a degree at Georgia State?

- All aspects of the program were helpful. From the beginning of the program to the end you received the same information in each class.
- Biomechanics, Exercise Physiology, Intro to Athletic Training, and Anatomy and Physiology
- Clinical, and Exercise Prescription
- EKG reading
- Faculty
- Hands on lab activities and EKGs
- I appreciate everything GSU had to offer to help me obtain my degree! Finding a job afterwards has been the challenging part for me and my classmates; very few have found jobs in their career and others have settled for something less.

- Internship

- It was ok. They should of had us training people or something
- Lab classes, Mrs Abbott, Dr. Ingalls, group learning, trying novel methods of teaching
- Lab settings were most valuable. Being apply to apply applications learned in lectures. To prepare for real world work life.
- Mrs. Laura Abbott
- Overall I think the labs and hands on learning were valuable
- Research skills, problem solving, career opportunities, internship
- The cardiology, physiology, bio mechanics, anatomy, and psychology
- The content learned served as prerequisites and has better prepared me for the Physical Therapy Program.
- The extra curricular activities provided key components to my academic experience.
- The internship requirements!
- The internship the last semester was the most valuable thing that came out of the degree program.
- The internship was the most valuable part of my program at Georgia state university.
- The labs associated with the classes
- The staff's availability was very good. It seemed someone was always there to answer my questions.
- The variety of classes
- Yes
- the teacher's preferred standard of academic excellence to do good in each class was the driving force behind my degree
What kinds of improvements would you suggest the department make in order to enhance the educational experience of current students in the program?

- Give more information about post degree options, example different type of graduate degree options
- Advisors should be able to give better guidance
- Class sizes can be smaller (neuro and cardio)
- It was really hard to enroll in few classes because of limited seats - this is delaying graduation for some students

- Acsm practice tests, stressing the acsm towards beginning of major classes.
- Add science classes such as biology, physics, anatomy and physiology, and/or chemistry for the students who would like to go to graduate school.
- Allow for a Anatomy/Physiology class with a combined lab portion specifically for Kinesology majors. Clinical Exercise Physiology divided into multiple classes
- Change course curriculum to better allot lab experiences. Employers want hands on experience;
- Classes that prepare you more for the acsm test.
- During the program there was no explanation on simple movements and correct procedure, example: proper form or a squat
- Focus less on ACSM guidelines for certain classes. Make A&P a requirement in order to graduate. Some teachers can be disrespectful when asked certain questions.
- For a Master's program or Ph.D I think taking a more advanced Anatomy and Physiology such like the courses Nursing students take would be more adequate for further education preparation. Including an entry level master's program would be more suitable for further education at GSU due to the fact that they are requiring all athletic trainers to have a master's and getting rid of bachelors programs. Also better educational structure for biomechanics in the program.
- I feel as if I didn't walk away with a full understanding of exercise prescription and fully understanding exercises for each part of the body. I don't know if it is because I took biology a&p or not, but I do not feel confident in my knowledge to truly apply it in the real world.
- I would make the course load more closely match requirements for advanced degrees in the medical field such as physical therapy or physicians assistant.
- I would suggest incorporating more classes that are prerequisites for PT school in the Exercise Science curriculum. A lot of people that graduate in this major do their internship at a PT clinic and go on to PT school, so it seems that would be logical. I know a lot of people that continued taking courses after they graduated in order to complete prereqs that could have been completed during their undergrad. An example would be the anatomy and physiology classes. The KH offerings tend to not be recognized by some schools, requiring students to take a combined Anatomy & Physiology with a lab. Also, some of the earlier KH classes seem to be more tailored towards the HPE major, so I think that they should break off earlier on in the major progression. It's also very difficult for transfer students to "catch up" to get where they need to be, especially if they come from out of state schools.
- KH 2520 should be a requirement and not an elective. The course should be more intensive and they should be learning the basics of exercise prescription.
- KH 3500 is a great class but I think for those that want to get into athletic training they should have the opportunity to see more than just this one class.
- Throughout the course of study students should be required to participate in volunteer hours (other than their internship) in different aspects of the field. (cardiac rehab, community wellness, group exercise, research)
- Maybe use more application and provide them to the students
- More hands on. Actually encourage students to exercise themselves. I knew plenty of fat exercise science students eating fast food.
- More professors or larger class sizes.
- More review or emphasis on the ACSM test. Or provide study groups or review sessions to prepare for the test.
- More rigorous program
- None
- Nothing, everything was great
• Put the students in more situations to observe the fields they could potentially be working in. Show what opportunities are out there for our field.

• Restructure the program and have the option to have a concentration. All counselors tell you to major in this for OR and OT but this program is not tailored to students success after graduation. They don't tell you that you need or in some cases don't need certain classes to pursue this career and by the time you get into your major classes and apply for grad school you have to take a ton of other classes and spend extra time in school when had a counselor told a student this early on (especially first gen college student who are unfamiliar with certain aspects) they could have properly prepared themselves. Also do a thorough evaluation on who the select as student teachers. I was highly disappointed in the education I received from a student teacher especially in my senior year. It's crucial real teachers instruct this classes.

• There should be a cadaver anatomy class instead of purely lecture.

• While an undergrad, the KH Anatomy courses did not include a lab component; therefore, implementation of a lab section that would include cadavers, would prove beneficial.

• add more teachers

• have smaller lab sizes, the rooms were somewhat cramped. Have more hands on activity in labs to practice skills

• more research opportunities

• specialized programs more specific to clinical and administrative/sales careers
7. General Comments

7.1) You may use the following box to provide general comments or explanations related to your responses to any of the questionnaire items.

- I also think there needs to be more help preparing for the ACSM exams. Power points online was not sufficient for me.
- I would love to help progress the program to the next level. If any help is needed please don't hesitate to call or email me.
- If there was a stronger placement program to put graduates into related careers, I would feel better about my degree.
- Loved my time as an undergraduate at GSU
- Ms. Abbott was very disrespectful to me and family during one moment during Spring 2015 semester. Diego was also disrespectful when it came to asking him certain questions. Overall the teaching staff was very friendly but some things can be changed.
- N/A
- N/a
- There needs to be a class for specifically muscles and how they are used. Exercises, stretches, insertion, origin, modifications, and variations. It is assumed in most classes that because we have an interest in the field that we know all exercises, but that's not the case. We needed to learn about movements that help generate power, speed, build up muscle, tone muscle. These are all things I had to learn on my feet in the year after I graduated.
  
  I also felt that the lower level classes weren't taken seriously enough by staff, which led to the same effect to the students and that's where a lot of base knowledge for the upper level classes and learned. I found myself getting to the 4000 level classes and having professors talk about things we “should have learned” already, but never even discussed.
- This degree is useless unless you want to work at a gym. Everyone has to go to graduate school once they have finished their undergraduate degree. With that being said, I think this degree should include some of the prerequisites for graduate school.
- two tracks in the program, biomechanics and pre-physical therapy/respiratory/occupational
General Outcomes

Table 1.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My program of study has made a positive contribution to the quality of my life.</td>
<td>4.56(1.62)</td>
<td>4.76(1.41)</td>
</tr>
<tr>
<td>I have applied the skills I learned in my program to help resolve issues I’ve faced in my professional life.</td>
<td>4.21(1.60)</td>
<td>4.54(1.45)</td>
</tr>
<tr>
<td>Overall, I was satisfied with my degree program.</td>
<td>4.05(1.71)</td>
<td>4.68(1.44)</td>
</tr>
</tbody>
</table>

Note. Mean scale: 1=Strongly disagree to 6=Strongly agree.

Employment

Table 2. Are you currently employed?

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 39 %</td>
<td>N = 774 %</td>
</tr>
<tr>
<td>Yes</td>
<td>69.2</td>
</tr>
<tr>
<td>No</td>
<td>30.8</td>
</tr>
</tbody>
</table>

Table 3. Have you been employed at any time over the last year?

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 12 %</td>
<td>N = 158 %</td>
</tr>
<tr>
<td>Yes</td>
<td>58.3</td>
</tr>
<tr>
<td>No</td>
<td>41.7</td>
</tr>
</tbody>
</table>

Table 4. Please indicate the general area of employment.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 33 %</td>
<td>N = 695 %</td>
</tr>
<tr>
<td>Agriculture/Natural Resources</td>
<td>0</td>
</tr>
<tr>
<td>Arts</td>
<td>3.0</td>
</tr>
<tr>
<td>Business/Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>College Faculty/Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>Counseling/Mental Health</td>
<td>0</td>
</tr>
<tr>
<td>Education K-12</td>
<td>9.1</td>
</tr>
<tr>
<td>Government/Public Administration</td>
<td>0</td>
</tr>
<tr>
<td>Hospitality/Tourism</td>
<td>6.1</td>
</tr>
<tr>
<td>Journalism/Publication</td>
<td>0</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
</tr>
<tr>
<td>Library Work</td>
<td>0</td>
</tr>
<tr>
<td>Manufacturing/Construction</td>
<td>0</td>
</tr>
<tr>
<td>Marketing</td>
<td>0</td>
</tr>
<tr>
<td>Media/Communication</td>
<td>0</td>
</tr>
<tr>
<td>Medicine/Nursing</td>
<td>24.2</td>
</tr>
<tr>
<td>Non-Profit or Community Org.</td>
<td>6.1</td>
</tr>
<tr>
<td>Religious Organization</td>
<td>0</td>
</tr>
<tr>
<td>Transportation</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>45.5</td>
</tr>
</tbody>
</table>
Table 5. Skills and Employment (Department)

The following questions focus on the skills you may have learned in your degree program at Georgia State and whether you listed them on your resume, discussed them during your job interview, or use(used) them in your job.

<table>
<thead>
<tr>
<th>Department</th>
<th>List on resume</th>
<th>Discuss in job interview</th>
<th>Using(used) on job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes %</td>
<td>No %</td>
<td>Yes %</td>
</tr>
<tr>
<td>Research skills</td>
<td>26.5</td>
<td>73.5</td>
<td>17.6</td>
</tr>
<tr>
<td>Communication skills (writing and speaking)</td>
<td>60.6</td>
<td>39.4</td>
<td>72.7</td>
</tr>
<tr>
<td>Ability to interpret data/information in a critical manner.</td>
<td>51.5</td>
<td>48.5</td>
<td>42.4</td>
</tr>
<tr>
<td>Ability to analyze problems from different perspectives</td>
<td>61.8</td>
<td>38.2</td>
<td>57.6</td>
</tr>
<tr>
<td>Ability to work with diverse populations</td>
<td>63.6</td>
<td>36.4</td>
<td>78.1</td>
</tr>
</tbody>
</table>

Table 6. Skills and Employment (University)

<table>
<thead>
<tr>
<th>University</th>
<th>List on resume</th>
<th>Discuss in job interview</th>
<th>Using(used) on job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes %</td>
<td>No %</td>
<td>Yes %</td>
</tr>
<tr>
<td>Research skills</td>
<td>51.4</td>
<td>48.6</td>
<td>43.3</td>
</tr>
<tr>
<td>Communication skills (writing and speaking)</td>
<td>79.9</td>
<td>20.1</td>
<td>83.7</td>
</tr>
<tr>
<td>Ability to interpret data/information in a critical manner.</td>
<td>59.7</td>
<td>40.3</td>
<td>63.3</td>
</tr>
<tr>
<td>Ability to analyze problems from different perspectives</td>
<td>65.0</td>
<td>35.0</td>
<td>77.4</td>
</tr>
<tr>
<td>Ability to work with diverse populations</td>
<td>69.6</td>
<td>30.4</td>
<td>76.1</td>
</tr>
</tbody>
</table>

Further Education

Table 6.
Are you currently enrolled in a graduate program?

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 39 %</td>
<td>N = 776 %</td>
</tr>
<tr>
<td>Yes</td>
<td>20.5</td>
</tr>
<tr>
<td>No</td>
<td>79.5</td>
</tr>
</tbody>
</table>

Table 7.
What degree are you seeking?

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 8 %</td>
<td>N = 152 %</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>0</td>
</tr>
<tr>
<td>J.D.</td>
<td>0</td>
</tr>
<tr>
<td>M.A.</td>
<td>0</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0</td>
</tr>
<tr>
<td>M.D.</td>
<td>0</td>
</tr>
<tr>
<td>M.Div.</td>
<td>0</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>0</td>
</tr>
<tr>
<td>M.S.</td>
<td>12.5</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>0</td>
</tr>
<tr>
<td>M.S.L.S.</td>
<td>0</td>
</tr>
<tr>
<td>M.T.S.</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>25.0</td>
</tr>
<tr>
<td>Th.D.</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>62.5</td>
</tr>
</tbody>
</table>
Table 8. Since graduating from Georgia State, have you earned an additional degree(s)?

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 37</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>8.1</td>
</tr>
<tr>
<td>No</td>
<td>91.9</td>
</tr>
</tbody>
</table>
1.a.3.8.a Syllabi, degree requirements
4120 Exercise Science

Program Offered:

- Bachelor of Science in Exercise Science

Department of Kinesiology and Health
Sports Arena
404-413-8050
Jacalyn Lund, Chair
http://kh.education.gsu.edu/

The B.S. major in Exercise Science prepares students for careers in adult fitness, worksite health promotion/corporate fitness, personal training, clinical exercise physiology, cardiac rehabilitation, and other related fields. Preparation is also provided in fitness management, program management, sports skills development and enhancement, strength and conditionings, and related topics.

Program Admission

Students are required to meet all university and college admission requirements. All students admitted to Georgia State University who choose Exercise Science as their intended major begin as Pre-Exercise Science students. It is during the Pre-Exercise Science status that students complete the general core curriculum, KH 2220, and KH 2230.

When students are in the process of completing the pre-Exercise Science status requirements, they should complete the Request for Review of Core Curriculum form and make an appointment with the appropriate advising office.

Program Financial Information

Lab fees are associated with several courses within the Exercise Science program. In addition, B.S. majors must pay all tuition and fees charged by the university and the college.

Program Degree Requirements

B.S. in Exercise Science

Areas A-E: Core Curriculum Recommendations

Students must complete 42 semester hours in Areas A-E of the Undergraduate Core Curriculum. MATH 1111 is a prerequisite for B.S. Exercise Science majors. The Department of Kinesiology and Health recommends that students take MATH 1111 in Area A. If a student chooses MATH 1101 or lower in Area A, they must still complete MATH 1111 prior to taking KH 3600 in Area G.

Semester hours are shown in parentheses after an entry.
Area F. Courses Appropriate for a Major (18)

Required (18):

- BUSA 2106 The Environment of Business (3)
- EPY 2050 Human Growth and Development (3)
- LT 2010 Computer Skills for the Information Age (3)
- KH 2130 Introduction to the Allied Fields of Health, Physical Education, and Fitness (3)
- KH 2220 Anatomy in Kinesiology and Health (3)
- KH 2230 Physiology in Kinesiology and Health (3)

Area G. Major Courses (54)

A grade of “C” or higher is required in all courses in Area G.

Pre-Exercise Science students can register for the following courses as long as prerequisites are met.

- KH 2520 Principles of Physical Activity and Fitness (2)
- KH 3000 Personal Health and Wellness (3)
- KH 3390 Advanced First Aid and Emergency Care (3)
- KH 3600 Biomechanics (3)
- KH 3650 Physiology of Exercise-CTW (4)
- NUTR 4960 Nutrition and Physical Fitness (3)

To enroll in the upper-level courses listed below, students must be declared B.S. Exercise Science students and

- complete the university core curriculum (See Section 1410),
- complete KH 2220 Anatomy In Kinesiology and Health with a grade of “C” or higher,
- complete KH 2230 Physiology Kinesiology and Health with a grade of “C” or higher, and
- earn a GPA of 2.5 or higher in these two courses.
- pass appropriate prerequisites for the following classes.

- KH 3500 Athletic Training and Conditioning (4)
- KH 3550 Evaluation and Instrumentation in Exercise Science (3)
- KH 4280 Psychology of Physical Activity (3)
- KH 4290 Cardiopulmonary Physiology (3)
- KH 4300 Neuromuscular Physiology and Plasticity (3)
- KH 4350 Fitness Program Management-CTW (3)
- KH 4360 Clinical Exercise Physiology (4)
- KH 4600 Advanced Biomechanics for Exercise Science (3)
- KH 4630 Fitness Assessment and Exercise Prescription (4)

KH 2220 and KH 2230 may be attempted only twice. The Area F GPA will be computed using the last attempt in each course. A WF counts as an attempt. Transfer students who transfer these course(s) into Georgia State, may use the grades in the last attempted transferred course to calculate the GPA or they may attempt them (twice) at Georgia State.
Students can petition to use BIOL 1110K and BIOL 1120K in place of KH 2220 and KH 2230; however, a student must still receive a “C” or higher in each course as well as a combined GPA of 2.5 or higher in the two courses.

Once a student is eligible to take the restricted KH courses, the student remains eligible to take them as long as the student is eligible to enroll at Georgia State University.

Electives (6):
Select two or more:

- BIOL 2240 -BIOL 2250 Human Physiology (3) and Human Physiology Laboratory (1)
- KH 3040 Performance and Analysis Area IV: Lifetime Sports (3)
- KH 3060 Performance and Analysis in Disability Sport (3)
- KH 3360 Disability, Sport, and Physical Activity (3)
- KH 3610 Motor Learning and Development (3)
- KH 3680 International Experience in Sport and Exercise Science (3)
- PSYC 3450 Health Psychology (3)
- NUTR 3100 Nutrition and Health (3)
- NUTR 3200 Introduction to Clinical Nutrition (2)
- NUTR 3500 Nutrition and Metabolism (3)
- RT 3005 Clinical Cardiopulmonary Physiology (CPR) (3)
- SOCI 1101 Introductory Sociology (3)
- SOCI 4230 Sociology of Health and Illness (3)
- (Other courses may be selected with consent of adviser.)

Area H. Practicum (6 semester hours)

A grade of “S” is required in all courses in Area H. This experience is established with the assistance of the Program advisor and the Internship Coordinator.

Required (1):

- KH 4750 Practicum in Exercise Science (1)

Select One (5):

- KH 4760 Internship in Exercise Science (5)
- KH 4800 Research Fellowship in Exercise Science (5)*

* Students are required to successfully complete a minimum of 5 credit hours that may extend beyond one semester but no more than three semesters.

Total Program: minimum of 120 semester hours
4130 Health and Physical Education

Programs Offered:

- Bachelor of Science in Education in Health and Physical Education

Additional Teacher Education information is found in section 1600 of the catalog.

Department of Kinesiology and Health
Sports Arena
404-413-8050
Jacalyn Lund, Chair
http://kh.education.gsu.edu/

The B.S.E. major in Health and Physical Education prepares graduates to teach integrated programs of health and physical education for pre-kindergarten through twelfth grade. Areas of emphasis include skill development and analysis, personal health assessment, pedagogical-disciplinary study, contemporary curriculum, instructional skills and models, and direct field experiences. The program features a field-based approach.

Program Admission

Students are required to meet all university and college admission requirements. In addition, students must apply for teacher education prior to beginning Area G of the program.

To be accepted into teacher education:

- students must have a 2.50 overall grade point average on all undergraduate coursework previously completed;
- students must have successfully completed areas A-F of program, as listed in the Undergraduate Catalog. This includes completion of Area A Essential Skills with a “C” or better and Area F courses appropriate to the major with a grade of “C” or better;
- students must demonstrate competence in oral communication. Screening takes place in all education courses (see catalog for more details);
- students must present passing scores on the GACE Program Admission Assessment or demonstrate an exemption upon application to an initial educator preparation program;
- students must complete the Georgia Educator Ethics – Program Entry (350) Assessment;
- students must show proof of tort liability insurance; and
- students must participate in an interview and writing sample with program faculty. This will take place after Teacher Education applications are submitted to the Department of Kinesiology and Health.

Program Financial Information

B.S.E. majors must pay all tuition and fees charged by the university and the college. A lab fee of $125 will be charged at the time students register for the student teaching experience. Educator preparation students must be aware that extra cost such as fees for LiveText, tort liability, criminal background check, and
transportation will be incurred at various times during the completion of various teacher education field experiences, particularly during the students’ senior year.

Program Academic Regulations

Program of Study: Students must complete 42 semester hours in Areas A-E of the Undergraduate Core Curriculum. Courses in Area A must be completed with “C” or higher grades. A grade of “C” or higher is required in Area F courses. A grade of “C+” is required for the following courses: KH 3200, KH 3250, KH 3410, KH 3420, KH 4510, KH 4520, KH 4530, KH 4540. Students who do not receive a grade of “C+” or better may repeat the course once. If a student fails to earn a “C+” the second time, then the student is administratively removed from the program. A grade of “B” in KH 4710 and KH 4720 is required for recommendation for certification. Students who do not receive a grade of “B” or better may repeat the course once. If a student fails to earn a “B” the second time, he or she will not be allowed to enroll in the course again and will not be recommended for certification.

Entry into the program does not guarantee continuation in the program, graduation from the program and/or recommendation for certification even if all requirements have been met. Students may graduate from the program with a “B-”, “C+”, “C”, or “C-” without recommendation for certification even if the certification test has been passed.

Pre-Service Certificate: All students who are accepted into a teacher education program and will be completing a field placement must complete the requirements to obtain a Pre-Service Certificate through the Georgia Professional Standards Commission which includes a criminal background check and the ethics module. To apply for the Pre-Service certificate, go to the GSU certification page and complete the GaPSC form and submit all required materials to the GSU certification officer in the College of Education and Human Development Office of Academic Assistance and Graduate Admissions on the 3rd floor of the COE building, Suite 300.

Tort Liability: All students must show proof of tort liability insurance prior to admission to Teacher Education and then again prior to enrollment in student teaching (KH 4710 Student Teaching in Health and Physical Education, P-5, and KH 4720 Student Teaching in Health and Physical Education, 6-12). Students may obtain the appropriate forms through http://education.gsu.edu/student-services/office-of-field-placements/.

Certification: Students must post passing scores on the GACE Content Assessment, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA in order to be recommended by Georgia State University for clear, renewable certification.

Professional Development Plan: Program candidates may be placed on a Professional Development Plan (PDP). The HPE faculty has many options to choose from for determining a PDP for individuals. These options may include but are not limited to retaking courses; taking additional courses; and taking speech or writing workshops. Continuation in the program will depend on demonstrating timely and successful completion of PDP requirements.

As the courses progressively become more field-based, program faculty, cooperating teachers, and school administrators may also recommend that program candidates be placed on a PDP, removed from a course or removed from the program. The HPE program faculty has a personal and professional responsibility to
ensure that the teacher candidates that enter and graduate from the program exhibit professional behaviors. The HPE faculty is obligated to follow university policy set forth in the following excerpt from the GSU catalog:

The Professional Education Faculty believes that all students who are in field experiences must be personally and psychologically equipped as well as academically prepared. Students may be denied entry to field experiences based on departmental prerequisites or the professional judgment of faculty based on observed performance and behavior. This policy is based on the premise that educators should be part of the evaluation of the students’ ability to function adequately and safely in classrooms and those educators have a right and responsibility to make such judgments prior to placing students in schools. The practicum or student teaching supervisor has the authority to withdraw students from their classroom experience if their performance constitutes a detriment to the children in the class. If such removal is necessary, students will be given an F in each corresponding course.

Program Degree Requirements

B.S.E. in Health and Physical Education

Areas A-E: Core Curriculum Recommendations

Students must complete 42 semester hours in Areas A-E of the Undergraduate Core Curriculum. Courses in Area A must be completed with “C” or higher grades.

Semester hours are shown in parentheses following an entry.

Area F. Courses Appropriate for a Major (18)

Students must complete coursework with a grade of “C” or higher in Area F prior to admission to teacher education.

Required (18):

- EDUC 2110 Investigating Critical and Contemporary Issues in Education (3)
- EDUC 2120 Exploring Socio Cultural Perspectives on Diversity (3)
- EDUC 2130 Exploring Teaching and Learning (3)
- KH 2130 Introduction to the Allied Fields of Health, Physical Education, and Fitness (3)
- KH 2220 Anatomy in Kinesiology and Health (3)
- KH 2230 Physiology in Kinesiology and Health (3)

Area G. Major Courses (53)

Students must apply for teacher education prior to beginning courses in Area G. To be accepted into teacher education, students must:

1. Successfully complete areas A-F of program, as listed in the Undergraduate Catalog. This includes completion of Area A Essential Skills with a “C” or better grade and Area F Course appropriate to the major with a grade of “C” or better.
2. Demonstrate competence in oral communication. Screening takes place in all education courses (see catalog for more details).
3. Have a passing score on GACE Program Admission Assessment or demonstrate an exemption upon application.
4. Must complete the Georgia Educator Ethics – Program Entry (350) Assessment;
5. Have a grade point average of no less than 2.5 (includes GSU and any transfer credit).
6. Complete a departmental interview and writing sample. (Will be scheduled by department after application deadline)
7. Show proof of tort liability insurance
   (See http://education.gsu.edu/student-services/office-of-field-placements/)

Content:

Required (34):

- KH 3010* Performance and Analysis Area I: -Skill Themes and Movement Concepts (3)
- KH 3020 Performance and Analysis Area II: Fitness and Physical Activity for P-12 (3)
- KH 3030 Performance and Analysis Area III: Team Sports (3)
- KH 3040 Performance and Analysis Area IV: Lifetime Sports (3)
- KH 3250** Teaching Comprehensive School Health Education (3)
- KH 3420** Curriculum in Health and Physical Education-CTW (3)
- KH 3600 Biomechanics (3)
- KH 3610 Motor Learning and Development (3)
- KH 3650 Physiology of Exercise (4)
- KH 3700 Sexuality Education -for P-12-CTW (3)
- EXC 4020 Characteristics and Instructional Strategies for Student with Disabilities (3) (or equivalent)

* Completion of KH 3010 is required before taking KH 3200 and KH 3410.

** Completion of KH 3250 and KH 3420 with a “C+” or better along with HPE faculty permission is required before taking KH 3200 and KH 3410.

KH 3420 and KH 3700 will fulfill the Critical Thinking Through Writing (CTW) requirement.

Methods and Curriculum:

Required (19):

- KH 3200* Instructional Skills for Health and Physical Education, P-12 (4)
- KH 3410 *Assessment in Health and Physical Education (3)
- KH 4510** Contemporary Instructional Models for Pre-K and Elementary Physical Education (3)
- KH 4520** Contemporary Instructional Models for Secondary Physical Education (3)
- KH 4530** Contemporary Instructional Models for Health Education (3)
- KH 4540** Contemporary Instructional Models for Adapted Physical Education (3)

* Completion of KH 3200 and KH 3410 with a “C+” or higher along with permission of HPE faculty is required before taking the remainder of the courses in this section.
**Completion of KH 4510, KH 4520, KH 4530, and KH 4540 with a “C+” or higher is required along with permission from HPE faculty before taking KH 4710 and KH 4720.**

**Area H. Practicum and Student Teaching (12)**

First Aid and CPR Proficiency: All students must have current certifications in First Aid and CPR (including infant, child, and adult) at the time of application to student teaching. Those certifications must remain current through the end of the student teaching term. Students may demonstrate this proficiency by attaining the appropriate certifications from GSU Recreation Department, American Heart Association, local fire departments or the American Red Cross at www.redcrossatlanta.org/pdf/communitycourses.pdf or by completing KH 3390 Advanced First Aid and Emergency Care (3) Please note: The skills test for first aid and CPR cannot be taken online.

Students must complete student teaching coursework in Area H with a grade of “B” or higher for recommendation for certification.

Required (12):

- KH 4650 Opening School Experience (0)
- KH 4710 Student Teaching in Health and Physical Education, P-5 (6)
- KH 4720 Student Teaching in Health and Physical Education, 6-12 (6)

Students must post passing scores on the GACE Content Assessment, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA in order to be recommended by Georgia State University for clear, renewable certification.

**Total Program: minimum of 125 semester hours**
1.a.3.8.b List of courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH 1010</td>
<td><strong>Beginning Leisure Life Skills</strong></td>
<td>2.0</td>
<td>This course is designed to provide students a beginning level competency in individual or recreational sports and dance. This course is nonacademic and is not used in grade-point average computation even though a grade is assigned for the course. (Repeatable).</td>
</tr>
<tr>
<td>KH 1011</td>
<td><strong>Beginning Leisure Life Skills: Ballet</strong></td>
<td>2.0</td>
<td>This course is designed to provide students a beginning level competency in individual or recreational sports and dance. This course is nonacademic and is not used in grade-point average computation even though a grade is assigned for the course.</td>
</tr>
<tr>
<td>KH 1013</td>
<td><strong>Beginning Leisure Life Skills: Jazz Dance</strong></td>
<td>2.0</td>
<td>This course is designed to provide students a beginning level competency in individual or recreational sports and dance. This course is nonacademic and is not used in grade-point average computation even though a grade is assigned for the course.</td>
</tr>
<tr>
<td>KH 1014</td>
<td><strong>Beginning Leisure Life Skills: Modern Dance</strong></td>
<td>2.0</td>
<td>This course is designed to provide students a beginning level competency in individual or recreational sports and dance. This course is nonacademic and is not used in grade-point average computation even though a grade is assigned for the course.</td>
</tr>
<tr>
<td>KH 1017</td>
<td><strong>Beginning Leisure Life Skills: Tennis</strong></td>
<td>2.0</td>
<td>This course is designed to provide students a beginning level competency in individual or recreational sports and dance. This course is nonacademic and is not used in grade-point average computation even though a grade is assigned for the course.</td>
</tr>
<tr>
<td>KH 2130</td>
<td><strong>Introduction to the Allied Fields of Health, Physical Education, and Fitness</strong></td>
<td>3.0</td>
<td>This course is an introduction to the allied professional fields within health, physical education, and fitness. Topics include the history, social forces, and current trends that shape contemporary health, physical education, and fitness programs in P-12 schools, businesses, community agencies, and exercise/fitness facilities.</td>
</tr>
<tr>
<td>KH 2220</td>
<td><strong>Anatomy in Kinesiology and Health</strong></td>
<td>3.0</td>
<td>KH 2220 may only be attempted twice A minimum grade of &quot;C&quot; is required for this course. KH 2220 is the prerequisite for KH 3500, KH 3550, KH 4280, KH 4290, KH 4300, KH 4350, KH 4360, KH 4600, KH 4630. The performance (sport, dance, daily living skills) applications and functions of musculoskeletal anatomy in the human being are studied.</td>
</tr>
</tbody>
</table>
KH 2230  Physiology in Kinesiology and Health
CREDIT HOURS  3.0
REQUIREMENTS  Continuation of KH 2220
DESCRIPTION  KH 2230 may only be attempted twice. A minimum grade of "C" is required for this course. KH 2230 is the prerequisite for KH 3500, KH 3550, KH 4280, KH 4290, KH 4300, KH 4350, KH 4360, KH 4600, KH 4630. This course presents introductory concepts concerning the responses of various physiological systems to acute and chronic exercise and physical activity. Lecture information includes differences between children, adolescents, and adults.

KH 2360  Childhood Health and Wellness
CREDIT HOURS  3.0
DESCRIPTION  This course introduces theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. The course provides training in Infant/Child CPR and first aid along with an overview of chronic and acute health issues; emergency procedures; safety issues; transportation guidelines; detecting and reporting child abuse and neglect; and nutritional and feeding needs of children.

KH 2520  Principles of Physical Activity and Fitness
CREDIT HOURS  2.0
REQUIREMENTS  A minimum grade of "C" is required for this course
DESCRIPTION  The fundamental principles of physical activity, physical fitness, and exercise. Content includes health benefits of physical activity and fitness, guidelines for physical activity and components of physical fitness such as cardiovascular/aerobic, muscular strength and endurance, flexibility, and body composition. Emphasis is placed on implementation of principles by student participation in physical activities, incorporation into a personal fitness plan, and development of individual and group fitness leadership skills.

KH 3000  Personal Health and Wellness
CREDIT HOURS  3.0
REQUIREMENTS  A minimum grade of "C" is required for this course
DESCRIPTION  Introduces students to contemporary health topics and issues. Students examine health risk and protective factors which influence the individual's achievement of optimal health across the life span.

KH 3010  (TE) Performance and Analysis Area I: Skill Themes and Movement Concepts
CREDIT HOURS  3.0
REQUIREMENTS  A minimum grade of "C" is required for this course
DESCRIPTION  Students develop knowledge and skill in designing and implementing movement and rhythmical activities for P-5 curriculums. Emphasis is placed on the ability to analyze and instruct the associated movement skills.
KH 3020  Performance and Analysis Area II: Fitness and Physical Activity for P-12
CREDIT HOURS  3.0
PREREQUISITES  Admitted to Teacher Education
REQUIREMENTS  A minimum grade of "C" is required for this course
DESCRIPTION  Students develop knowledge and skills in lifetime fitness activities such as aerobics, jogging, walking, weight training, muscle toning, and general conditioning. Emphasis is placed on developing an understanding of the health and fitness benefits provided through participation in these activities.

KH 3030  Performance and Analysis Area III: Team Sports
CREDIT HOURS  3.0
PREREQUISITES  Admitted to Teacher Education
REQUIREMENTS  A minimum grade of "C" is required for this course
DESCRIPTION  Students develop knowledge and skills in various team sports (e.g., soccer, volleyball, softball, flag football, basketball) offered in P-12 school curriculums. Emphasis is placed on developing performance skills, as well as developing the ability to analyze and teach the associated movement skills.

KH 3040  Performance and Analysis Area IV: Lifetime Sports
CREDIT HOURS  3.0
PREREQUISITES  A minimum grade of "C" is required for this course
REQUIREMENTS
DESCRIPTION  Students develop knowledge and skills in various lifetime individual and dual sports (e.g., tennis, badminton, golf, bowling, archery, racquetball) offered in P-12 school curriculums. Emphasis is placed on producing competent performers, as well as developing the ability to analyze and teach the associated movement skills.

KH 3060  Performance and Analysis in Disability Sport
CREDIT HOURS  3.0
DESCRIPTION  Students will participate first hand in games and activities derived from the field of disability sport. Specifically, students will learn the fundamental skills, rules, and strategies necessary to play, coach, and develop programs for individuals with disabilities in some of the following sports: wheelchair basketball, wheelchair tennis, wheelchair rugby, goalball, and boccia.

KH 3150  Healthy Lifestyle Choices
CREDIT HOURS  3.0
DESCRIPTION  This course is designed to help students understand their responsibility for their health. The themes of the course include personal decision-making and physical activity. Self-assessment inventories are used to involve students in any health issues and provide a means for applying health information in personal decision-making. The goal of this course is to explore major personal health topics and to apply them in order to achieve, maintain, and promote high-level health.

KH 3200  Instructional Skills for Health and Physical Education, P-12
CREDIT HOURS  3.0 TO 4.0
PREREQUISITES  Admitted to Teacher Education; Permission of the HPE faculty; KH 3010 with a grade of C or higher; KH 3250 with a grade of C+ or higher; and KH 3420 with a grade of C+ or higher
COREQUISITES  KH 3410
REQUIREMENTS  A minimum grade of "C+" is required for this course
DESCRIPTION  Introduces effective classroom management, teaching skills, and instructional models for health and physical education in grades P-12. Field experiences are included in selected P-12 classrooms.
**KH 3250**  
Teaching Comprehensive School Health Education  
**CREDIT HOURS** 3.0  
**PREREQUISITES** Admitted to Teacher Education  
**COREQUISITES** KH 3420  
**REQUIREMENTS** A grade of "C+" or better is required for this course  
**DESCRIPTION** At the completion of this course, the student is able to integrate six health content areas into five health education teaching models; create a score and sequence determined by results of a student interest survey and based on national and state standards; write age/stage appropriate health lessons which incorporate a rationale statement and the seven components of a health lesson plan; and demonstrate effective classroom management and individual/small group teaching skills assessed by peers/instructor.

**KH 3360**  
Disability, Sport, and Physical Activity  
**CREDIT HOURS** 3.0  
**REQUIREMENTS** A minimum grade of "C" is required for this course  
**DESCRIPTION** Students examine the structure, function, and outcome of the disability sport movement in the United States and internationally, considering its impact on opportunities, current trends, behaviors, and attitudes towards persons with a disability. Students experience opportunities to work directly with athletes with disabilities and learn firsthand how to play selected disability sports.

**KH 3390**  
Advanced First Aid and Emergency Care  
**CREDIT HOURS** 3.0  
**REQUIREMENTS** A minimum grade of "C" is required for this course  
**DESCRIPTION** Red Cross certification is contingent upon a grade of "B" or higher and attendance record. Students develop a working knowledge of first aid methods and techniques and accident prevention.

**KH 3410**  
Assessment in Health and Physical Education  
**CREDIT HOURS** 3.0  
**PREREQUISITES** Admitted to Teacher Education; Permission of the HPE faculty; KH 3250 with a grade of C+ or higher; and KH 3420 with a grade of C+ or higher  
**COREQUISITES** KH 3200  
**REQUIREMENTS** A minimum grade of "C+" is required for this course  
**DESCRIPTION** Traditional and authentic assessment methods currently in use in health, physical education, and adapted physical education settings are studied, including the organization, administration, and interpretation of those assessments. Students also examine various standards and learn how to develop assessments for them.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH 3420</td>
<td>Curriculum in Health and Physical Education</td>
<td>3.0</td>
<td>Admitted to Teacher Education</td>
<td>KH 3250</td>
<td>A minimum grade of &quot;C+&quot; is required for this course</td>
<td>Students examine contemporary curriculum models, theory, and standards for adapted, elementary, and secondary physical education, and for health education. Students learn how to develop a curriculum for a K-12 program. This course has been identified as a &quot;Critical Thinking Through Writing (CTW)&quot; course by the Department of Kinesiology and Health (KH).</td>
</tr>
<tr>
<td>KH 3500</td>
<td>Athletic Training and Conditioning</td>
<td>4.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230</td>
<td></td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>Students obtain an overview of the physiological, psychological, and biomechanical principles as they apply to sports performance.</td>
</tr>
<tr>
<td>KH 3550</td>
<td>Evaluation and Instrumentation in Exercise Science</td>
<td>3.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230</td>
<td></td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>Surveys and written and physical tests employed in physical education are studied. Introductory statistics and the development of skills in organizing, administering, and interpreting test scores are also objectives of the course.</td>
</tr>
<tr>
<td>KH 3600</td>
<td>Biomechanics</td>
<td>3.0</td>
<td>KH 2220 with a grade of &quot;C&quot; or higher and MATH 1111, or MATH 1112 or MATH 1113 with a grade of &quot;C&quot; or higher</td>
<td></td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>The principles which influence human motion are examined. Emphasis is placed on developing the ability to analyze human motion with the goal of optimizing human movement performance.</td>
</tr>
</tbody>
</table>
KH 3610  Motor Learning and Development  
CREDIT HOURS  3.0  
REQUIREMENTS  A minimum grade of "C" is required for this course  
DESCRIPTION  Students gain knowledge of motor learning and development principles. Topics include the processes of skilled motor performance and motor skill acquisition, human motor development from childhood through older adulthood, the influence of perceptual, cognitive, physiological, and social development on motor development. Emphasis is on the practical application of concepts to the teaching of motor skills.

KH 3630  American Sport Education Program (ASEP) Coaching Principles  
CREDIT HOURS  3.0  
DESCRIPTION  This course will provide students with the foundation to become successful sport coaches. Through activities, videos, and discussions, students will develop a coaching philosophy, learn strategies to motivate athletes, teach techniques and tactics, develop training programs, plan for a season and individual workouts, and manage a team and relationships with all of the people with whom you work as a coach. This course is a component of the National Federation of State High School Association Coaches Education Program. Completion of the ASEP national coaching certification exam is a course requirement.

KH 3635  Special Considerations for Coaching Athletes with Disabilities  
CREDIT HOURS  3.0  
DESCRIPTION  This course will introduce students to the functional abilities of persons with a disability and the implications of impairment for coaching athletes with disabilities. Students will learn about reasonable accommodations in equipment, training, communication or rules to enable sport participation of athletes with disabilities. An understanding of classification also will facilitate coaching and athlete performance.

KH 3650  Physiology of Exercise-CTW  
CREDIT HOURS  4.0  
PREREQUISITES  KH 2230 with a grade of "C" or higher or consent of instructor  
REQUIREMENTS  A minimum grade of "C" is required for this course  
DESCRIPTION  Focuses on alterations in body systems and organs during physical activity with emphasis on metabolic, cardio respiratory, and body composition parameters. Laboratory experiences employing physiological principles during active participation in exercise are also included. This is a "Critical Thinking Through Writing" (CTW) course.
International Experience in Sport and Exercise Science

This course is designed for undergraduate students to gain an international perspective on sport and exercise science. Students will learn to apply knowledge in sport and exercise science and gain field experience through a study-abroad program. Topics will include principles in sports biomechanics, materials in sports equipment, and research methods in exercise science. Global Perspectives Course. This course may include a Signature Experience component.

Sexuality Education for P-12-CTW

The course is required for all HPE majors. With permission from the course instructor, students outside of the KH Department and outside of the College of Education can select this course as an elective. This course has been identified as a "Critical Thinking Through Writing (CTW)" course by the Department of Kinesiology and Health (KH). CTW assignments compose 45% of course assignments and include a structured academic controversy and two reflections. Students participate in class discussion, skill training, and skill applications which incorporate current national and state standards for school-based sexuality education. Particular emphasis is given to reaching special needs students. Class discussions and skill training include interactions with practicing teachers, parents, adolescents, content experts, and representatives of related community organizations. Skill application includes target group surveys; an in-class structured academic controversy, personal reflections, and a cognitive exam.

Special Topics in Kinesiology and Health

This elective course enables the program to address the very latest issues in kinesiology and health.

Analysis of Sport Coaching

This course will introduce students to the professional role that sport coaches play in today's society. Students will learn best practices in long-term coach development as well as the nature of coaching expertise and various models of successful coaching. Current research and suggestions for new paths of study will be discussed.

Long Term Athlete Development

This course will introduce students to the Canadian Sport For Life (CS4L) Long-Term Athlete Development (LTAD) Model. Through readings, activities, projects and class discussions students will develop an applicable understanding of the seven foundational stages of the LTAD model as well as the two disability specific stages that guide the training, competition and recovery experience of an individual's experience in physical activity and sport from infancy through adulthood.
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>KH 4280</td>
<td>Psychology of Physical Activity</td>
<td>3.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230; Completed KH 3650 with a grade of &quot;C&quot; or higher</td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>The psychological principles underlying the teaching and performance of sport and physical activity are analyzed.</td>
</tr>
<tr>
<td>KH 4290</td>
<td>Cardiopulmonary Physiology</td>
<td>3.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230; Completed KH 3650 with a grade of &quot;C&quot; or higher</td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>Students study in detail the anatomy and physiology of the cardiovascular and pulmonary systems. Students also examine possible complications within these systems and related pharmacology.</td>
</tr>
<tr>
<td>KH 4300</td>
<td>Neuromuscular Physiology and Plasticity</td>
<td>3.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230; Completed KH 3650 with a grade of &quot;C&quot; or higher</td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>This course is a detailed study of the structure and function of the neuromuscular and skeletal systems. In addition, students learn the physiology of movement and fatigue, and neuromuscular adaptations to strength and endurance training, disuse, injury, and aging. Finally, students learn the etiology and functional consequence of numerous neuromuscular diseases, e.g. muscular dystrophy, central core disease, malignant hyperthermia, myasthenia gravis, multiple sclerosis, and amyotrophic lateral sclerosis.</td>
</tr>
<tr>
<td>KH 4350</td>
<td>Fitness Program Management-CTW</td>
<td>3.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230; Completed KH 3650 with a grade of &quot;C&quot; or higher</td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>Discusses principles of fitness and health promotion program operation including cost/benefit and cost/effectiveness, program objectives, content, promotion and implementation, financial and personnel management, and facility planning and design. This is a &quot;Critical Thinking Through Writing&quot; (CTW) course.</td>
</tr>
</tbody>
</table>
KH 4360  Clinical Exercise Physiology  
CREDIT HOURS 4.0  
PREREQUISITES Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of "C" or higher; Completed KH 2230 with a grade of "C" or higher; Earned 2.5 GPA in KH 2220 and KH 2230; Completed KH 3650 with a grade of "C" or higher  
REQUIREMENTS A minimum grade of "C" is required for this course  
DESCRIPTION This course is a detailed study of physical activity for the exercise specialist, technologist, or technician who is responsible for the safe administration of graded exercise tests and the development of an exercise prescription for apparently healthy human subjects, patients with controlled disease, and patients with known disease including cardiovascular disease, pulmonary disease, diabetes, obesity, and other chronic illnesses.

KH 4510  Contemporary Instructional Models for Pre-K and Elementary Physical Education  
CREDIT HOURS 3.0  
PREREQUISITES Admitted to Teacher Education; Permission of the HPE faculty; KH 3200 with a grade of C+ or higher; and KH 3410 with a grade of C+ or higher  
COREQUISITES KH 4510, KH 4530, and KH 4540  
REQUIREMENTS A minimum grade of "C+" is required for this course  
DESCRIPTION Acquisition and practice of contemporary instructional models for preschool and elementary physical education are studied. Includes peer and field-based teaching experiences.

KH 4520  Contemporary Instructional Models for Secondary Physical Education  
CREDIT HOURS 3.0  
PREREQUISITES Admitted to Teacher Education; Permission of the HPE faculty; KH 3200 with a grade of C+ or higher; and KH 3410 with a grade of C+ or higher  
COREQUISITES KH 4510, KH 4530, and KH 4540  
REQUIREMENTS A minimum grade of "C+" is required for this course  
DESCRIPTION Acquisition and practice of contemporary instructional models for secondary physical education are discussed. Includes peer and field-based practice teaching experiences.

KH 4530  Contemporary Instructional Models for Health Education  
CREDIT HOURS 3.0 TO 4.0  
PREREQUISITES Admitted to Teacher Education; Permission of the HPE faculty; KH 3200 with a grade of C+ or higher; and KH 3410 with a grade of C+ or higher  
COREQUISITES KH 4510, KH 4520, and KH 4540  
REQUIREMENTS A minimum grade of "C+" is required for this course  
DESCRIPTION Focuses on acquisition and practice of contemporary comprehensive school health education instructional strategies. Includes field-based practice teaching experiences, peer coaching during lesson plan development, and peer critiquing of field-based teaching videos.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Requirements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH 4540</td>
<td>Contemporary Instructional Models for Adapted Physical Education</td>
<td>3.0</td>
<td>Admitted to Teacher Education; Permission of the HPE faculty; KH 3200 with a grade of C+ or higher; and KH 3410 with a grade of C+ or higher</td>
<td>KH 4510, KH 4520, and KH 4530</td>
<td>A minimum grade of &quot;C+&quot; is required for this course</td>
<td>Acquisition and practice of contemporary instructional models for adapted physical education are studied. Includes peer and field-based practice teaching experiences.</td>
</tr>
<tr>
<td>KH 4600</td>
<td>Advanced Biomechanics for Exercise Science</td>
<td>3.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230; Completed KH 3600 with a grade of &quot;C&quot; or higher</td>
<td></td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>The primary goal of this course is to integrate advanced concepts and relevant scientific information to provide for understanding of biomechanics as it relates to exercise, physical training, and rehabilitation. Within the framework of exercise science, this course provides the student with knowledge that will allow for the assessment of human motion for the purposes of identifying critical factors of performance and injury including persons with a disability.</td>
</tr>
<tr>
<td>KH 4630</td>
<td>Fitness Assessment and Exercise Prescription</td>
<td>4.0</td>
<td>Completed the Undergraduate Core Curriculum; Completed KH 2220 with a grade of &quot;C&quot; or higher; Completed KH 2230 with a grade of &quot;C&quot; or higher; Earned 2.5 GPA in KH 2220 and KH 2230; Completed KH 3650 with a grade of &quot;C&quot; or higher</td>
<td></td>
<td>A minimum grade of &quot;C&quot; is required for this course</td>
<td>Students study the process and procedures of physical fitness evaluation and prescription. Emphasis is placed on the design of individual and group exercise programs.</td>
</tr>
<tr>
<td>KH 4650</td>
<td>Opening School Experience</td>
<td>0.0</td>
<td>Admitted to Teacher Education; current tort liability protection; and permission of instructor</td>
<td></td>
<td>Course is graded as satisfactory/unsatisfactory</td>
<td>A minimum grade of &quot;S&quot; is required for this experience. Student teachers complete a 10-day internship in one of the placement schools during the clinical teacher's pre-planning and first week of instruction. This course may include a Signature Experience component.</td>
</tr>
</tbody>
</table>
KH 4710  Student Teaching in Health and Physical Education, P-5

CREDIT HOURS  6.0

PREREQUISITES  Admitted to Teacher Education; Permission of HPE faculty; completion of all Area G courses with minimum required grades; first aid/CPR proficiency; and current proof of tort liability protection

REQUIREMENTS  A minimum grade of "B" is required for recommendation for certification

DESCRIPTION  Students observe, assist in, and instruct public school P-5 classes in health and physical education under the direct supervision of a clinical teacher. Includes seminars scheduled by the instructor. This course may include a Signature Experience component.

KH 4720  Student Teaching in Health and Physical Education, 6-12

CREDIT HOURS  6.0

PREREQUISITES  Admitted to Teacher Education; Permission of HPE faculty; completion of all Area G courses with minimum required grades; first aid/CPR proficiency; and current proof of tort liability protection

REQUIREMENTS  A minimum grade of "B" is required for recommendation for certification

DESCRIPTION  Students observe, assist in, and instruct public school 6-12 classes in health and physical education under the direct supervision of a clinical teacher. Includes seminars scheduled by the instructor. This course may include a Signature Experience component.

KH 4750  Practicum in Exercise Science

CREDIT HOURS  1.0

PREREQUISITES  completion of all course work and permission of instructor

REQUIREMENTS  Students must pass a standardized exit exam to complete this requirement

DESCRIPTION  Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required. This course may include a Signature Experience component.

KH 4760  Internship in Exercise Science

CREDIT HOURS  5.0

PREREQUISITES  completion of all course work and permission of instructor

REQUIREMENTS  Course is graded as satisfactory/unsatisfactory

DESCRIPTION  A minimum grade of "S" is required for this course. Students receive practical experiences in planning, organizing, assessing, and implementing exercise science programs in various settings. Internship may extend beyond one term. This would require that students complete 375 hours of internship activities. This course may include a Signature Experience component.
**KH 4800**  
Research Fellowship in Exercise Science

**CREDIT HOURS**  
1.0 TO 5.0

**PREREQUISITES**  
completion of all course work and permission of instructor

**REQUIREMENTS**  
Course is graded as satisfactory/unsatisfactory

**DESCRIPTION**  
A minimum grade of "S" is required for this course. Students receive training in research methods applicable to a research plan, analyze data and create written and oral presentations of the results. At the end of the course, students may take part in a formal research symposium. This would require that students complete 375 hours of research activities. Students are required to successfully complete a minimum of 5 credit hours that may extend beyond one semester. This course may include a Signature Experience component. (Repeatable).

**KH 4810**  
Directed Readings and Research in Kinesiology and Health

**CREDIT HOURS**  
1.0 TO 3.0

**PREREQUISITES**  
permission of instructor

**REQUIREMENTS**  
Directed reading is graded as satisfactory/unsatisfactory

**DESCRIPTION**  
A minimum grade of "S" is required for this course. Focuses on individual reading on special topics in health, physical education, recreation, or exercise science. Research may go beyond one term. (Repeatable).
1.a.4.4 Study Abroad
STUDY ABROAD IN CHINA: SPORT AND EXERCISE SCIENCE

Itinerary highlights include:
• Chinese language and culture classes
• Traditional Tai Chi classes
• Traditional Chinese medicine theory class
• Chinese massage, acupuncture and cupping classes
• Traditional Chinese folk dance class
• Teach English and learn Chinese with Chinese students
• Exercise and play sport with Chinese students
• Visit historical sites (Great Wall, Forbidden City, etc.)
• Visit Olympic plaza (Bird’s nest, water cube, etc.)
• Visit local markets (Silk market, Pearl market, etc.)

APPLICATION DEADLINE: DECEMBER 1, 2015
CREDITS AND COURSES
Participants who successfully complete the program’s KH3680/KH8680 courses (International experience in sport and exercise science) will receive 3 semester hours of course credit at Georgia State University. Undergraduate students should register for KH3680 and graduate students should register for KH8680. Students from other institutions should follow their institution’s regulations concerning transfer credits.

APPLICATION INFORMATION
Students interested in applying should find this program’s listing at mystudyabroad.gsu.edu and begin an online application. Please see the payment schedule given earlier under Payment Schedule.

Transient Students: Please see Transient Student page at mystudyabroad.gsu.edu under the Explore & Apply tab.

International students at Georgia State who hold F-1 visas must contact the Office of International Students and Scholar Services at 404-413-2070 to discuss possible implications of study abroad for their immigration status.

COST
Program cost may vary at any time according to currency fluctuations and changing travel arrangements.

The program cost is tentatively set at $3,699, PLUS regular Georgia State University tuition and fees. Non-resident/out-of-state students will pay in-state tuition plus a $250 fee in addition to the program cost.

FUNDING AND SCHOLARSHIPS
Georgia State University students are eligible to apply for the IEF Study Abroad Scholarship/Georgia State University Foundation Scholarship and may be eligible to apply for the Global Experience Scholarship. Visit mystudyabroad.gsu.edu and select the Scholarships & Financial Aid tab or call the Study Abroad Programs office at (404) 413-2529 for more information.

Because program size is limited, early application is strongly advised. Individual interviews may be scheduled with students upon receipt of application.
1.b.1 Quality of Graduate Students

<table>
<thead>
<tr>
<th>Term</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Accepted Ratio</th>
<th>Enrolled Ratio</th>
<th>PPGRA</th>
<th>Avg PPGRA Amt</th>
<th>V Percentile</th>
<th>Q Percentile</th>
<th>Avg Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2013</td>
<td>177</td>
<td>120</td>
<td>67</td>
<td>68%</td>
<td>56%</td>
<td>36</td>
<td>$3,851.04</td>
<td>40</td>
<td>37</td>
<td>3.28</td>
</tr>
<tr>
<td>FA 2014</td>
<td>169</td>
<td>101</td>
<td>61</td>
<td>60%</td>
<td>60%</td>
<td>27</td>
<td>$3,996.03</td>
<td>37</td>
<td>31</td>
<td>3.20</td>
</tr>
<tr>
<td>FA 2015</td>
<td>140</td>
<td>81</td>
<td>45</td>
<td>58%</td>
<td>56%</td>
<td>26</td>
<td>$3,336.11</td>
<td>35</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>486</td>
<td>302</td>
<td>173</td>
<td>62%</td>
<td>57%</td>
<td>89</td>
<td>$3,744.60</td>
<td>37</td>
<td>33</td>
<td>3.24</td>
</tr>
<tr>
<td>3-Year Mean</td>
<td>162</td>
<td>100.7</td>
<td>57.7</td>
<td>62.0%</td>
<td>57.3%</td>
<td>29.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.2.1 Total numbers of graduate students by year, degree program, and concentration in the period of the Self-Study

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Concentration</th>
<th>FA 2013</th>
<th>FA 2014</th>
<th>FA 2015</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT</td>
<td>Health And Physical Education</td>
<td>Undeclared</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Degree Total (MAT)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>MED</td>
<td>Health And Physical Education</td>
<td>Undeclared</td>
<td>12</td>
<td>17</td>
<td>18</td>
<td>15.7</td>
</tr>
<tr>
<td></td>
<td>Degree Total (MED)</td>
<td></td>
<td>12</td>
<td>17</td>
<td>18</td>
<td>15.7</td>
</tr>
<tr>
<td>MS</td>
<td>Exercise Science</td>
<td>Biomechanics</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td>Exercise Science</td>
<td>Exercise Physiology</td>
<td>15</td>
<td>9</td>
<td>4</td>
<td>9.3</td>
</tr>
<tr>
<td></td>
<td>Exercise Science</td>
<td>Fitness &amp; Health Promotion</td>
<td>9</td>
<td>16</td>
<td>9</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td>Exercise Science</td>
<td>Undeclared</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>Sports Administration</td>
<td>Undeclared</td>
<td>96</td>
<td>109</td>
<td>78</td>
<td>94.3</td>
</tr>
<tr>
<td></td>
<td>Sports Medicine</td>
<td>Undeclared</td>
<td>30</td>
<td>36</td>
<td>37</td>
<td>34.3</td>
</tr>
<tr>
<td></td>
<td>Degree Total (MS)</td>
<td></td>
<td>159</td>
<td>178</td>
<td>143</td>
<td>160.0</td>
</tr>
<tr>
<td>PHD</td>
<td>Kinesiology</td>
<td>Biomechanics</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>Kinesiology</td>
<td>Exercise Psychology</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Kinesiology</td>
<td>Exercise Physiology</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>Kinesiology</td>
<td>Physical Education Teacher Ed</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>Kinesiology</td>
<td>Undeclared</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Sport Science</td>
<td>Undeclared</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0.3</td>
</tr>
<tr>
<td></td>
<td>Degree Total (PHD)</td>
<td></td>
<td>19</td>
<td>22</td>
<td>23</td>
<td>21.3</td>
</tr>
<tr>
<td></td>
<td>Department Total</td>
<td></td>
<td>190</td>
<td>217</td>
<td>187</td>
<td>198.0</td>
</tr>
</tbody>
</table>
1.b.2.2 Percentage of graduate students compared to the total number of students in the department.

<table>
<thead>
<tr>
<th>Student Level</th>
<th>FA 2013</th>
<th>Percent</th>
<th>FA 2014</th>
<th>Percent</th>
<th>FA 2015</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Total</td>
<td>895</td>
<td>82.5</td>
<td>1,009</td>
<td>82.3</td>
<td>975</td>
<td>83.9</td>
</tr>
<tr>
<td>Graduate Total</td>
<td>190</td>
<td>17.5</td>
<td>217</td>
<td>17.7</td>
<td>187</td>
<td>16.1</td>
</tr>
<tr>
<td>Total</td>
<td>1,085</td>
<td>100</td>
<td>1,226</td>
<td>100</td>
<td>1,162</td>
<td>100</td>
</tr>
</tbody>
</table>
### 1.b.2.3 Graduate student financial support, by type GTA, GRA, etc.

<table>
<thead>
<tr>
<th>TERM</th>
<th>GRA</th>
<th>GLA</th>
<th>GTA</th>
<th>GAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2013</td>
<td>63</td>
<td>7</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>FA 2014</td>
<td>75</td>
<td>4</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>FA 2015</td>
<td>75</td>
<td>4</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>71.0</td>
<td>5.0</td>
<td>15.7</td>
<td>0.3</td>
</tr>
</tbody>
</table>
1. b. 2. 4 Ratio of graduate students to TT faculty

<table>
<thead>
<tr>
<th>Term</th>
<th>Faculty</th>
<th>Degree Level</th>
<th>Graduate</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2013</td>
<td>20</td>
<td>Doctorate</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masters</td>
<td>171</td>
<td>8.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term Total:</td>
<td>190</td>
<td>9.6</td>
</tr>
<tr>
<td>FA 2014</td>
<td>21</td>
<td>Doctorate</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masters</td>
<td>195</td>
<td>9.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term Total:</td>
<td>217</td>
<td>10.3</td>
</tr>
<tr>
<td>FA 2015</td>
<td>20</td>
<td>Doctorate</td>
<td>23</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masters</td>
<td>164</td>
<td>8.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term Total:</td>
<td>187</td>
<td>9.4</td>
</tr>
</tbody>
</table>
1.b.4.1.a Learning outcomes – Graduate Programs
Program Mission and Student Learning Goals

The M.Ed. major in Health and Physical Education is designed for P-12 health and physical educators who wish to extend their content and pedagogical knowledge for improved professional practice and develop leadership skills that will allow them to lead such endeavors as curriculum development, program administration, and leadership roles at the local school level, and in professional organizations at the State, Regional, and National levels. The program features an integration of health, physical education, and adapted physical education content.

The M.Ed. program in Health and Physical Education is designed to prepare leaders in the following content areas:

Goal one: Candidates will demonstrate the ability to plan a Comprehensive School Physical Activity Program for their school.

Goal two: Candidates will demonstrate the ability to plan and implement a school evaluation for a health and/or physical education program.

Goal three: Candidates will demonstrate the ability to lead others through curriculum development and to write a health and/or physical education curriculum for at least one school level (i.e., elementary, middle, high school).

Goal four: Candidates will create a personal growth plan for developing their leadership skills.

Goal five: Candidates will demonstrate the ability to supervise individuals who are teaching health and/or physical education.

Student Learning Outcomes/Objectives (SLOs)

1. Professional Knowledge & Skills. HPE candidates will understand how individuals learn and develop and can provide developmentally appropriate instructional strategies and opportunities to develop individuals knowledgeable about physical education and health issues based on state and national standards.

2. Planning. Candidates will plan a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on state and national standards.

3. Effects on P-12 Student Learning. Candidates will understand and use assessment to foster physical, cognitive, social and emotional development of students in physical activity and health.

4. Clinical Practice. Candidates will demonstrate reflective practices by evaluating the effects of their actions on others and seek opportunities to grow professionally.

Program Learning Opportunities

Coursework in instructional methods with a field experience
Coursework in instructional models with a field experience
Coursework in health education
Coursework in assessment, curriculum development and current issues in the field.

Assessment Methods and Targets

A. Models project

KH 7250 Teaching Models Check List and Grade Form Spring 2015
### Part 1: Planning (Domain #2 & 3)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pts.</th>
<th>Pts. earned</th>
<th>PSC/NCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual analysis and rationale for the unit (<strong>Domain #3</strong>)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Learning Goals/objectives for unit</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content outline (Block) Plan</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Lesson Plans conforming to selected model</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Objectives – all relevant domains, measurable (<strong>Domain #3</strong>)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Presentations/framings (<strong>Domain #2</strong>)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cues/Critical Elements included on plan</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching progressions developmentally appropriate</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and management of resources (from plans)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 2: Effects on Student Learning (Domain #4)

**Written Assessment Plan**
- Assessment for each major learning goal (pre/post) 3
- Develop & provide variety of assessments 3
- Rationale for selecting these assessments 3
- Provides copies of all Formative assessments developed 2
- Assessments are age/stage appropriate 2

**Analysis of Student Learning**
- Analysis of student learning for each major learning goal/outcome with percent gain in improvement from pretest 4
- Summary tables of pre and post data – included, easy to understand 3

### Part 3: Clinical Practice (Domain #5)

**Lesson Reflections**
- Summary of all daily lesson reflections 3

**Benchmark Analyses**
- Instructional Models Benchmark Forms and reflections 2

### Total Points Earned out of 50

- 50

**Points to be deducted for writing/grammar errors, missing sections, etc.**

**Final Total Points Earned**

**Comments:**

Name________________________ Semester__________ Model _____________________
B. Growth and Development portfolio

Growth Development PRESENTATION Form
KH 7370, Spring 2015

Student name: ___________________________  Date: ___________________________

<table>
<thead>
<tr>
<th>Evaluation Categories</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Introduction</td>
<td>Opening statement</td>
</tr>
<tr>
<td><strong>Professional Knowledge</strong></td>
<td>Delivery, Creativity, Technology, Content relevancy, Questions</td>
</tr>
<tr>
<td>Of learners through disciplines</td>
<td></td>
</tr>
<tr>
<td>Of processes and methods of systematic</td>
<td></td>
</tr>
<tr>
<td>inquiry and intentional inquiry about</td>
<td></td>
</tr>
<tr>
<td>teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Of representing disciplinary knowledge/</td>
<td></td>
</tr>
<tr>
<td>content to make it comprehensible to</td>
<td></td>
</tr>
<tr>
<td>learners (i.e., pedagogical content</td>
<td></td>
</tr>
<tr>
<td>knowledge)</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Practice</strong></td>
<td>Delivery, Creativity, Technology, Content relevancy, Questions</td>
</tr>
<tr>
<td>Teaching reflects integration of planning,</td>
<td></td>
</tr>
<tr>
<td>instruction, and assessment as a unified</td>
<td></td>
</tr>
<tr>
<td>process to achieve long- and short-term</td>
<td></td>
</tr>
<tr>
<td>outcomes/goals</td>
<td></td>
</tr>
<tr>
<td>Teaching reflects differentiation of</td>
<td></td>
</tr>
<tr>
<td>instruction based on personal and cultural</td>
<td></td>
</tr>
<tr>
<td>characteristics of learners</td>
<td></td>
</tr>
<tr>
<td>Teaching reflects systematic inquiry about</td>
<td></td>
</tr>
<tr>
<td>their practice and the learners they serve</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Leadership</strong></td>
<td>Delivery, Creativity, Technology, Content relevancy, Questions</td>
</tr>
<tr>
<td>Conducts inquiry into professional knowledge</td>
<td></td>
</tr>
<tr>
<td>and practice and communicates results of</td>
<td></td>
</tr>
<tr>
<td>inquiry to the profession and community</td>
<td></td>
</tr>
</tbody>
</table>
Continues personal development through contributions to the growth and professional development of others

View for the future

Comments

[add more as needed; for each method, indicate which SLOs are assessed and include a target for each SLO assessed]

### Assessment Findings

<table>
<thead>
<tr>
<th>Candidate number</th>
<th>Portfolio assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36/50</td>
</tr>
<tr>
<td>2</td>
<td>50/50</td>
</tr>
<tr>
<td>3</td>
<td>34/50</td>
</tr>
<tr>
<td>4</td>
<td>50/50</td>
</tr>
<tr>
<td>5</td>
<td>34/50</td>
</tr>
<tr>
<td>6</td>
<td>33/50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A-</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A+</td>
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<tr>
<td></td>
<td>B-</td>
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<tr>
<td></td>
<td>A+</td>
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<tr>
<td></td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td>A-</td>
</tr>
</tbody>
</table>

### Analysis of Assessment Findings

Of the candidates completing the assessments, two were clearly outstanding for both assessments. Both of these students are teachers who already had certification. Three of the lower performing students were initial certification students and clearly they have room for improvement. They were able to pass edTPA which is the certification exam and also the GACE II content exams. One of the veteran teachers did well in one class but not so well in the other. We have no explanation for this other than he struggled when teaching his models unit. He is an adapted physical education teacher so it could have been that he struggled implementing the project in an adapted setting.

### Sharing and Discussion of Assessment Findings
## Use of Assessment Findings for Program Improvement (Action Plan)

The M.Ed. program as it currently exists for this report is going away. In the past, we have tried to educate experienced teachers with those who are seeking initial certification and it has been a struggle. Two years ago we submitted paperwork to separate those two groups of students and the MAT was launched fall 2015. With the new MAT program, students without an undergraduate degree in health and/or physical education will have the opportunity to take content courses and methods courses designed to lead to certification. They will be required to complete a required assessment called edTPA. The MAT has been in existence for 1 year and no students have graduated from that program.

The HPE M.Ed. program is also changing. In fall 2015 we submitted paperwork to change the program to one with a leadership focus. The program began fall 2016 and has had no graduates.

The assessment results clearly indicate a need for separate tracks for candidates who are initial certification and those who are veteran teachers which is something that we have already done. We also will need to look at the models project and make sure that it is designed to work with adapted physical education classes.

### Supporting Documents

[you may insert documents here or upload them separately in SLOAP]
Program Mission and Student Learning Goals
This M.A.T. major in Health and Physical Education is designed for individuals seeking initial certification for PK-12 health, physical education, and adapted physical education as a graduate student after completing a degree program in another content area. The program features an integration of health and physical education content where it is appropriate and includes a combination of coursework, simulated teaching, field experiences, and school-based inquiry.

Student Learning Outcomes/Objectives (SLOs)
1. Candidates will demonstrate knowledge of Content as indicated by the Georgia Content knowledge test (GACE 115/116)
2. Candidates will demonstrate knowledge of content as indicated by the exit GPA on selected courses
3. Candidates will demonstrate the ability to plan a lesson as indicated by scores on the edTPA rubric (Sections 1-5)
4. Candidates will demonstrate the ability to implement a lesson plan as indicated by scores on the edTPA rubric (Sections 6-10)
5. Candidates will demonstrate the ability to impact student learning as indicated by scores on the edTPA rubric (Sections 11-15)

Program Learning Opportunities
Candidates complete a series of courses designed to teach them the content knowledge important to health education, physical education, and adapted physical education. They also complete a series of courses that prepare them to plan and implement a lesson using instructional models. Additionally, candidates learn how to supervise physical education lessons to prepare them to self-reflect. Finally, students are required to student teach in the program to complete their teacher licensure requirements.

Assessment Methods and Targets
Key Assessment #1: Georgia Content Test (GACE 115/116)
Key Assessment #2: Content Knowledge (Exit GPA)
Key Assessment #3: Planning (edTPA Rubrics 1-5)
Key Assessment #4: Clinical Practice (edTPA Rubrics 6-10)
Key Assessment #5: Effects on Student Learning (edTPA Rubrics 11-15)

Key Assessments #1 Georgia Content Test

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Transition Point Administered</th>
<th>PSC Rules Addressed by this/these Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

...
Explanation of How GACE Content Knowledge Assessment is Used in the HPE Program

GACE content knowledge pass rates are used as a measure of content knowledge in Health and Physical Education across the P-12 curriculum. The subscores reported on GACE enable faculty to identify areas of strength (i.e., where candidates scored at or above average) and weaknesses (i.e., where candidates may score below average) compared to completers from across the state. Examination of the results provides information on which content area/s may need additional focus within a specific course, a series of courses, or within the program’s curriculum in general.

Key Assessment #2 – Content Knowledge

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Transition Point Administered</th>
<th>PSC Rules Addressed by this/these Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>Content Knowledge</td>
<td>Prior to student teaching and at program completion</td>
<td>1 (i)-(x)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 (i) – (vi)</td>
</tr>
</tbody>
</table>

Explanation of How GPA is Used in the HPE Program

GPA from a selected list of courses is used as a second measure of content knowledge along with GACE content knowledge. This targeted GPA provides further evidence that HPE candidates are personally and psychologically equipped as well as academically prepared in content knowledge in both health and physical education across the P-12 curriculum. Evaluation of GPA as a basis for content knowledge ensures that the HPE faculty graduate candidates who are the most qualified and prepared for the teaching profession.

GPA Courses and Rationale

The GPA for MAT candidates in the HPE program is comprised of the following classes, respectively. The GPA is collated from courses prior to student teaching.

**GPA for Candidates in the MAT Program**

KH 2122 or equiv Applied Health and Wellness (3)
<table>
<thead>
<tr>
<th>Content Knowledge GPA</th>
<th>Unsatisfactory 1 point (&lt;1.99)</th>
<th>Needs Improvement 2 points (2.0-2.49)</th>
<th>Satisfactory 3 points (2.5-2.99)</th>
<th>Very Good 4 points (3.0-3.49)</th>
<th>Outstanding 5 points (&gt; 3.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See list of courses listed above for respective programs</td>
<td>Has an incomplete understanding of basic concepts and facts</td>
<td>Knows a little but is not clear. Has difficulty verbalizing concepts in their own words</td>
<td>Understands basic concepts and can explain them but can-not generalize to other settings</td>
<td>Can apply concepts in Health and PE settings and can teach concepts to others</td>
<td>Can apply concepts to a variety of settings and can teach concepts to others</td>
</tr>
</tbody>
</table>
### Assessment Findings

<table>
<thead>
<tr>
<th>Candidate number</th>
<th>GACE</th>
<th>GPA</th>
<th>Planning edTPA</th>
<th>Instruction edTPA</th>
<th>Assessment edTPA</th>
<th>Total score edTPA</th>
<th>Average rubric score edTPA</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>3.2</td>
<td>3.2</td>
<td>2.4</td>
<td></td>
<td></td>
<td>44</td>
<td>2.9</td>
</tr>
<tr>
<td>2</td>
<td>4.0</td>
<td>3.8</td>
<td>3.9</td>
<td></td>
<td></td>
<td>59</td>
<td>3.9</td>
</tr>
<tr>
<td>3</td>
<td>2.6</td>
<td>3.0</td>
<td>3.0</td>
<td></td>
<td></td>
<td>43</td>
<td>2.9</td>
</tr>
<tr>
<td>4</td>
<td>2.8</td>
<td>3.0</td>
<td>2.8</td>
<td></td>
<td></td>
<td>43</td>
<td>2.9</td>
</tr>
</tbody>
</table>

### Analysis of Assessment Findings

### Sharing and Discussion of Assessment Findings

### Use of Assessment Findings for Program Improvement (Action Plan)

This is the first year that edTPA scores have counted for certification. All of our MAT candidates passed edTPA on the first attempt.

### Supporting Documents

[you may insert documents here or upload them separately in SLOAP]
## Program Mission and Student Learning Goals

**Mission:** The Master of Science in Sport Administration degree is designed to provide students with in-depth theoretical content, professional skills, research, knowledge, and practical application needed to excel as leaders in the sport business industry.

**Goals:**  
G1: Students are informed sport managers who have the content knowledge needed to work in the sport business industry.  
G2: Students are sport managers with the leadership ability needed to succeed in working in the sport business industry.  
G3: Students are sport managers with the professionalism needed to succeed in working in the sport business industry.

## Student Learning Outcomes/Objectives (SLOs)

1. Students demonstrate knowledge and understanding of the sport management content needed to work in the sport business industry (G1)  
2. Students demonstrate their knowledge through the ability to identify, analyze, and solve sport organizations problems (G1)  
3. Students demonstrate their ability to understand and apply leadership theories in the sport business environment (G2)  
4. Students demonstrate the ability to be professional in a sport organization environment (G3)

## Program Learning Opportunities (optional in 2014-2015)

In the MS program, students have two tracks to select from: (1) Thesis or (2) Internship and Comprehensive Exams. There has not been a thesis student since 2013, so the primary focus of the 80+ students is on the capstone internship with comprehensive exams in the final semester. The internship is a 600 hours at a sport organization class and comprehensive exams consist of research papers where students identify issues within their organizations on the areas of leadership, marketing, budgeting, cultural aspects, and law, and apply research and content knowledge to analyze and solve the issues. The internship is also graded on their mid-term and final evaluations by their site supervisors.

## Assessment Methods and Targets

**Assessment 1:** Rubric for comprehensive exams (SLO1, SLO2, SLO3); Target: At least 95% of students who choose internship track and take comprehensive exams will score in the "Acceptable" range (75% or better)  
- Assessment 1A: SLO1- All exam items  
- Assessment 1B: SLO2- All exam items  
- Assessment 1C: SLO3- Leadership Exam Item  

**Assessment 2:** Internship experience mid-session and end of term evaluation (SLO1, SLO2, SLO4); Target: at least 95% of students who chose internship track will complete deliverables in satisfactory range (>7.0).  
- Assessment 2A: SLO1-Items: Ability to organize and carry out task; Quality of work; Ability to Communicate; Ability to Work with Others; Ability to Accept and Use Suggestions
Assessment 2B: SLO4-Items: Time Management; Professional Appearance and Behavior; Dependability & Responsibility; Initiative & Enthusiasm
Assessment 3: Rubric for Thesis; (SLO1, SLO2); Target: At least 95% of students who chose thesis track pass their proposal and defense

**Assessment Findings**

Assessment 1A, B, C: Fall 2015; Spring 2016; Summer 2016 all but 1 student (Spring 2016) who attempted (12 in Fall 2015; 33 in Spring 2016; 3 in Summer 16), passed all comprehensive exam parts with a 75% or better
Assessment 2: Fall 2015; Spring 2016; Summer 2016; Fall and Spring and Summer—100% of students attempting class completed it with satisfactory grade (12 in Fall 2015; 32 in Spring 2016; 3 in Summer 16) on all assessment items
Assessment 3: Fall 2015; Spring 2016; Summer 2016; 0 students attempted Thesis option

**Analysis of Assessment Findings**

1. Students are understanding how to identify and analyze a sport organizations problems based on their successful completion of the comprehensive exams at a passing rate. Target was exceeded.
2. Students are able to apply the concepts and skills as determined by the internship evaluations. Target was exceeded.
3. Students were found to be professional (timeliness, dress, etc.) based on their internship evaluations. Target was exceeded.
4. Although passing rates are quite high, the common area of weakness for the comprehensive exams as scored on the rubrics in the previous year was the students' ability to apply relevant research to analyze the practical setting. As such, our previous action plan identified a curriculum change where we added another research method course within our department as an option for the research requirement (previously could choose an Education based research course or a Marketing based research course), with the thinking that an in-department course option may lend itself to more applicable and relevant research study for the students. With only one year of the course, it was too early to analyze as there was insufficient data, as those who were taking the comprehensive exams were under the previous catalog and took their research course during their first semester (which was the year before).

**Sharing and Discussion of Assessment Findings**

The findings were discussed with the program faculty. The program faculty was comprised of 3 professors in 2015, dropped to 2 in 2015-2016, and now 4 in 2016. The area grew to include a new PhD concentration and a BIS major in Fall 2016, so discussions on distinguishing the degrees and identifying their specializations is of concern when examining the MS program's findings. Based on the discussion of the SLOAP report, as well as the current growing climate of the program, it presented an opportunity to reassess the program mission, goals, and student learning outcomes based on faculty area of expertise.

**Use of Assessment Findings for Program Improvement (Action Plan)**

In an effort to evaluate the program, specifically, student learning outcome alignment with our curriculum, Fall 2016 the Sport Administration program faculty will undergo a curriculum exercise, with curriculum mapping and content matrix. This will identify what is being taught in the program and inform decisions on mission, goals, and curriculum focus moving forward.

**Supporting Documents**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Comprehensive exam rubric</td>
</tr>
<tr>
<td>2.</td>
<td>Deliverables for internship (Appendix B and p. 25)</td>
</tr>
</tbody>
</table>
Program Mission and Student Learning Goals

The Ph.D. major in Kinesiology is designed to prepare students for research and teaching careers at colleges and universities and for physiological performance, rehabilitative science, health and physical education, and related fields. Four concentration areas, Biomechanics and Physical Rehabilitation, Exercise Physiology, Exercise Psychology, and Physical Education Teacher Education are available within this program.

A graduate from the Kinesiology Program will demonstrate independence as a research scholar with skills necessary to synthesize and create new knowledge that makes original and significant contribution to their discipline.

Student Learning Outcomes/Objectives (SLOs)

1. To achieve independence as a researcher as defined by written and oral communication, and critical thinking skills.
2. To demonstrate professional skills that adhere to ethical standards in the student’s respective field.

Program Learning Opportunities

The student’s advisor, doctoral and dissertation advisory committee members, and graduate research faculty who have instructed the student will rank students on the following:

**Oral Communication** ranking is based on presentations given in major courses, research conferences, doctoral oral examination, dissertation prospectus, and/or dissertation defense.

**Written Communication** ranking is based on research papers and abstracts submitted for publication, and associated with major courses, dissertation prospectus, dissertation defense, and/or grants.

**Critical Thinking** ranking is based on student’s ability to answer questions in class, at conferences, and during comprehensive exams, prospectus and dissertation committee meetings, as well their ability to develop cogent oral presentations, research papers, and/or grants.

**Professional Skills** ranking is based on the student’s development within their respective field (e.g., membership in professional organization(s), journal paper reviewer, committee membership, research conference participant) as well the adherence to sound ethical research practice.

Assessment Methods and Targets

A. The student’s advisor, doctoral and dissertation advisory committee members, and graduate research faculty who have instructed the student will rank (0-4) students on oral and written communication, critical thinking, and professional skills using the opportunities outlined above and a rubric (see below).

B. >80% of first and second year students are expected to be rated at least at level 2 (student needs significant guidance) related to written and oral communication, and critical thinking skills; >80% of third year students are expected to be rated at least at level 3 (student needs minor guidance) related to written and oral communication, and critical thinking skills; 80% of students are expected to be rated at least at level 4 (student needs no guidance) related to written and oral communication, and critical thinking skills.

C. 100% of first year students are expected to be ranked at a level of 0 (not observed) or 2-4 for professional skills; >80% of students are expected to be ranked at least at level 2 after the second year, level 3 after the third year, and level 4 after the fourth year for professional skills.
### Assessment Findings

(presented as % students meeting standard, number of students meeting standard/total students, ranking standard, mean of students ranking for each year)

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>Oral</th>
<th>Critical Thinking</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
<td>100% (1/1) &gt;2 (3)</td>
<td>100% (1/1) &gt;2 (4)</td>
<td>100% (1/1) &gt;2 (3.5)</td>
<td>100% (1/1) 0 or &gt;2 (4)</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
<td>100% (4/4) &gt;2 (3.6)</td>
<td>100% (4/4) &gt;2 (3.8)</td>
<td>100% (4/4) &gt;2 (3.8)</td>
<td>100% (4/4) 0 or &gt;2 (3.7)</td>
</tr>
<tr>
<td><strong>Third year</strong></td>
<td>86% (6/7) &gt;3 (3.0)</td>
<td>100% (7/7) &gt;3 (3.8)</td>
<td>100% (7/7) &gt;3 (3.4)</td>
<td>80% (4/5) &gt;3, 2 = 0 (3.6)</td>
</tr>
<tr>
<td><strong>Fourth year</strong></td>
<td>0% (0/5) &gt;4 (2.5)</td>
<td>40% (2/5) &gt;4 (3.3)</td>
<td>20% (1/5) &gt;4 (3.1)</td>
<td>60% (3/5) &gt;4 (3.4)</td>
</tr>
</tbody>
</table>

### Analysis of Assessment Findings

All of the first, second, and third year students met the standards of progressing to independence as a researcher as defined by written and oral communication, and critical thinking and professional skills. However, 0-60% of the fourth year students met the standards of achieving independence as a researcher as defined by written and oral communication, and critical thinking professional skills. The failure of fourth year students to meet the standard may be explained in part by the lack data of 6 students and the inclusion of 2 students who are ranked low in all four categories; one student is an international student who has struggled with written and oral communication skills and a second student who has changed their Ph.D. concentration. The low rankings of the fourth year students compared with the other students in the Ph.D. program may also reflect differences in the quality of the students as the average rubric ranking of the first through third year students is greater than 3 in all four categories.

### Sharing and Discussion of Assessment Findings

The 2015-2016 SLOAP report and collated results of individual student reports will be emailed to Graduate Research Faculty in the Department of Kinesiology and Health, and will be discussed at our Annual Review of Doctoral Students meeting in the spring. In addition, the individual student rubric data will be incorporated in our assessment reports of the individual doctoral students.

### Use of Assessment Findings for Program Improvement (Action Plan)

The current assessment plan is new, and changes to the assessment plan will be proposed based on the current findings at the Annual Review of Doctoral Students meeting in the spring. Initial assessment of findings illustrates the need to make distinctions between graduating fourth year students versus students requiring additional time to complete their degree, and to add measures related to percentage of students progressing to doctoral candidacy and the year in which they met this metric. The current data suggest some fourth year students in the program are unprepared to pursue careers as independent research scholars. However, the current assessment plan does not identify whether these low rated (below 3) students have progressed to doctoral candidacy. The addition of this data will address whether the entire doctoral program or a given concentration within the doctoral program has a systemic deficiency in developing independent researchers or whether it is unique to a given admitted student. Moreover, this data will also identify the specific skills (i.e., written and oral communication, critical thinking, and professional skills) that may need to be addressed if a systemic deficiency is identified.
<table>
<thead>
<tr>
<th>Ranking</th>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Critical Thinking</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (Independent + satisfactory)</td>
<td>Student needs no guidance or assistance from his/her advisor or others to meet relevant performance indicators in this area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student needs minor and/or infrequent assistance from his/her advisor or others to adequately complete relevant performance indicators in this area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student needs substantial and frequent guidance or assistance from his/her advisor or others to adequately complete relevant performance indicators in this area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (Dependent + unsatisfactory)</td>
<td>Student is not able to adequately complete relevant performance indicators in this area, even with substantial and frequent guidance or assistance from his/her advisor or others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 (Not Observed)</td>
<td>Not Observed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication</strong> ranking is based on presentations given in major courses, research conferences, doctoral oral examination, dissertation prospectus, and dissertation defense.</td>
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</tr>
<tr>
<td><strong>Written Communication</strong> ranking is based on research papers and abstracts submitted for publication, and associated with major courses, dissertation prospectus, dissertation defense, and/or grants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong> ranking is based on student’s ability to answer questions in class, at conferences, and during comprehensive exams, prospectus and dissertation committee meetings, as well their ability to develop cogent oral presentations, research papers, and/or grants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Skills</strong> ranking is based on the student’s development within their respective field (e.g., membership in professional organization(s), journal paper reviewer, committee membership, research conference participant) as well the adherence to sound ethical research practice.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
1.b.4.1.b Courses taught
1.b.4.2 Recruitment rates, admission requirements and procedures and advisement
### 1.b.4.3 Retention rates, graduation rates, and output quality metrics

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MS Exercise Science (EXS)</td>
<td>8</td>
<td>87.5</td>
<td>25</td>
<td>12.5</td>
<td>50</td>
<td>62.5</td>
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<tr>
<td></td>
<td>MED Health And Physical Education (HPE)</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>100</td>
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<tr>
<td></td>
<td>MS Sports Administration (SAD)</td>
<td>30</td>
<td>76.67</td>
<td>16.67</td>
<td>3.33</td>
<td>73.33</td>
<td>76.67</td>
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<tr>
<td></td>
<td>MS Sports Medicine (SMD)</td>
<td>3</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>100</td>
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<tr>
<td></td>
<td>PHD Sport Science (SSC)</td>
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<td>100</td>
<td>100</td>
<td>100</td>
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<td>100</td>
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<tr>
<td></td>
<td>Year Total</td>
<td>45</td>
<td>82.22</td>
<td>20</td>
<td>8.89</td>
<td>68.89</td>
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<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>MS Exercise Science (EXS)</td>
<td>17</td>
<td>94.12</td>
<td>29.41</td>
<td>17.65</td>
<td>70.59</td>
<td>88.24</td>
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<tr>
<td></td>
<td>MED Health And Physical Education (HPE)</td>
<td>6</td>
<td>83.33</td>
<td>66.67</td>
<td>50</td>
<td>33.33</td>
<td>83.33</td>
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*3-Year Mean: 73.7, 83.4
### 1.b.4.5 Enrollment by program, gender, and race

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## 1.b.4.5 Level of financial need

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1.b.4.7 Graduate Student Surveys
1. General Learning Outcomes

To what degree is your major program of study contributing to your doing or achieving the following:

1.1) Writing clearly and effectively

1.2) Speaking clearly and effectively

1.3) Locating and organizing information from multiple sources

1.4) Awareness of historical contexts surrounding your area of study

1.5) Demonstrating competence in specific research methods appropriate to your area of specialization

1.6) Effectively evaluate implications and applications of research in your field

1.7) Collaborating effectively with colleagues (e.g., other students, researchers, faculty)

1.8) Knowledge about the tenets of ethical practice
2. Program Preparation/Challenge

Please indicate the extent to which you agree with the following statements:

2.1) My program of study is academically challenging.

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<thead>
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<th>Strongly agree</th>
</tr>
</thead>
<tbody>
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<td>39.5%</td>
</tr>
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<tr>
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</table>

n=43
av.=4.81
dev.=1.1

2.2) My program requirements are clear to me.

<table>
<thead>
<tr>
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<th>Strongly agree</th>
</tr>
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<tbody>
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n=44
av.=5.16
dev.=1.31

2.3) There are sufficient research opportunities available to me in the department.

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n=44
av.=4.8
dev.=1.42

2.4) My program's curriculum is broad enough to prepare me for my career choice.

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<th>Strongly agree</th>
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av.=5.07
dev.=1.04

2.5) Overall, instructors in the department stress high quality work from students.

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dev.=0.89

3. Program Quality

Please rate the following items:

3.1) Overall quality of graduate courses in the department

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n=42
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dev.=0.77

3.2) Availability of graduate courses in the department

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dev.=1.21

3.3) Overall quality of graduate instruction in the department

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av.=5.26
dev.=0.85

3.4) Academic advisement available in the department

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n=44
av.=4.77
dev.=1.31

3.5) Career preparation and guidance available in the department

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av.=4.73
dev.=1.23

3.6) Availability of graduate research/teaching assistantships

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av.=5.14
dev.=1.29
3.7) Support for student conference presentations and publications

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n=44
av.=4.73
dev.=1.04

4. Faculty Interaction

Please indicate the extent to which you agree with the following statements:

4.1) In general, faculty in my department are appropriately prepared for the courses they teach.

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</tr>
</thead>
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<tr>
<td>0% 0% 0% 6.8% 29.5% 63.6%</td>
<td>0% 0% 0% 6.8% 29.5% 63.6%</td>
</tr>
</tbody>
</table>

n=44
av.=5.57
dev.=0.62

4.2) In general, faculty are up-to-date in emerging trends and information in my field of study.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% 0% 0% 6.8% 29.5% 63.6%</td>
<td>0% 0% 0% 6.8% 29.5% 63.6%</td>
</tr>
</tbody>
</table>

n=44
av.=5.52
dev.=0.63

4.3) In my department, faculty are available to answer questions or discuss my concerns about my program of study.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% 0% 2.3% 18.2% 59.1% 63.6%</td>
<td>0% 0% 2.3% 18.2% 59.1% 63.6%</td>
</tr>
</tbody>
</table>

n=44
av.=5.41
dev.=0.87

4.4) In general, faculty in the department motivate me to do my best.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3% 0% 4.5% 13.6% 22.7% 56.8%</td>
<td>0% 0% 4.5% 13.6% 22.7% 56.8%</td>
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</tbody>
</table>

n=44
av.=5.25
dev.=1.1

4.5) Faculty are fair and unbiased in their treatment of students in my graduate program.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0% 2.3% 2.3% 9.1% 27.3% 59.1%</td>
<td>0% 2.3% 2.3% 9.1% 27.3% 59.1%</td>
</tr>
</tbody>
</table>

n=44
av.=5.39
dev.=0.92

4.6) Administrative staff in the department are helpful to me.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% 2.3% 9.1% 11.4% 29.5% 47.7%</td>
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</tr>
</tbody>
</table>

n=44
av.=5.11
dev.=1.08

4.7) My department promotes an environment of inclusiveness and respect.

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</tbody>
</table>

n=44
av.=5.3
dev.=1.15

4.8) I would recommend my department to other students like myself.

<table>
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<td>0% 0% 6.8% 9.1% 20.5% 63.6%</td>
</tr>
</tbody>
</table>

n=44
av.=5.41
dev.=0.92

5. Department of Kinesiology and Health Submitted Questions

5.1) In which graduate degree program are you currently enrolled?

- PhD in Kinesiology - Biomechanics and Physical Rehabilitation, Exercise Physiology, Exercise Psychology, Physical Education Teacher Education, Sports Administration: 27.3%
- MAT in Health and Physical Education: 9.1%
- Med in Exercise Science: 22.7%
- MS in Sports Medicine: 6.8%
- MS in Sports Administration: 34.1%
- MS in Sports Medicine: 0%

n=44
5.3) The department provides adequate research resources to support the pursuit of my graduate degree (laboratory space, equipment, faculty, graduate assistant support, etc.).

![Bar chart showing responses to 5.3 question with n=44, av.=5.02, dev.=1.17]

5.4) The department provides adequate instructional resources to support the pursuit of my graduate degree.

![Bar chart showing responses to 5.4 question with n=44, av.=5.18, dev.=0.97]

5.5) The department provides adequate resources for my assistantship (training resources, material resources, observations throughout the semester, feedback on teaching/instruction, student evaluations).

![Bar chart showing responses to 5.5 question with n=44, av.=5.09, dev.=1.12]
## 1. General Learning Outcomes

To what degree is your major program of study contributing to your doing or achieving the following:

<table>
<thead>
<tr>
<th>No contribution</th>
<th>Significant contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1) Writing clearly and effectively</strong></td>
<td>n=44 av.=4.86 md=5.00 dev.=1.30</td>
</tr>
<tr>
<td><strong>1.2) Speaking clearly and effectively</strong></td>
<td>n=43 av.=5.02 md=5.00 dev.=0.99</td>
</tr>
<tr>
<td><strong>1.3) Locating and organizing information from multiple sources</strong></td>
<td>n=44 av.=5.20 md=5.00 dev.=0.85</td>
</tr>
<tr>
<td><strong>1.4) Awareness of historical contexts surrounding your area of study</strong></td>
<td>n=44 av.=4.61 md=5.00 dev.=1.33</td>
</tr>
<tr>
<td><strong>1.5) Demonstrating competence in specific research methods appropriate to your area of specialization</strong></td>
<td>n=44 av.=5.18 md=5.00 dev.=0.81</td>
</tr>
<tr>
<td><strong>1.6) Effectively evaluate implications and applications of research in your field</strong></td>
<td>n=42 av.=5.17 md=5.00 dev.=0.82</td>
</tr>
<tr>
<td><strong>1.7) Collaborating effectively with colleagues (e.g., other students, researchers, faculty)</strong></td>
<td>n=44 av.=4.68 md=5.00 dev.=1.41</td>
</tr>
<tr>
<td><strong>1.8) Knowledge about the tenets of ethical practice</strong></td>
<td>n=44 av.=4.77 md=5.00 dev.=1.01</td>
</tr>
</tbody>
</table>

## 2. Program Preparation/Challenge

Please indicate the extent to which you agree with the following statements:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1) My program of study is academically challenging.</strong></td>
<td>n=43 av.=4.81 md=5.00 dev.=1.10</td>
</tr>
<tr>
<td><strong>2.2) My program requirements are clear to me.</strong></td>
<td>n=44 av.=5.16 md=6.00 dev.=1.31</td>
</tr>
<tr>
<td><strong>2.3) There are sufficient research opportunities available to me in the department.</strong></td>
<td>n=44 av.=4.80 md=5.00 dev.=1.42</td>
</tr>
<tr>
<td><strong>2.4) My program's curriculum is broad enough to prepare me for my career choice.</strong></td>
<td>n=44 av.=5.07 md=5.00 dev.=1.04</td>
</tr>
<tr>
<td><strong>2.5) Overall, instructors in the department stress high quality work from students.</strong></td>
<td>n=44 av.=5.36 md=6.00 dev.=0.89</td>
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</table>

## 3. Program Quality

Please rate the following items:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>3.1) Overall quality of graduate courses in the department</strong></td>
<td>n=42 av.=5.29 md=5.00 dev.=0.77</td>
</tr>
<tr>
<td><strong>3.2) Availability of graduate courses in the department</strong></td>
<td>n=44 av.=4.73 md=5.00 dev.=1.21</td>
</tr>
</tbody>
</table>
3.3) Overall quality of graduate instruction in the department

<table>
<thead>
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<th>Poor</th>
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<th>Excellent</th>
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n=43  av.=5.26  md=5.00  dev.=0.85

3.4) Academic advisement available in the department

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n=44  av.=4.77  md=5.00  dev.=1.31

3.5) Career preparation and guidance available in the department

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n=44  av.=4.73  md=5.00  dev.=1.23

3.6) Availability of graduate research/teaching assistantships

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n=44  av.=5.14  md=6.00  dev.=1.29

3.7) Support for student conference presentations and publications

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<th>Poor</th>
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n=44  av.=4.73  md=5.00  dev.=1.04

4. Faculty Interaction

Please indicate the extent to which you agree with the following statements:

4.1) In general, faculty in my department are appropriately prepared for the courses they teach.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
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<th>Strongly agree</th>
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<td>Strongly disagree</td>
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n=44  av.=5.57  md=6.00  dev.=0.62

4.2) In general, faculty are up-to-date in emerging trends and information in my field of study.

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n=44  av.=5.52  md=6.00  dev.=0.63

4.3) In my department, faculty are available to answer questions or discuss my concerns about my program of study.

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n=44  av.=5.41  md=6.00  dev.=0.87

4.4) In general, faculty in the department motivate me to do my best.

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n=44  av.=5.25  md=6.00  dev.=1.10

4.5) Faculty are fair and unbiased in their treatment of students in my graduate program.

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n=44  av.=5.39  md=6.00  dev.=0.92

4.6) Administrative staff in the department are helpful to me.

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n=44  av.=5.11  md=5.00  dev.=1.08

4.7) My department promotes an environment of inclusiveness and respect.

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n=44  av.=5.30  md=6.00  dev.=1.15

4.8) I would recommend my department to other students like myself.

<table>
<thead>
<tr>
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n=44  av.=5.41  md=6.00  dev.=0.92

5. Department of Kinesiology and Health Submitted Questions

5.3) The department provides adequate research resources to support the pursuit of my graduate degree (laboratory space, equipment

<table>
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<tr>
<th>Strongly disagree</th>
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n=44  av.=5.02  md=5.00  dev.=1.17

5.4) The department provides adequate instructional resources to support the pursuit of my graduate degree.

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n=44  av.=5.18  md=5.00  dev.=0.97

5.5) The department provide adequate resources for my assistantship ( training resources, material resources, observations throughout

<table>
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n=44  av.=5.09  md=6.00  dev.=1.12
5. Department of Kinesiology and Health Submitted Questions

5.2) What career goal or position do you intend to seek when you have completed your graduate degree in the Department of Kinesiology and Health.

- A position with the New York Knicks Marketing Department at Madison Square Garden.
- Academic Position
- Athletic Trainer
- Biomechanist/Physical Therapist
- Campus Recreation
- Clinical exercise physiologist or PhD in Exercise Physiology (college professor/research)
- Clinical physiologist
- Collegiate Athletic Administrator
- Community Relations Director
- DO
- DPT program acceptance
- Exercise Physiologist with Obese Children or Wellness Coordinator
- Faculty position
- Fitness specialist
- Full-time Professor
- High school athletic trainer or collegiate athletic trainer
- Higher education
- I intend to return to my home country as there is a job offer for me.
- JD Law and/or PhD in Sports Administration
- Marketing / events ... Professional sports
- Not sure yet
- PE Teacher
- PGA of America Employee
- Physical Education Teacher Educator
- Physical Education job.
- Physical Therapy
- Post Doc
- Professional Sports
- Professor
- Professor/Research Faculty
- Research
- Sports Law
- Still deciding
- Teacher (2 Counts)
- Work in professional or collegiate sports
- campus recreation
- not yet determined
- strength and conditioning coach
- unsure
6. General Comments

6.1) You may use the following box to provide general comments or explanations related to your responses to any of the questionnaire items.

- First semester in my program and my professors are very in tuned with their students and always lending out an extra hand.
- For the most part I think most people are doing a good job of supporting students. Any negative comments here were due to specific individuals that I do not care to name. The one exception to this would be the research equipment. Some of the labs are desperately in need of new equipment.
- Having a GA position that interacts a lot with the undergraduate population of this department, I believe the undergrad. portion needs some work in curriculum/maintenance. I notice a lot of undergraduates who don't have a solid foundation in the principles of exercise science by the time I interact with them (at the junior or senior year level). The graduate portion of this department generally exceeds my expectations though.
- I am very satisfied with my program.
- I really like my department. Everyone is extremely helpful.
- It is hard to care about classes where professors either openly do not care about the subject, forget which class they are teaching every day/week, or who just provide check marks for grades with little feedback on why our grades are what they state on D2L
- More formalized training on use of laboratory equipment would be helpful, rather than just an informal peer training.
- My general concern is the availability (time the class is offered in each semester, days/schedule) of the classes in my major field. Next, I understand the major classes I need to graduate but I need better explanation on which or how many electives I need to complete my program.
- None
- The faculty is highly respectable and that is the reason why I chose GSU. Keep up the good work!
- The guidance on my thesis has been none existent. If I did not ask for help when I had questions, I would probably never finish.
- There are not nearly enough courses on the subject of health, yet that is half of the HPE degree. I do not feel prepared to teach health in the classroom and would have liked to have at least a few more classes geared toward teaching classroom health.
Department N = 44
Dept. response rate = 24%
University (21 Departments) N = 965
University response rate average = 43%

Table 1. General Learning Outcomes

<table>
<thead>
<tr>
<th>To what degree is your major program of study contributing to your doing or achieving the following:</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively</td>
<td>4.86(1.31)</td>
<td>4.96(1.22)</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>5.02(.99)</td>
<td>4.72(1.28)</td>
</tr>
<tr>
<td>Locating and organizing information from multiple sources</td>
<td>5.20(.85)</td>
<td>4.99(1.18)</td>
</tr>
<tr>
<td>Awareness of historical contexts surrounding your area of study</td>
<td>4.61(1.33)</td>
<td>4.86(1.27)</td>
</tr>
<tr>
<td>Demonstrating competence in specific research methods appropriate to your area of specialization</td>
<td>5.18(.82)</td>
<td>4.93(1.20)</td>
</tr>
<tr>
<td>Effectively evaluate implications and applications of research in your field</td>
<td>5.17(.82)</td>
<td>4.92(1.18)</td>
</tr>
<tr>
<td>Collaborating effectively with colleagues (e.g., other students, researchers, faculty)</td>
<td>4.68(1.41)</td>
<td>4.74(1.33)</td>
</tr>
<tr>
<td>Knowledge about the tenets of ethical practice</td>
<td>4.77(1.01)</td>
<td>4.99(1.24)</td>
</tr>
</tbody>
</table>

Note. Mean scale: 1=No contribution to 6=Significant contribution.

Table 2. Program Preparation/Challenge

<table>
<thead>
<tr>
<th>Please indicate the extent to which you agree with the following statements:</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My program of study is academically challenging.</td>
<td>4.81(1.10)</td>
<td>5.09(1.13)</td>
</tr>
<tr>
<td>My program requirements are clear to me.</td>
<td>5.16(1.31)</td>
<td>4.90(1.30)</td>
</tr>
<tr>
<td>There are sufficient research opportunities available to me in the department.</td>
<td>4.80(1.42)</td>
<td>4.40(1.53)</td>
</tr>
<tr>
<td>My program’s curriculum is broad enough to prepare me for my career choice.</td>
<td>5.07(1.04)</td>
<td>4.65(1.38)</td>
</tr>
<tr>
<td>Overall, instructors in the department stress high quality work from students.</td>
<td>5.36(.89)</td>
<td>5.16(1.12)</td>
</tr>
</tbody>
</table>

Note. Mean scale: 1=Strongly disagree to 6=Strongly agree.
Table 3.

<table>
<thead>
<tr>
<th></th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of graduate courses in the department</td>
<td>5.29(.77)</td>
<td>4.87(1.14)</td>
</tr>
<tr>
<td>Availability of graduate courses in the department</td>
<td>4.73(1.21)</td>
<td>4.27(1.42)</td>
</tr>
<tr>
<td>Overall quality of graduate instruction in the department</td>
<td>5.26(.85)</td>
<td>4.94(1.11)</td>
</tr>
<tr>
<td>Academic advisement available in the department</td>
<td>4.77(1.31)</td>
<td>4.54(1.53)</td>
</tr>
<tr>
<td>Career preparation and guidance available in the department</td>
<td>4.73(1.23)</td>
<td>4.32(1.51)</td>
</tr>
<tr>
<td>Availability of graduate research/teaching assistantships</td>
<td>5.14(1.29)</td>
<td>4.51(1.52)</td>
</tr>
<tr>
<td>Support for student conference presentations and publications</td>
<td>4.73(1.04)</td>
<td>4.39(1.40)</td>
</tr>
</tbody>
</table>

Note. Mean scale: 1=Poor to 6=Excellent.

Table 4. Faculty Interaction

<table>
<thead>
<tr>
<th></th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, faculty in my department are appropriately prepared for the courses they teach.</td>
<td>5.57(.63)</td>
<td>5.27(1.03)</td>
</tr>
<tr>
<td>In general, faculty are up-to-date in emerging trends and information in my field of study.</td>
<td>5.52(.63)</td>
<td>5.25(1.05)</td>
</tr>
<tr>
<td>In my department, faculty are available to answer questions or discuss my concerns about my program of study.</td>
<td>5.41(.87)</td>
<td>5.15(1.14)</td>
</tr>
<tr>
<td>In general, faculty in the department motivate me to do my best.</td>
<td>5.25(1.10)</td>
<td>5.09(1.23)</td>
</tr>
<tr>
<td>Faculty are fair and unbiased in their treatment of students in my graduate program.</td>
<td>5.39(.92)</td>
<td>4.87(1.38)</td>
</tr>
<tr>
<td>Administrative staff in the department are helpful to me.</td>
<td>5.11(1.08)</td>
<td>5.11(1.21)</td>
</tr>
<tr>
<td>My department promotes an environment of inclusiveness and respect.</td>
<td>5.30(1.15)</td>
<td>5.06(1.24)</td>
</tr>
<tr>
<td>I would recommend my department to other students like myself.</td>
<td>5.41(.92)</td>
<td>4.89(1.43)</td>
</tr>
</tbody>
</table>

Note. Mean scale: 1=Strongly disagree to 6=Strongly agree.
# Survey Results

## Legend

<table>
<thead>
<tr>
<th>Question text</th>
<th>Right pole</th>
<th>Left pole</th>
<th>n=No. of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>25%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Std. Dev.</td>
<td></td>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>av.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dev.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ab.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 1. General Outcomes

Please indicate the extent to which you agree with the following statements:

- **1.1)** My program of study has made a positive contribution to the quality of my life.
  - [Strongly disagree](#): 0%
  - [Strongly agree](#): 47.1%
  - **n=17**
  - **av.=5.12 dev.=1.05**

- **1.2)** I have applied the skills I learned in my program to help resolve issues I've faced in my professional life.
  - [Strongly disagree](#): 0%
  - [Strongly agree](#): 35.3%
  - **n=17**
  - **av.=4.88 dev.=1.05**

- **1.3)** Overall, I was satisfied with my degree program.
  - [Strongly disagree](#): 0%
  - [Strongly agree](#): 41.2%
  - **n=17**
  - **av.=5.06 dev.=1.03**

## 2. Employment

- **2.1)** Are you currently employed?
  - Yes: 100%
  - **n=17**
  - No: 0%

- **2.2)** Have you been employed at any time over the last year?
  - The evaluation will not be displayed due to low response rate.
2.3) Please indicate the general area of employment.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Faculty/Administration</td>
<td>23.5%</td>
</tr>
<tr>
<td>Marketing</td>
<td>5.9%</td>
</tr>
<tr>
<td>Medicine/Nursing</td>
<td>23.5%</td>
</tr>
<tr>
<td>Non-Profit or Community Org.</td>
<td>11.8%</td>
</tr>
<tr>
<td>Other</td>
<td>35.3%</td>
</tr>
</tbody>
</table>

n=17

3. Skills and Employment

3.1) Research skills

Yes 35.3%  
No 64.7%

n=17

3.2) Communication skills (writing and speaking)

Yes 58.8%  
No 41.2%

n=17

3.3) Ability to interpret data/information in a critical manner

Yes 52.9%  
No 47.1%

n=17

3.4) Ability to analyze problems from different perspectives

Yes 52.9%  
No 47.1%

n=17

3.5) Ability to work with diverse populations

Yes 52.9%  
No 47.1%

n=17

3.6) Research skills

Yes 29.4%  
No 70.6%

n=17

3.7) Communication skills (writing and speaking)

Yes 88.2%  
No 11.8%

n=17

3.8) Ability to interpret data/information in a critical manner

Yes 52.9%  
No 47.1%

n=17
3.9) Ability to analyze problems from different perspectives  
Yes 82.4%  
No 17.6%  
n=17

3.10) Ability to work with diverse populations  
Yes 70.6%  
No 29.4%  
n=17

3.11) Research skills  
Yes 64.7%  
No 35.3%  
n=17

3.12) Communication skills (writing and speaking)  
Yes 94.1%  
No 5.9%  
n=17

3.13) Ability to interpret data/information in a critical manner  
Yes 94.1%  
No 5.9%  
n=17

3.14) Ability to analyze problems from different perspectives  
Yes 94.1%  
No 5.9%  
n=17

3.15) Ability to work with diverse populations  
Yes 88.2%  
No 11.8%  
n=17

4. Further Education

4.1) Are you currently enrolled in a graduate program?  
Yes 23.5%  
No 76.5%  
n=17
4.3) What degree are you seeking?

- M.B.A.: 25% (n=4)
- Ph.D.: 75% (n=4)

4.5) Since graduating from Georgia State, have you earned an additional degree(s)?

- Yes: 5.9% (n=17)
- No: 94.1% (n=17)

5. Questions Developed by the Department of Kinesiology and Health

Please indicate the extent to which you agree with the following statement.

5.1) The department provided adequate research, instructional and support resources (e.g. graduate assistantship) for my graduate degree.

- Strongly Disagree
- Strongly Agree

- n=17
- av.=4.65
- dev.=1.54

5.2) Which graduate degree did you obtain?

- PhD in Kinesiology - Biomechanics and Physical Rehabilitation, Exercise Physiology, Exercise Psychology, Physical Education Teacher Education, Sports Administration: 5.9% (n=17)
- MAT in Health and Physical Education: 0%
- MEd in Health and Physical Education: 0%
- MS in Exercise Science: 41.2%
- MS in Sports Administration: 35.3%
- MS in Sports Medicine: 17.6%
Profile

Academic Program Review
Department of Kinesiology and Health
Department of Kinesiology and Health Graduate Alumni Survey

Values used in the profile line: Mean

1. General Outcomes

Please indicate the extent to which you agree with the following statements:

1.1) My program of study has made a positive contribution to the quality of my life.

1.2) I have applied the skills I learned in my program to help resolve issues I've faced in my professional life.

1.3) Overall, I was satisfied with my degree program.

5. Questions Developed by the Department of Kinesiology and Health

Please indicate the extent to which you agree with the following statement:

5.1) The department provided adequate research, instructional and support resources (e.g., graduate assistantship) for my graduate
2. Employment

Other:
- Collegiate Triathlon Coach
- Corporate Partnerships
- Health and Fitness
- Human Performance
- Physical Therapy
- Professional Sports - Community Development
- Senior Living Community
- Sports
- Sports Tech and Marketing
4. Further Education

<table>
<thead>
<tr>
<th>4.2)</th>
<th>What is your program of study?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Kinesiology (2 Counts)</td>
</tr>
<tr>
<td></td>
<td>▪ Kinesiology</td>
</tr>
<tr>
<td></td>
<td>▪ Sport and Entertainment Management</td>
</tr>
</tbody>
</table>
At what institution are you pursuing your degree?

- Concordia University Wisconsin
- Georgia State University (3 Counts)
Please tell us what additional degree you earned, the program of study, and the degree-granting institution.

- DPT - Howard University
5. Questions Developed by the Department of Kinesiology and Health

Please indicate the extent to which you agree with the following statement.

5.3) How did you hear about the graduate program in the Department of Kinesiology and Health?

- Former student.
- I work part time at the university
- NATA Graduate Assistant Position listing for The Walker School
- NATA website
- Online
- Online research
- Research of graduate programs
- Researched graduate programs
- Researching online.
- Through Internet Research
- Website
- Word of mouth
Why did you choose to enroll in the graduate program in the Department of Kinesiology and Health?

- Great online reviews and great location.
- I have a bachelors in Exercise Science, so I decided to pursue a Masters degree in the same field.
- I wanted to further my career as a coach and put myself a notch above the rest.
- I wanted to further my career in human performance development and I was living in Atlanta.
- It allowed me to work in college athletics at georgia tech while perusing my masters degree.
- It sounded interesting.
- Location & exercise physiology program.
- Love the area and opportunities related to my degree that were available in the Atlanta area.
- My research interests closely aligned with the research interests of the professors.
- Reputation and the location.
- The clinical experience throughout my Graduate Assistantship.
- Good practicum sites.
- Proximity, curriculum.
5.6) What type of career or educational position did you obtain when you completed your graduate degree in the Department of Kinesiology and Health?

- Assistant Athletic Trainer Position
- Coaching.
- College administration in Student Affairs. Still working on getting a job in sports.
- Dean's Research Fellow
- First, I was the Master Trainer at a local LA Fitness. Now I am the Life Enrichment Director for a senior living community.
- Human Performance Coach
- I was full time coaching while I was taking classes, so really I just opened up more time for full time coaching once classes were done.
- I work part time in the K&H department
- Marketing Specialist with the NFHS Network
- Sports - Community Relations
- academic
- assistant athletic trainer
6. Overall Evaluation

6.1) Looking back, what aspects of your program do you believe were the most valuable in contributing to your earning a degree at Georgia State?

- Advice and guidance from the professors, as well as the curriculum itself.
- Having really bright instructors that are willing to help and want you to learn the materials and how it is applied.
- Investment of the faculty. Dr. Brison was amazing, as was Dr. Pitts as an adviser. I think they did a great job in trying to help me wherever and whenever needed, despite me not getting the full experience I would have liked to receive.
- Professor mentorship, knowledge and exposure to research
- Professors and clinical experience
- The classes that provided a more critical and application based approach.
- The hands on experience and guest speakers talking about their field
- The opportunities given to me by the professors to be involved in research and learn.
- The professors, the connection of my peers and I, being introduced to research in the field
- The push for internships and connections made.
- graduate assistantship
- practicum experience at Woodward
What kinds of improvements would you suggest the department make in order to enhance the educational experience of current students in the program?

- Correlating the classwork with more real world applications.
- Hands on experience is top of the list. The more hands on experience you can gain and situations you can work through would be most important. Don't blend undergrad/graduate classes. Not fair to the Graduates who want a deeper understanding and then I end up taking classes twice. Once as an Undergrad then again, the same course but with a Graduate listing, blended with Undergrads. Which meant I did 1 extra project but learned nothing new.
- I think marketing the opportunities for internships and graduate assistant positions more. I only knew of a few through Dr. Pitts and Dr. Brison, but none within athletics at GSU. It almost seemed like a guarded secret. I wish Information about GA positions in athletics were shared better.
- I would suggest to remove the end of term internship paper, as it repeats the message relayed in the weekly journals and seems a bit redundant.
- Keep the Sports Medicine Program!
  Transfer to another college at GSU. The college of education is not the appropriate "head" for any of the programs other than physical education.
- More research opportunities (for both graduate and undergraduate students), a larger number of professors to teach the courses (maybe hire former students)
- None.
- There was a lot of emphasis on the clinical setting and clinical/general populations, which was valuable but was incomplete. Having more exposure to athletic/trained populations and performance development would have given me a much more balanced perspective to what can be done with my degree and also would have been much more in alignment with what I actually wanted to do post graduation. I was surprised that there was no time dedicated in any class work to learning or teaching any basic or athletic movement in a practical manner and that there was no space in which to do it.
- increase financial support of graduate students, increase opportunities to publish
- more hands off, more in depth knowledge, not just a review of what I learned in undergrad
7. General Comments

7.1) You may use the following box to provide general comments or explanations related to your responses to any of the questionnaire items.

- Getting rid of the MS Sports Medicine program is a bad decision and will be a detriment in the future for the KH department.
- Great program. If you can get away from blending classes that'd be ideal.
- I wish Information about GA positions in athletics were shared better. I found my internship opportunities on my own, but I think I would have had more success & would currently be working in the field had I had an opportunity to be a GA in athletics.
- I would suggest consistency within the program. I understand that every student will be counseled differently, but what one is offered, in regards to classes, should be offered to all.
- The professors are awesome! I had a wonderful graduate school experience at GSU!
**General Outcomes**

Table 1.

Please indicate the extent to which you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My program of study has made a positive contribution to the quality of my life.</td>
<td>4.56(1.62)</td>
<td>4.76(1.41)</td>
</tr>
<tr>
<td>I have applied the skills I learned in my program to help resolve issues I’ve faced in my professional life.</td>
<td>4.21(1.60)</td>
<td>4.54(1.45)</td>
</tr>
<tr>
<td>Overall, I was satisfied with my degree program.</td>
<td>4.05(1.71)</td>
<td>4.68(1.44)</td>
</tr>
</tbody>
</table>

*Note.* Mean scale: 1=Strongly disagree to 6=Strongly agree.

**Employment**

Table 2. Are you currently employed?

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 39</td>
<td>N = 774</td>
</tr>
<tr>
<td>Yes</td>
<td>69.2%</td>
</tr>
<tr>
<td>No</td>
<td>30.8%</td>
</tr>
</tbody>
</table>

Table 3. Have you been employed at any time over the last year?

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 12</td>
<td>N = 158</td>
</tr>
<tr>
<td>Yes</td>
<td>58.3%</td>
</tr>
<tr>
<td>No</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

Table 4. Please indicate the general area of employment.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 33</td>
<td>N = 695</td>
</tr>
<tr>
<td>Agriculture/Natural Resources</td>
<td>0%</td>
</tr>
<tr>
<td>Arts</td>
<td>3.0%</td>
</tr>
<tr>
<td>Business/Finance</td>
<td>3.0%</td>
</tr>
<tr>
<td>College Faculty/Administration</td>
<td>3.0%</td>
</tr>
<tr>
<td>Counseling/Mental Health</td>
<td>0%</td>
</tr>
<tr>
<td>Education K-12</td>
<td>9.1%</td>
</tr>
<tr>
<td>Government/Public Administration</td>
<td>0%</td>
</tr>
<tr>
<td>Hospitality/Tourism</td>
<td>6.1%</td>
</tr>
<tr>
<td>Journalism/Publication</td>
<td>0%</td>
</tr>
<tr>
<td>Law</td>
<td>0%</td>
</tr>
<tr>
<td>Library Work</td>
<td>0%</td>
</tr>
<tr>
<td>Manufacturing/Construction</td>
<td>0%</td>
</tr>
<tr>
<td>Marketing</td>
<td>0%</td>
</tr>
<tr>
<td>Media/Communication</td>
<td>0%</td>
</tr>
<tr>
<td>Medicine/Nursing</td>
<td>24.2%</td>
</tr>
<tr>
<td>Non-Profit or Community Org.</td>
<td>6.1%</td>
</tr>
<tr>
<td>Religious Organization</td>
<td>0%</td>
</tr>
<tr>
<td>Transportation</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>45.5%</td>
</tr>
</tbody>
</table>
Table 5. *Skills and Employment (Department)*

The following questions focus on the skills you may have learned in your degree program at Georgia State and whether you listed them on your resume, discussed them during your job interview, or use(used) them in your job.

<table>
<thead>
<tr>
<th>Department</th>
<th>List on resume</th>
<th>Discuss in job interview</th>
<th>Using(used) on job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Research skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26.5</td>
<td>73.5</td>
<td>17.6</td>
</tr>
<tr>
<td>Communication skills (writing and speaking)</td>
<td></td>
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Table 6. *Skills and Employment (University)*

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*Further Education*

Are you currently enrolled in a graduate program?

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Table 7. What degree are you seeking?

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Table 8.
Since graduating from Georgia State, have you earned an additional degree(s)?

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1.b.4.8 Student publications and presentations
The Effects of Vibration on the Gait Pattern and Vibration Perception Threshold of Children With Idiopathic Toe Walking

Hsinchen Daniel Fanchiang, PhD1, Mark Geil, PhD2, Jianhua Wu, PhD2, Yu-ping Chen, ScD2, and Yong Tai Wang, PhD2

Abstract
The effectiveness of idiopathic toe walking treatments is not conclusive. The study investigated the use of vibration as a therapeutic/treatment method for children with idiopathic toe walking. Fifteen children with idiopathic toe walking and 15 typically developing children, aged 4 to 10 years, completed the study. The study included a barefoot gait examination and a vibration perception threshold test before and after standing on a whole body vibration machine for 60 seconds. Temporal-spatial parameters were recorded along with HR32, a calculation designed to distinguish aspects of the toe-walking pattern. No significant gait pattern differences were found between children with idiopathic toe walking and typically developing children after one bout of vibration intervention. HR32 was found to be a means to identify the toe-walking pattern ($P < .001$). Hypersensitivity to vibration of children with idiopathic toe walking was not found in the current study ($P = .921$).

Keywords
gait, vibration perception threshold, idiopathic toe walking

Received May 05, 2014. Received revised August 13, 2014. Accepted for publication August 18, 2014.

Idiopathic toe walking is diagnosed when individuals who are older than age 3 years still walk on their toes with no sign of neurologic, orthopedic, or psychiatric diseases.1–4 The incidence reports of idiopathic toe walking in the literature are widely varied: from 1% to 12%.2,5,6 The difference in prevalence may be due to the evaluator’s experience and/or the difficulty of differentiating idiopathic toe walking from other toe-walking pathologies.

Prolonged toe-walking gait can cause harmful damage to patients’ health over time. Generally, treatments for prolonged toe walking can be categorized into surgical and nonsurgical. Depending on the severity of the condition, patients receive orthotic treatment, serial casting, botulinum toxin A injection, or muscle/tendon lengthening surgery.7,8 Even though there is no consensus on which treatment is better than others, many clinicians report, at least anecdotally, that idiopathic toe walking is not rare in children, and it needs to be treated.

Recently, research has linked idiopathic toe walking to sensory processing dysfunction, which is diagnosed when an individual cannot integrate the information obtained from sensory systems to organize body movement.9 A recent study by Williams et al discovered that children with idiopathic toe walking have a significantly heightened vibration sensitivity (lower vibration perception threshold) compared to controls.10

Given the possible difference in vibration perception in children with idiopathic toe walking, and the anecdotal observations of a number of therapists, the possibility exists that children may choose to walk on their toes because they are either hyposensitive or hypersensitive. Ironically, a similar kinematic pattern could result from these 2 opposite sensory processing extremes. Sensory-seeking children may adopt a staccato toe-strike pattern to increase pressure on the forefoot and to increase the transmission of impact through the body. Sensory-avoiding children may choose an equinus pattern, or an early heel rise pattern, simply to limit the area of the foot receiving tactile stimulus. Whole-body vibration has been used in older adults to improve their bone health, neuromotor function, and muscle strength in various populations.11,12 Studies have shown that whole-body vibration improved the postural sway and ambulatory capacity in chronic stroke patients.13–15

1 National Cheng Kung University, Tainan, Taiwan
2 Georgia State University, Atlanta, GA, USA

Corresponding Author:
Hsinchen Daniel Fanchiang, PhD, National Cheng Kung University, Room 06071 No. 138, Shengli rd. North Dist., Tainan 70403, Taiwan. Email: hfanchiang@gmail.com
However, whole-body vibration machine has not been used for treatment protocols for this population.

In the current study, we investigated the effects of vibration on the gait pattern and vibration perception threshold of children with idiopathic toe walking with age-matched typically developing children serving as controls. We asked participants to walk barefooted on a 4-m walkway before and after standing on a whole-body vibration machine. The results would help us to understand the effects of vibration on the gait pattern of children with idiopathic toe walking and typically developing children. Vibration perception threshold scores were also collected twice, before the first gait examination and after the whole-body vibration intervention. The protocols of the vibration perception threshold tests were according to the study by Williams et al.

The tests sought to not only verify their experiment but also study the effects of a bout of vibration on vibration perception.

This study tested the following hypotheses: (1) Typically developing children and/or children with idiopathic toe walking will show different velocity, cadence, step length, step width, and heel rise timing after a bout of vibration intervention. (2) Children with idiopathic toe walking will show hypersensitivity to vibration. (3) A dose of whole-body vibration will desensitize the perception to vibration.

Methods

Children with idiopathic toe walking and typically developing children, aged 4 to 10 years, were assessed at an instrumented laboratory. For children with idiopathic toe walking, diagnosis of idiopathic toe walking was made by a physician within a single practice of local pediatric orthopedists. Exclusion criteria included history of neuromotor or musculoskeletal disorders, unresolved orthopedic injury, or other inability to walk through a distance of 4 m approximately 10 times.

The protocols were approved by the institutional review board. Each participant’s parent signed a parental permission form and participants of appropriate age signed or verbally acknowledged informed assent. The following demographic/anthropometric data were collected for each participant: date of birth, onset of walking, family history of idiopathic toe walking, and leg length. Each participant then quietly played in the laboratory for 15 minutes to reduce any potential environmental impact. Next, a spherical 15-mm-diameter reflective marker was placed over key landmarks on each participant’s lower extremity according to the Vicon Plug-In-Gait Lower Limb Sacrum model.

The gait examination involved each participant walking barefooted in their usual manner 10 times at a comfortable, self-selected walking speed over a 4-m walkway. Subjects were not given any particular instruction regarding walking on their toes or not.

Kinematic data were collected using a 7-camera Vicon motion analysis system (OMG, Oxford, England) running Vicon Nexus software 1.8. Static trials were assessed to establish a baseline heel marker height. Twenty trials for each participant were collected during the gait exams. Spatiotemporal parameters, that is, velocity, cadence, step length, and step width, were extracted from the kinematic data using Vicon Polygon version 3. In addition to the parameters mentioned above, we studied the timing of the heel rise event. Early heel rise is an indicator of potential gait abnormalities. Alvarez et al categorized toe walking into 3 severity classes: mild (presence of first rocker), moderate (presence of an early third ankle rocker), and severe (predominant early ankle moment). The classification methods have illustrated that children with idiopathic toe walking do not always show a toe-contact pattern, but they may display heel contact followed by early heel rise. In our previous studies, it was challenging to conduct a statistical analysis across all 3 severity levels with both descriptive (toe contact) and numeric (heel rise timing) measures. To enable analysis for all the gait patterns across all severity levels in children with idiopathic toe walking, a new measure is needed.

In this study, we present HR32 to quantify walking patterns including heel contact, early heel rise, and toe contact observed in typically developing children and children with idiopathic toe walking. The rationale is illustrated below: normal third ankle rocker occurs between heel rise (32% of gait cycle) and toe off (60% of gait cycle). Therefore, an early third rocker is when the heel rise event happens earlier than 32% of the gait cycle. During midstance, when the foot is flat on the ground, the heel marker height stays the same; when heel rise happens, the heel marker height rises. Therefore, an increase in heel marker height above baseline before 32% of the gait cycle is an indication of early-heel-rise or toe-contact pattern. Furthermore, heel-contact, early-heel-rise, and toe-contact patterns show positive slopes on the heel marker height graph between heel rise and midswing, because of forward and upward body movement. Therefore, the greater the heel marker height at 32% of the gait cycle, the earlier heel rise event occurrence. HR32 was measured as the difference between the heel marker z coordinate in a static flat-footed trial (Z0) and the z coordinate at 32% of the gait cycle (Z32) (Figure 1).

Between first and second gait examination, each participant stood barefoot for 1 minute on a whole-body vibration machine (Soloflex, Hillsboro, OR) vibrating at 30 Hz (Figure 2). In order to avoid the discomfort that might have happened to hypersensitive participants, we chose to use the minimal vibration frequency available on the machine, 30 Hz, in this study.

After the vibration intervention, each participant immediately repeated the vibration perception threshold test followed by the second gait examination. The procedures of the second vibration perception threshold test and the second gait examination were the same as the previous ones. The postvibration perception threshold score and 10 walking trials from the second gait examination were collected. Vibration perception threshold was measured using VSA-3000 Vibratory Sensory Analyzer (Medoc, Israel) (Figure 3). A 12-mm-diameter Teflon-coated tactor pin protrudes out from a hole in a foot-plate that allows the toe to rest on the pin. The VSA-3000 delivers the vibration through the pin, which is movable to maintain consistent pressure on the toe. The frequency of the output vibration of the VSA-3000 is 100 Hz. The amplitude changes in the range of 0 to 130 μm. The vibration was first demonstrated on each participant’s right index finger tip to ensure that the participant understood what the vibration feels like. During the test, the environment was kept quiet and comfortable. The participant was seated in a chair with the VSA-3000 in front of the chair. Then, the participant rested his/her right halluc on the tactor of the VSA-3000 footplate and underwent the testing program. The “levels with dummy options” program was used to measure the vibration perception threshold score according to the Williams et al study. In this program, the dummy option in the test inserts random trials of no vibration but still required the response from the participant. The amplitude initially increases by 0.8 μm until
the participant indicates verbally that he or she feels the stimulus. A positive indication either confirms the vibration given by the machine or not responding to or no vibration given by the machine vise versa. When the participant expresses a positive indication to the stimulus, the amplitude decreases by half of the last increased amplitude. In other words, the program makes it harder to feel the vibration. When the subject expresses a negative indication to the stimulus, the amplitude changed from increase to decrease or from decrease to increase every time. The test is terminated when the difference of the last positive indication and negative indication reaches 0.1 mm. The vibration perception threshold score is determined by taking the mean of the last positive and negative indications.

Six 2 x 2 factorial analyses of variance with repeated measures were used to analyze the following dependent variables: velocity, cadence, step length, step width, HR32, and vibration perception threshold. The between-subject variable was group: idiopathic toe walking or typically developing. The within-subject variable included previbration and postvibration. The mean and standard deviation of the dependent variables were calculated for each group and condition. The α-level was set as 0.05. In our preliminary analysis, we examined whether age might contribute to the differences in gait among different surfaces and found no statistically significant differences on any of the gait parameters. Therefore, we collapsed participants aged older and younger than 7 years and compared between idiopathic toe walking and typically developing peers. All statistical procedures were performed with the SPSS Statistics 21 (International Business Machines Corp., Armonk, NY).

Results

Thirty participants, 15 children with idiopathic toe walking and 15 typically developing children, completed the study. In the idiopathic toe walking group, the average age, height, and weight were 6.8 years (standard deviation = 1.6), 1.22 m (standard deviation = 0.11), and 27.4 kg (standard deviation = 7.9), respectively. In the typically developing group, the average age, height, and weight were 7.8 years (standard deviation = 1.5), 1.30 m (standard deviation = .12), and 29.1 kg (standard deviation = 9.0), respectively (Table 1).

No child indicated discomfort during testing or the vibration intervention, and all vibration sessions were continued to completion. In between-subject (idiopathic toe walking vs typically developing) effects, combining before and after vibration trials, velocity, cadence, step length, step width, and vibration perception threshold scores were not significantly different between idiopathic toe walking and typically developing groups (P > .05). However, HR32 was significantly different between
typically developing and idiopathic toe walking groups combining before and after vibration trials ($P < .001$) (Table 2). In within-subject (pre- vs postvibration) effects, none of the primary kinematic measures (velocity, cadence, step length, step width, and HR32) was significantly different following the vibration intervention ($P > .05$). The vibration perception threshold was significantly changed following the vibration intervention in both groups ($P < .001$) (Table 2). The effect of vibration was quite similar to both groups, with the average threshold of the typically developing group increased from 0.58 to 1 mm, whereas the thresholds of the idiopathic toe walking group increased from 0.58 to 1.05 mm.

**Discussion**

The study tested the effects of whole-body vibration on the gait of children with idiopathic toe walking and on their perception of vibration. Comparing the idiopathic toe walking gait patterns with typically developing children after vibration intervention helped us understand whether children with idiopathic toe walking react to vibration differently than typically developing children. The vibration perception threshold test checks the results of the hypersensitivity of idiopathic toe walking participant found in William’s study. Vibration perception threshold tests conducted before and after vibration intervention showed whether vibration immediately desensitize the participants to vibration.

The study was designed to assess a broad age range, but the breadth would be a limitation if differences were noted between the younger and older participants. However, no significant difference was found in preliminary analyses. The vibration was applied to subject while he/she was standing. The effects of the vibration may not be generalized to applying vibration while subject is sitting. The current study was also limited to assessment of comfortable, self-selected walking speed. Velocity was reported to have significant influence on many kinematic parameters in the sagittal, frontal, and transverse planes. Various velocities are suggested to be tested in future studies, anticipating that speed might alter the influence of vibration on gait. To isolate the vibration effect, participants only walked on vinyl tile surface. The effects may not be generalized to walking on other surfaces. Considering the surface material of the force platforms is different from the material of the walkway surface, kinetic data were not collected in the current study. The gait exams were conducted under barefoot condition, limiting our ability to generalize results to shoe walking conditions. Whole body vibration has not been commonly used in children with idiopathic toe walking, but it has been clinically used in therapy associated with stroke patients. Therefore, we had no precedent or guidelines regarding amplitude, frequency, and duration of the vibration intervention.

A single dose of whole-body vibration had an effect on the subjects in this study, but this effect was limited to their subsequent perception of vibration. Vibration did not affect their gait patterns. Two explanations are possible. First, the sensory effect might not carry over as a motor outcome, even in children with idiopathic toe walking. Alternatively, a different frequency, magnitude, or duration might need to be tested to completely understand the effects of whole-body vibration. Vibration with longer durations and at higher frequencies is recommended for future studies. In the Holmes et al study, the vibration frequency that was most likely to trigger muscle spindle was indicated as 80 Hz, but this dose was not available with our current equipment. The other possible cause of no difference on the gait pattern can be due to the half-life of the effect of whole-body vibration. Clinicians who use whole body vibration therapeutically have noted that the effects wear off more rapidly than other modalities. Before the second gait examination, each participant had the second vibration perception threshold test, which took about 5 minutes to complete. The vibration effects on the gait pattern may not continue throughout the second gait exam. Despite the result that whole-body vibration did not have significant within-subject
(pre- vs postvibration) or between-subject (idiopathic toe walking vs typically developing) effects on velocity, cadence, step length, and step width, we found a significant between-subject (idiopathic toe walking vs typically developing) effect on HR32. This result confirms that HR32 is a valuable measure to identify toe-walking pattern.

The vibration perception threshold at baseline was not significantly different between typically developing children and children with idiopathic toe walking. This result was in conflict with the result reported in the Williams et al study. They found that the vibration perception threshold scores were significantly different between typically developing and idiopathic toe walking groups. They stated that children with idiopathic toe walking had hypersensitivity to vibration; therefore, the etiology of idiopathic toe walking may relate to sensory processing dysfunction. The current study used an identical machine, selected the same testing program, and completed the same procedures to verify this important result. Not being able to repeat results found in the Williams et al study was unexpected. Moreover, the averaged vibration perception threshold scores of typically developing children and children with idiopathic toe walking from the Williams et al study were 1.8 and 1.0 μm, respectively (P = .001), whereas our results from before the vibration intervention were 0.58 and 0.55 μm for typically developing and idiopathic toe walking groups, respectively (P = .852). One possible explanation for this conflict was a discrepancy between the vibration output of the 2 machines or the pressure provided on the tactor. Another possibility rests in the lack of homogeneity among children with idiopathic toe walking. Clinicians note that some present with toe walking secondary to hyposensitivity, others hypersensitivity, and still others low muscle tone. Two random samples of toe walkers could therefore be dominated by 2 different etiologies, producing different vibration perception threshold results. Tests with larger sample sizes should be considered, along with other means to independently identify the potential etiology.

In within-subject (pre- vs postvibration) effects, after vibration, we found significantly elevated vibration perception threshold scores after standing on a whole-body vibration machine for 60 seconds. Excessive vibration intervention immediately reduced participants’ sensitivity to the vibration. Excessive vibration may temporally overwhelm the sensory receptors, so

| Table 1. Participant Description (Typically Developing and Idiopathic Toe Walking). |
|-----------------|----------------|-----------------|----------------|----------------|
| Group | Gender | Age (y) | Height (cm) | Weight (kg) | Foot length (cm) |
| TD | Female | 7.1 | 118 | 20.7 | 13.8 |
| TD | Male | 9.2 | 130 | 26.8 | 15.9 |
| TD | Male | 7.0 | 125 | 23.1 | 14.4 |
| TD | Female | 8.7 | 142 | 36.2 | 16.7 |
| TD | Male | 9.1 | 127 | 37.8 | 16.3 |
| TD | Female | 5.0 | 111 | 17.2 | 13.6 |
| TD | Female | 10.1 | 145 | 33.4 | 16.1 |
| TD | Female | 9.3 | 137 | 24.8 | 16.7 |
| TD | Male | 9.0 | 143 | 44.6 | 18.7 |
| TD | Male | 8.5 | 144 | 45.7 | 17.2 |
| TD | Female | 8.2 | 130 | 29.2 | 16.4 |
| TD | Female | 7.1 | 121 | 22.9 | 14.7 |
| TD | Female | 5.2 | 106 | 16.8 | 13.5 |
| TD | Male | 9.1 | 134 | 31.8 | 15.6 |
| TD | Male | 7.4 | 127 | 25.2 | 16.1 |
| ITW | Female | 4.9 | 102 | 16.3 | 12.7 |
| ITW | Male | 8.3 | 134 | 29.4 | 16.9 |
| ITW | Male | 6.8 | 114 | 23.1 | 14.7 |
| ITW | Female | 5.6 | 109 | 21.6 | 13.9 |
| ITW | Female | 10.2 | 128 | 25.6 | 15.1 |
| ITW | Female | 5.8 | 102 | 16.6 | 14.0 |
| ITW | Male | 8.3 | 127 | 44.8 | 17.5 |
| ITW | Female | 9.3 | 137 | 39.9 | 18.4 |
| ITW | Male | 7.0 | 123 | 34.2 | 16.3 |
| ITW | Female | 6.9 | 122 | 30.4 | 16.3 |
| ITW | Male | 6.7 | 120 | 23.4 | 15.0 |
| ITW | Male | 7.2 | 131 | 28.3 | 16.7 |
| ITW | Female | 7.2 | 125 | 25.2 | 16.5 |
| ITW | Female | 6.9 | 115 | 22.5 | 14.6 |
| ITW | Male | 8.3 | 132 | 29.5 | 16.6 |
| ITW mean (SD) | 7.3 (1.4) | 122 (11) | 27.4 (7.9) | 15.7 (1.5) |
| Overall mean (SD) | 7.7 (1.5) | 126 (12) | 28.5 (8.4) | 15.7 (1.5) |

Abbreviations: ITW, idiopathic toe walking; SD, standard deviation; TD, typically developing.
the receptors did not respond to the weaker vibration. The result indicates that vibration intervention can be used to temporally reduce vibration sensitivity for therapeutic or treatment purposes. The current study used 30-Hz vibration for 60 seconds. The effects of other frequency, amplitude, and duration of the vibration are still not clear. Vibration needs to be further studied to be considered as a therapeutic or treatment method to children with idiopathic toe walking.

Declaration of Conflicting Interests
The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding
The authors received no financial support for the research, authorship, and/or publication of this article.

Ethical Approval

Table 2. Pre- and Postvibration Effects on the Gait Pattern and Vibration Perception Threshold, Typically Developing vs Idiopathic Toe Walking.a

<table>
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</table>

Abbreviations: ITW, idiopathic toe walking; SD, standard deviation; TD, typically developing; VPT, vibration perception threshold.

aTypically developing group n = 15; idiopathic toe walking group n = 15.

References
13. Chan KS, Liu CW, Chen TW, Weng MC, Huang MH, Chen CH. Effects of a single session of whole body vibration on ankle planarfexion spasticity and gait performance in patients with chronic...


IMMEDIATE FORCE LOSS AFTER ECCENTRIC CONTRACTIONS IS INCREASED WITH L-NAME ADMINISTRATION, A NITRIC OXIDE SYNTHASE INHIBITOR

BENJAMIN T. CORONA, PhD and CHRISTOPHER P. INGALLS, PhD
Muscle Biology Laboratory, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia, USA

Abstract

Introduction—Nitric oxide (NO) signaling regulates many biological processes in skeletal muscle, wherein aberrant signaling contributes to myopathic conditions (e.g., Duchenne muscular dystrophy). NO has been shown to play a role in muscle regeneration after injury. However, less is known about its role during injury. In this study we aimed to determine whether NO synthase (NOS) inhibition exacerbates functional deficits immediately after the performance of eccentric contractions.

Methods—Wild-type mouse extensor digitorum longus (EDL) muscles underwent in vitro functional testing in the presence or absence of a non-specific NOS inhibitor (L-NAME, 10 mM) before and after performance of 10 eccentric contractions.

Results—After eccentric contractions, \( P_0 \) was reduced by ~25% for muscle in regular physiological solution but by ~50% with the addition of L-NAME \( (P = 0.009) \).

Conclusions—Non-specific blockade of NOS exacerbates functional deficits immediately after eccentric contractions, suggesting that NO signaling protects skeletal muscle from excessive injury in healthy muscle.

Keywords

eccentric contractions; force; L-NAME; muscle injury; nitric oxide synthase

Nitric oxide is a major regulator of many biological processes in skeletal muscle.\(^1\) Skeletal muscle primarily produces nitric oxide (NO) by expression of nNOS\(_\mu\) (neuronal) and less so by eNOS (endothelial). After injury and in diseased muscle, NO is also produced by iNOS (inducible, expressed by inflammatory cells). During muscle activity (including eccentric contractions) NO production increases\(^2,3\) to modulate myofiber force production and metabolism.\(^4,5\) NO signaling also plays an important role in mediating regeneration after muscle injury by regulating hepatocyte growth factor activity and satellite cell activation.\(^6\) In healthy rodents, disruption of NO signaling after injury diminishes regeneration and increases fibrosis.\(^7\) Moreover, in dystrophic mice, in which nNOS\(_\mu\) location and activity is altered,\(^8\) partial restoration of NO signaling prior to eccentric contractions attenuated muscle injury.\(^9\)
Although the importance of NO in skeletal muscle regeneration has been demonstrated, its role during or immediately after eccentric contractions is not fully understood. Because NO can attenuate calpain activity\textsuperscript{10,11} and modulate excitation–contraction (E–C) coupling\textsuperscript{1} (these factors are thought to play a role in immediate functional deficits\textsuperscript{12–15}), NO may serve to protect skeletal muscle from excessive initial injury. We tested the hypothesis that pharmacological inhibition of NOS activity exacerbates functional deficits immediately after eccentric contractions performed \textit{in vitro}.

**METHODS**

All animal care and use procedures were approved by our institutional animal care and use committee. Extensor digitorum longus (EDL) muscles were isolated from adult (age 4–5 months of age), male, wild-type mice (C57BL/6) and were tested \textit{in vitro} organ bath system.\textsuperscript{16} Muscles underwent a battery of functional tests (Fig. 1A) in Krebs–Ringer bicarbonate buffer at 35°C with 95% O\textsubscript{2}–CO\textsubscript{2} balanced air perfused continuously. In some experiments, \textit{N}\textsubscript{ω}-nitro-\textit{L}-arginine methylester hydrochloride (L-NAME), a non-specific NOS inhibitor, was added to the Krebs–Ringer buffer at a final concentration of 10 mM. (Millimolar concentrations of L-NAME have been shown to modulate contractility of skeletal muscle\textsuperscript{4} and NO-mediated events in other organ systems.\textsuperscript{17}) Muscle resting tension was initially set to \textasciitilde4.5 mN to correspond to anatomical muscle length (L\textsubscript{o}).\textsuperscript{18} Muscles were stimulated directly by applying trains of 0.2-ms pulses with a supramaximal voltage. Isometric specific force was measured as a function of stimulation frequency (F–\textit{f}: 10–300 Hz; 200-ms train),\textsuperscript{16} before and after L-NAME administration and after the performance of 10 eccentric or isometric (300 Hz) contractions, with a 3-minute rest between contractions. During the eccentric contractions, the muscle was shortened to 90% and then lengthened to 110% of L\textsubscript{o} at 1.5 muscle lengths per second, while it was stimulated (300 Hz) for 133 ms.\textsuperscript{18} Muscle wet weight and L\textsubscript{o} for all muscles was 11.6 ± 0.21 mg and 1.37 ± 0.01 cm, respectively. The stimulation frequency corresponding to half the amplitude of force (Freq\textsubscript{50}) of the normalized F–\textit{f} curve was determined using a four-parameter Hill equation.\textsuperscript{16} Statistical differences were assessed with one- and two-way analyses of variance (ANOVAs) and \textit{t}-tests; \textit{α} was set at 0.05.

**RESULTS**

Prior to injury, L-NAME administration depressed peak isometric force (P\textsubscript{o}) by \textasciitilde10% [Fig. 1C, E, G and I; L-NAME (\textit{n} = 4), \textit{P} = 0.035; vs. \textasciitilde1% in Krebs (\textit{n} = 4), \textit{P} = 0.985] but elevated twitch force (P\textsubscript{t}) by \textasciitilde8% (\textit{P} = 0.031). During the eccentric injury protocol, initial peak eccentric force was similar between L-NAME and Krebs muscles, but L-NAME promoted a greater loss of eccentric force (Fig. 1B; L-NAME vs. Krebs: \textasciitilde38 vs. \textasciitilde24%; \textit{P} = 0.041). Immediately after eccentric contractions, isometric force was reduced across all frequencies by 44–52% in the presence of L-NAME (Fig. 1H) and to a lesser extent (24–37%) for Krebs (Fig. 1D). Control L-NAME muscles (\textit{n} = 2) that performed 10 isometric instead of eccentric contractions demonstrated an \textasciitilde8% reduction in isometric force during the protocol and a corresponding \textasciitilde9% deficit in P\textsubscript{o} from pre- to post-injury (\textit{P} = 0.094), similar to findings we made previously with EDL muscle with Krebs only.\textsuperscript{16} Freq\textsubscript{50} increased significantly from pre- to postinjury for Krebs (Fig. 1F; 92 ± 2 Hz vs. 106 ± 1 Hz, \textit{P} = 0.008), but not for L-NAME muscles (Fig. 1J; 87 ± 2 vs. 97 ± 4 Hz, \textit{P} = 0.162).

**DISCUSSION**

We have demonstrated that L-NAME, an inhibitor of NOS, exacerbates functional deficits during and after eccentric contractions in healthy murine muscle, suggesting that NOS serves to partially protect skeletal muscle from injury. It is possible that the high
concentration of L-NAME used in this study may have non-specific biological effects, such as blocking of muscarinic acetylcholine receptor signaling. However, the effect of muscarinic acetylcholine receptor activity on $P_o$ is incongruous with our findings with L-NAME. Further, the contractile phenotype mediated by millimolar concentrations of L-NAME (Fig. 1) is similar to that of nNOS$^{-/-}$ muscle, suggesting that, in a whole-muscle preparation, millimolar L-NAME primarily inhibits NOS.

Because these experiments were performed in vitro and were thus largely devoid of macrophages and hence iNOS activity, it is likely that nNOS$\mu$ serves to protect muscle from eccentric muscle injury. This is of interest when compared with findings showing that nNOS$^{-/-}$ mice did not exhibit significant differences in regeneration from wild-type mice after a myotoxic injury, whereas non-specific pharmacological inhibition of NOS impeded inflammation and regeneration. The findings from those studies and this study support the supposition of Lynch and colleagues, who showed that nNOS$\mu$ plays a critical role in protecting skeletal muscle from injury during the injury bout, whereas iNOS primarily mediates regeneration thereafter.

A remaining question is how NO signaling protects healthy skeletal muscle from injury during eccentric contractions. Immediate functional deficits after eccentric contractions are primarily due to E-C uncoupling, likely the result of triadic protein damage caused by physical stress. However, we did not observe a rightward shift in the force–frequency curve (i.e., $Freq_{50}$) after injury with NOS inhibition, suggesting that the increased force deficits observed may have been due to increased damage of force-bearing proteins (e.g., titin, dystrophin, or desmin). Although the performance of eccentric contractions has been shown to immediately increase cytosolic Ca$^{2+}$, which may increase proteolysis, our laboratory has demonstrated in otherwise healthy muscle using a similar injury protocol that immediate functional deficits are not improved via extracellular Ca$^{2+}$ manipulation, blockade of stretch-activated Ca$^{2+}$ channels, or inhibition of calpain. Collectively, these findings suggest that NO signaling in response to eccentric contractions protects healthy skeletal muscle from excessive damage, potentially by attenuating proteolytic activity. In myopathic conditions in which NO signaling is disrupted, this protective effect is likely diminished and results in a greater propensity for injury with high mechanical stress.

Acknowledgments

Supported by the National Institute of Arthritis and Musculoskeletal and Skin Diseases Grant AR-41802.

Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>E-C</td>
<td>excitation–contraction</td>
</tr>
<tr>
<td>EDL</td>
<td>extensor digitorum longus</td>
</tr>
<tr>
<td>$Freq_{50}$</td>
<td>stimulation frequency at half-amplitude of force–frequency curve</td>
</tr>
<tr>
<td>$L_o$</td>
<td>optimal muscle length</td>
</tr>
<tr>
<td>L-NAME</td>
<td>$N_x$-nitro-L-arginine methylester hydrochloride</td>
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<tr>
<td>NO</td>
<td>nitric oxide</td>
</tr>
<tr>
<td>NOS</td>
<td>nitric oxide synthase</td>
</tr>
<tr>
<td>$P_o$</td>
<td>peak isometric tetanic force</td>
</tr>
<tr>
<td>$P_t$</td>
<td>isometric twitch force</td>
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REFERENCES


FIGURE 1.
L-NAME increases functional deficits immediately after eccentric contractions. (A) EDL muscle testing was performed in vitro under physiological conditions using the experimental timeline depicted. (B) Muscles performed 10 eccentric contractions with or without L-NAME (10 mM) administration. A subset of muscles performed isometric contractions in the presence of L-NAME as an injury control. (C–J) Isometric force was assessed as a function of stimulation frequency (F–f) in the absence (C–F) or presence of L-NAME (G–J) and is expressed as specific force (C, D, G, H) or the ratio of peak isometric specific force (P_o) (E, F, I, J). *P < 0.05 where differences between values are noted. Values are listed as mean ± SE.
Vertical stiffness and center-of-mass movement in children and adults during single-leg hopping

Matthew Beerse a, Jianhua Wu a,b,*

a Department of Kinesiology and Health, Georgia State University, Atlanta, GA, USA
b Center for Pediatric Locomotion Sciences, Georgia State University, Atlanta, GA, USA

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ABSTRACT

Single-leg hopping in-place can be typically modeled using a spring-mass model. Within this model, the leg acts as a spring whose stiffness can be regulated to hop at different heights and frequencies. The control of vertical stiffness has been shown to be important for running and jumping performance, as well as injury prevention. It is known that adults increase vertical stiffness to hop at frequencies higher than preferred, but it is unknown if children younger than 11 years have a similar ability to control vertical stiffness. Further, little is known about the horizontal movement of the center-of-mass (COM) and foot positioning during hopping in both children and adults. The purpose of this study was to evaluate the validity of the spring-mass model in 5–11 years old children and compare horizontal COM and foot movement between children and adults. We found that single-leg hopping in children generally follows a spring-mass model and children are able to increase vertical stiffness with hopping frequency. Moreover, children demonstrate adult-like control strategies of decreasing the COM range and toe displacement but maintaining the COM positioning with increasing frequency. However, children showed a faster preferred frequency, elevated vertical stiffness normalized by body weight, a greater toe displacement between hops and a greater toe range within a trial. Together, single-leg hopping in place can generally be modeled in 5–11 years old children as a spring-mass model; however, children at this age are still developing their motor ability to control the COM and foot placement during hopping.

1. Introduction

Hopping is a movement characterized by unperturbed vertical rebounding in-place on a single foot. As for other motor tasks of interest, such as running, hopping can be modeled as a spring-mass model (Blickhan, 1989; Cavagna, 1988; Chang et al., 2008; Farley et al., 1991; Farley and Morgenroth, 1999; Hobara et al., 2010). The spring-mass model describes the relationship of center of mass (COM) displacement and storage and release of elastic energy (Farley et al., 1991). Based on the spring-mass model, a preferred hopping frequency exists at 2.0–2.2 Hz in young adults independent of body mass (Auyang et al., 2009; Farley et al., 1991; Granata et al., 2002), but has not been reported in children younger than 11 years.

To hop outside of the preferred frequency, previous studies have demonstrated that adults manipulate vertical stiffness (commonly used as leg stiffness), the ratio between vertical ground reaction force (GRF) and vertical COM displacement (Austin et al., 2003; Granata et al., 2002; Moran et al., 2013). The ability to adjust vertical stiffness is important to change hopping height, running speed and reduce the risk of injury (Butler et al., 2003). In children aged 4–8 years, vertical stiffness separates developmental levels for single-leg forward hopping (Getchell and Robertson, 1989). In boys aged 11–12 years, vertical stiffness increases with hopping frequency during two-legged hopping in-place (Oliver and Smith, 2010). However, it is not known if vertical stiffness during single-leg hopping in-place can be modeled as a spring-mass model in children younger than 11 years.

In contrast to the numerous studies on vertical stiffness during hopping in-place, little has been reported on horizontal COM movement in both children and adults. Differences in COM movement between the anterior-posterior (AP) and medial-lateral (ML) directions during the stance phase of hopping may illustrate different balance requirements and body control. Horizontal COM movement has been extensively studied in standing, typically demonstrating greater movement in the AP compared to the ML (Gage et al., 2004; Winter et al., 1996). It is reasonable to assume the COM movement during hopping in-place may have a similar pattern to standing given, in both motor tasks, the COM is high...
above the floor and controlled over a small base of support. Further, little is known on the horizontal COM position in relation to the base of support, which would provide insight into whole-body orientation strategies necessary for balance control.

Unlike standing, hopping in-place is a dynamic task where the foot may land in different places at each hop. Horizontal movement of the foot could be the result of the spring-mass model inertia property and used as a compensatory strategy to correct COM movement. The inability to quickly correct for horizontal foot displacements could result in a larger hopping area or loss of balance. Auyang and Chang (2013) found similar AP foot placement deviations when constraining adult subjects to hop at one frequency within different hopping areas. However, no study has reported the control of horizontal foot placement during hopping at different frequencies in adults or children.

The purpose of this study was to address two research questions. First, does single-leg hopping in children aged 5–11 years follow the spring-mass model, comparable to adults, where vertical stiffness is manipulated to change hopping frequency? Second, do children demonstrate adult-like patterns of horizontal COM trajectory and foot positioning across a range of frequencies? Accordingly, we hypothesized that (a) hopping in children will follow a spring-mass model, and vertical stiffness will increase with hopping frequency, with children showing higher vertical stiffness normalized by bodyweight, (b) horizontal COM movement during stance phase will be greater in the AP direction than the ML and decrease with increasing frequency, with children demonstrating greater COM movement, (c) with increasing frequency, the COM will be positioned closer to the toe with less ML deviation compared to the AP, but children will show a COM position closer to the toe with less ML displacement. The inability to quickly correct for horizontal foot movement could be the result of the spring-mass model deviating from the vertical GRF (Austin et al., 2003; Chang et al., 2008; Farley et al., 1991; Gutierrez-Farewik et al., 2006; Hellmann et al., 2015). Kinetic data were recorded using a force plate (AMTI, MA, USA) with a sampling rate of 1000 Hz, synchronized to the kinematic data. We used a fourth-order zero lag butterworth filter with a cutoff frequency of 6 Hz for both kinematic and kinetic data. The force plate measured the GRF, and foot-strike and takeoff events were identified when vertical GRF was above 0 N and returned to 0 N, respectively.

The protocol consisted of a hopping pretest followed by four metronome conditions of varying frequency. We instructed the subjects to hop in-place on the force plate on their dominant foot, the foot used to kick a ball, with hands on their hips. After adequate practice, subjects completed three 20-s trials of hopping at the subject’s self-selected frequency. The mean frequency from these trials was calculated as the preferred frequency and established the four metronome conditions: preferred, slow (20% below preferred), moderate (20% above preferred), and fast (40% above preferred). We instructed the subjects to hop in time with a metronome set to each frequency condition. The presentation of these four conditions was randomized across subjects. Three 20-s trials were collected for each frequency condition and adequate rest was provided between trials.

To evaluate the subjects’ accuracy to match the frequencies, a Fourier transform was performed on the vertical GRF data of each trial. The most prominent frequency obtained from the analysis was considered the actual frequency to quantify the percent difference from the cued frequency (Table 1) (Moran et al., 2013). Four of the children subjects did not complete the fast condition due to an elevated preferred frequency rendering a 40% increase physically impossible.

2.3. Vertical stiffness

For hopping, vertical stiffness is the ratio of vertical GRF over vertical COM displacement. We calculated COM displacement by double integration of acceleration from the vertical GRF (Austin et al., 2003; Chang et al., 2008; Farley et al., 1991, 1998; Farley and Morgenroth, 1999; Ferris and Farley, 1997). We used the recommended Sg central difference method (Hebert-Losier and Eriksson, 2014) to integrate acceleration. Acceleration was calculated from vertical GRF and double integrated to position, adjusting velocity and position by COM position. COM position vertically at takeoff was assumed to be zero as the COM returns to the landing position (Hebert-Losier and Eriksson, 2014). Absolute vertical stiffness was calculated using the linear regression slope of the vertical GRF plotted against the vertical COM displacement throughout the entire stance phase of the hop (Fig. 1) (Austin et al., 2003; Chang et al., 2008; Ferris et al., 2006; Padua et al., 2005).

Normalized vertical stiffness was calculated by dividing by the subject’s bodyweight (BW). Peak vertical COM displacement during stance phase was calculated as the difference between the COM position at foot-strike and its lowest position.

2.4. COM movement and toe placement

A segmental analysis using the full-body marker set calculated the horizontal COM position (Davis et al., 1991; Gutierrez-Farewik et al., 2006). The AP and ML COM range was calculated as the difference between the minimal and maximal COM positions during the stance phase of each hop. Horizontal COM position with respect to the toe marker was calculated as the toe position subtracted from the COM position projected to the floor for each time frame and averaged over the stance phase of each hop. A positive averaged AP position indicated a COM position anterior to the toe marker. A positive averaged ML position indicated a COM position lateral to the toe marker. Between two consecutive hops, the displacement

Table 1

<table>
<thead>
<tr>
<th>Hopping frequency</th>
<th>Slow</th>
<th>Preferred</th>
<th>Moderate</th>
<th>Fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>Adults</td>
<td>Children</td>
<td>Adults</td>
<td>Children</td>
</tr>
<tr>
<td>Actual (Hz)</td>
<td>2.05 (0.23)</td>
<td>1.56 (0.31)</td>
<td>2.56 (0.30)</td>
<td>2.04 (0.42)</td>
</tr>
<tr>
<td>Cued (Hz)</td>
<td>2.12 (0.30)</td>
<td>1.59 (0.35)</td>
<td>2.55 (0.31)</td>
<td>1.96 (0.33)</td>
</tr>
<tr>
<td>Difference (%)</td>
<td>10.99 (9.11)</td>
<td>1.27 (1.44)</td>
<td>1.19 (1.83)</td>
<td>0.46 (0.62)</td>
</tr>
</tbody>
</table>

Note that Difference (%) was calculated as the absolute value of (actual frequency – cued frequency)/cued frequency*100%.
of the toe marker was calculated to quantify foot placement deviation in the AP and ML directions. Within a 20-s hopping trial, the AP and ML range of toe movement was calculated as the maximum minus the minimum position across all hops. Other variables calculated included contact time, flight time, and hopping height. Contact time and flight time were calculated from the kinetic data. Contact time measured the time between foot-strike and the following takeoff. Flight time measured the time between takeoff and the following foot-strike. Hopping height was calculated from the kinematic data as the difference between the peak vertical toe marker position during flight phase and the position at mid-stance.

2.5. Statistical analysis

Two-way (2 group × 4 frequency) mixed ANOVAs with repeated measures on frequency were conducted on absolute and normalized vertical stiffness, peak vertical GRF, peak vertical COM displacement, contact time, flight time, and hopping height to investigate the effects of group and frequency. Three-way (2 group × 4 frequency × 2 direction) mixed ANOVAs with repeated measures on the last two factors were conducted on the horizontal COM range, COM position with respect to the toe, toe displacement between hops, and range of toe movement within a 20-s trial to investigate the effects of group, frequency, and direction (AP and ML). Normality was tested with Shapiro–Wilk test and a log transformation was applied when normality was violated. Post-hoc pairwise comparisons with Bonferroni adjustment were completed when necessary. The SAS software (Cary, NC) was used for all the statistical analyses. A significance level was set at alpha = 0.05.

3. Results

Three children subjects (aged 5, 6 and 7), and three adult subjects demonstrated no change in hopping frequency across conditions. As the purpose of this study was to investigate how children and adults coordinate hopping at different frequencies, these subjects were excluded from further analysis. Mean (standard deviation) of age, height, body-mass and leg length of the remaining 14 children subjects (9 males and 5 females) were 8.70 (1.81) yrs, 1.34 (0.08) m, 32.97 (7.95) kg, and 0.71 (0.05) m, and 13 adult subjects (8 males and 5 females) were 24.54 (3.53) yrs, 1.69 (0.10) m, 76.15 (16.17) kg, and 0.93 (0.07) m. Children hopped faster with a mean preferred frequency of 2.56 Hz compared to adults’ 2.04 Hz (Table 1).

3.1. Vertical stiffness

Absolute vertical stiffness increased with frequency in both groups (Fig. 2a). There was a frequency by group interaction (F (3,72) = 7.41, p < 0.001). Adults and children demonstrated similar absolute vertical stiffness values except at the fast condition. Adults increased absolute vertical stiffness across all frequencies but children only increased from slow to moderate, and preferred to fast. Normalized vertical stiffness increased with hopping frequency in both groups, but children demonstrated greater normalized vertical stiffness (Fig. 2b). There was a frequency effect (F(3,72) = 137.77, p < 0.001) and a group effect (F(1,25) = 18.49, p < 0.001). Across the two groups, normalized vertical stiffness significantly increased in sequence across four frequencies. Peak vertical COM displacement decreased with frequency in both groups (Fig. 2c), and children displayed a smaller decrease across frequencies. There was a group by frequency interaction (F(3,72) = 3.47, p = 0.020). The difference in peak COM displacement between children and adults was significant at each frequency, but decreased with increasing frequency. Normalized peak vertical GRF increased with
frequency, but plateaued at higher frequencies, and adults displayed a greater increase across frequencies (Fig. 2d). There was a group by frequency interaction ($F(3,72) = 3.43$, $p = 0.021$). Normalized peak GRF increased from slow to preferred, moderate and fast in both groups; only the slow condition showed a group difference.

3.2. Horizontal COM movement

In general, children and adults decreased their COM range with hopping frequency in stance phase (Table 2) and both groups produced greater AP COM range. There was a frequency effect ($p < 0.001$, details in Table 2), and a direction effect ($p < 0.001$). COM range in both directions decreased across frequencies except from moderate to fast. Children and adults maintained a similar horizontal COM position with respect to the toe across frequencies with more AP COM deviation (Table 2). While children displayed lower positive averaged AP COM position values, both groups showed similar averaged ML COM position (around 0). There was a group by direction interaction ($p < 0.001$). In the AP direction, adults placed the COM further anterior to the toe across frequencies.

3.3. Toe movement

Children and adults generally decreased toe displacement between hops with increasing frequency; however, children decreased to a greater extent (Table 2). Across frequency conditions, children displayed a greater AP toe displacement while adults showed greater ML toe displacement. There was a group by frequency interaction ($p = 0.026$) and a group by direction interaction ($p = 0.004$). Children had greater AP toe displacement than adults in the slow and preferred conditions. For the range of toe placement within a 20-s trial, children and adults maintained a similar range across frequencies, and children displayed a greater range regardless of frequency or direction (Table 2). There was only a group effect ($p < 0.001$).

3.4. Other variables

Children and adults decreased hopping height, contact time and flight time with increasing frequency (Table 3). Children showed shorter contact time, but similar flight time and hopping heights compared to adults across frequencies. There was a frequency effect on hopping height ($p < 0.001$) and flight time ($p < 0.001$), and a group by frequency interaction on contact time ($p < 0.001$).

4. Discussion

This study aimed to compare vertical stiffness, estimated from a spring-mass model, and COM movement and positioning, and foot placement between children aged 5–11 years and adults during single-leg hopping in-place. Our results indicated that children at this age range are able to hop outside of their preferred frequency and, somewhat comparable to adults, manipulate absolute vertical stiffness and horizontal COM movement. However, children showed higher vertical stiffness normalized to their body weight as well as greater toe displacement than adults, suggesting higher risk for bony and muscular injuries (Butler et al., 2003).
Table 2
Mean (SD) of COM range within the stance phase of a hop (COM range), average COM position within the stance phase of a hop with respect to the toe (COM position), toe displacement between two consecutive hops (toe displacement), and toe range within a 20-s hopping trial (toe range) in the AP and ML directions.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Direction</th>
<th>Group</th>
<th>Hopping frequency</th>
<th>Statistical results</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>Slow</td>
<td>Preferred</td>
</tr>
<tr>
<td>COM Range (cm)</td>
<td>AP</td>
<td>Adults</td>
<td>1.59 (0.67)</td>
<td>1.19 (0.51)</td>
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<td></td>
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<td>Children</td>
<td>1.60 (0.79)</td>
<td>1.32 (0.68)</td>
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<tr>
<td></td>
<td>ML</td>
<td>Adults</td>
<td>1.45 (0.85)</td>
<td>1.07 (0.56)</td>
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<td></td>
<td></td>
<td>Children</td>
<td>1.44 (0.81)</td>
<td>1.12 (0.65)</td>
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<tr>
<td>COM Position (cm)</td>
<td>AP</td>
<td>Adults</td>
<td>3.38 (1.41)</td>
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<td></td>
<td></td>
<td>Children</td>
<td>1.43 (2.15)</td>
<td>1.49 (2.44)</td>
</tr>
<tr>
<td></td>
<td>ML</td>
<td>Adults</td>
<td>0.46 (1.39)</td>
<td>0.46 (1.35)</td>
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<tr>
<td></td>
<td></td>
<td>Children</td>
<td>0.51 (1.94)</td>
<td>0.60 (1.97)</td>
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<tr>
<td>Toe Displacement (cm)</td>
<td>AP</td>
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<td>2.87 (2.31)</td>
<td>2.90 (2.24)</td>
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<td></td>
<td>Children</td>
<td>4.25 (3.40)</td>
<td>3.89 (3.01)</td>
</tr>
<tr>
<td></td>
<td>ML</td>
<td>Adults</td>
<td>3.51 (2.76)</td>
<td>3.09 (2.23)</td>
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<td></td>
<td></td>
<td>Children</td>
<td>4.21 (3.34)</td>
<td>3.64 (2.81)</td>
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<tr>
<td>Toe Range (cm)</td>
<td>AP</td>
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<td>18.14 (3.33)</td>
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<td></td>
<td>Children</td>
<td>29.20 (4.85)</td>
<td>26.15 (3.71)</td>
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<tr>
<td></td>
<td>ML</td>
<td>Adults</td>
<td>18.47 (2.45)</td>
<td>17.18 (2.77)</td>
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<tr>
<td></td>
<td></td>
<td>Children</td>
<td>26.33 (4.71)</td>
<td>25.68 (5.25)</td>
</tr>
</tbody>
</table>

Note: G: group effect; D: direction effect; F: frequency effect; G*D: group by direction interaction and G*F: group by frequency interaction at p < 0.05.

Table 3
Mean (SD) of other hopping variables and statistical results.

<table>
<thead>
<tr>
<th>Variable</th>
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<th>Hopping frequency</th>
<th>Statistical results</th>
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<tr>
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<td>Preferred</td>
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<tr>
<td>Hopping height (cm)</td>
<td>Children</td>
<td>3.11 (0.69)</td>
<td>2.96 (0.66)</td>
</tr>
<tr>
<td></td>
<td>Adults</td>
<td>3.11 (1.30)</td>
<td>3.24 (1.51)</td>
</tr>
<tr>
<td>Contact time (s)</td>
<td>Children</td>
<td>0.31 (0.06)</td>
<td>0.26 (0.04)</td>
</tr>
<tr>
<td></td>
<td>Adults</td>
<td>0.49 (0.15)</td>
<td>0.36 (0.11)</td>
</tr>
<tr>
<td>Flight time (s)</td>
<td>Children</td>
<td>0.14 (0.02)</td>
<td>0.14 (0.03)</td>
</tr>
<tr>
<td></td>
<td>Adults</td>
<td>0.15 (0.03)</td>
<td>0.15 (0.04)</td>
</tr>
</tbody>
</table>

Note: G: group effect; F: frequency effect; G*F: group by frequency interaction at p < 0.05.

4.1. Vertical stiffness

Our first hypothesis was supported in that children aged 5–11 years are able to increase vertical stiffness to hop at faster frequencies. At and above the preferred frequency, children and adults demonstrated a linear relationship between vertical GRF and vertical COM displacement (Fig. 1b–d), as described by the spring-mass model (Farley et al., 1991). This result is in agreement with previous adult studies (Austin et al., 2002; Farley et al., 1991; Ferris and Farley, 1997) and the first demonstration of the validity of the spring-mass model to model single-leg hopping in place in children aged 5–11 years.

Interestingly, absolute vertical stiffness was comparable between children and adults (Fig. 2a) but normalized vertical stiffness was greater in children (Fig. 2b). Granata et al. (2002) found similar preferred frequencies and vertical stiffness normalized to body weight between adult men and women; however, women hopped with lower absolute stiffness due to their lower body mass. They proposed the preferred hopping frequency in an adult population may be regulated by reflex latency, which is independent of gender and body mass (Granata et al., 2002). In contrast, our vertical stiffness results suggest that differences between adults and children may not be due to anthropometric measures. Previous studies have shown that boys aged 9–12 years are not able to display adult-like leg muscle activation associated with the short-latency reflex during two-leg hopping in place (Lloyd et al., 2012; Oliver and Smith, 2010). Further, children aged 4–8 years were found to overestimate vertical stiffness during forward single-leg hopping (Getchell and Robertson, 1989). Taken together, we postulate that children aged 5–11 years may actively stiffen their leg during single-leg hopping in-place to compensate for their less developed stretch reflex and therefore hop at a faster frequency.

At preferred or faster frequencies our results indicate children aged 5–11 years have an adult-like pattern to maintain normalized peak GRF and decrease COM displacement (Fig. 2). However, at the slower frequency this group did not jointly increase COM displacement and decrease normalized peak GRF, as found in adults. Frequencies slower than preferred result in dissipated elastic energy and require the input of mechanical energy back into the system for takeoff (Farley et al., 1991). In this regard, children found the slow frequency condition the most challenging, averaging a 10.9% deviation between cued and actual frequency (Table 1). Further, at the slow frequency there was not a linear relationship between GRF and COM displacement for children or adults (Fig. 1a), in accordance with other adult studies (Austin et al., 2002; Farley et al., 1991; Ferris and Farley, 1997), suggesting hopping at frequencies slower...
than preferred does not cohere to the spring-mass model in children and warrants further study.

4.2. Horizontal COM movement

Our second hypothesis was partially supported in that COM range decreased with hopping frequency for both groups and was greater in the AP direction, but children did not demonstrate greater COM range than adults. It has been proposed submaximal two-legged hopping in-place at 1.7 Hz may prioritize vertical COM movement (Bobbert and Richard Cusi, 2011). In accordance with this prioritization, the strategy to hop at higher frequencies may be to limit horizontal movements in order to rebound vertically into the next hop. Specifically, our results point to a greater demand to limit ML movement than AP movement. This argument is strengthened by subjects maintaining similar COM positioning across hopping frequencies, anterior to the toe with minimal ML deviation to the toe, partially supporting our third hypothesis. More AP movement may be due to most of the joint motion occurring in the sagittal plane (Farley and Morgenroth, 1999). ML movement away from the toe may be constrained to minimize frontal plane moments that could require corrective joint motion and/or corresponding lateral hops.

4.3. Toe movement

Our fourth hypothesis was partially supported in that children and adults decreased toe displacement between hops with increasing frequency, but not the range within a 20-s trial. Between directions, children had comparable ML displacements with adults but greater AP displacements. Yen et al. (2009) found that the AP GRF varies from children and adults potentially hopped more times away from the in-place space. Taken together, this illustrates that at faster frequencies both groups and/or corresponding lateral hops.

To our knowledge the only other study to track foot placement measured AP movement at 2.2 Hz while constraining hopping space (Auyang and Chang, 2013). Foot placement performance was unaffected by hopping space, demonstrating adult foot placement between hops is a stable performance variable at the preferred frequency. In our study, higher frequencies led to decreased toe displacement in children and adults, unsurprising given the shorter flight times. However, toe placement range did not, correspondingly, decrease at the higher frequencies illustrating the use of a similar space. Taken together, this illustrates that at faster frequencies both children and adults potentially hopped more times away from the “in-place” location before correcting their movement. At higher hopping frequencies there is an increase in leg length stabilization supporting a prioritization of vertical over horizontal movement control (Auyang et al., 2009). The delay in correcting horizontal foot displacement at higher frequencies supports the idea of a vertical prioritization in adults and children.

A limitation of this study is our children group most likely contains a heterogeneous sample of developmental levels. However, we aimed to explore the developmental differences of hopping between children aged 5–11 years and adults, so our homogeneous sample would present an appropriate and representative preadolescent hopping ability. Another limitation is we excluded 3 children and 3 adults who did not change hopping frequency across conditions. Our goal was to investigate how children and adults modify vertical stiffness and COM movement at different hopping frequencies, so retaining these subjects would not help answer our research question. Future research may be warranted to investigate why some children and adults are unable to change hopping frequency. Our results provide necessary information on understanding the development of hopping/jumping biomechanics in typically developing children. This will be important for future studies with children with movement disabilities as hopping/jumping is a common movement that all children enjoy and perform everyday (Wang and Ju, 2002; Wu et al., 2014, 2015). Evidence has shown that effective hopping/jumping intervention can potentially improve not only jumping ability but also balance and locomotion in general in children with intellectual disabilities (Giagazoglou et al., 2013). Future hopping/jumping intervention study is thus promising and warranted to help children with movement disorders to improve their motor function.

Conflicts of interest statement

There were no conflicts of interest when completing this study.

Acknowledgments

We are grateful to all the children and their families for their participation in this study. Special thanks are due to Elizabeth Mena, Steven Pham and Huaqing Liang for their assistance in data collection and analysis. There was no writing assistance when we prepared for this manuscript.

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The Effect of Content Delivery Media on Student Engagement and Learning Outcomes

Kari A. Hunt¹, Margaret N. Trent, Justina R. Jackson, Jenee M. Marquis, Shannon Barrett-Williams, Rachel Gurvitch, and Michael W. Metzler
Georgia State University, Atlanta, GA, 30302

Abstract

To gather more objective information about effective teaching and levels of student engagement, research in higher education has shifted to increased observations within the college classrooms and is focused more on the collection of systematic data. Despite the attempt by instructors to implement various pedagogies and use different instructional approaches in the classroom setting, research into teaching and learning suggests that it may depend less on what the instructor is doing and more on the relationship between teaching and student learning, and to what degree students are engaged. A number of studies have been designed to compare and contrast various methods for delivering content, with most of the research leading to mixed results. In this particular study, results indicated the media in which an instructor delivers content does not necessarily translate to greater student learning outcomes. The purpose of this study was to systematically analyze the effect of content delivery media on student engagement, learning outcomes, and instructor behavior in two sections of the same lecture-based college Biomechanics course. Educating and encouraging instructors to implement more interactive and active teaching methods will assist them in fostering student engagement.

Keywords: Student engagement, learning outcomes, content delivery.

For those in the teaching profession, there is an inherent desire to capture the interest of students and engage them in the subject matter being taught and learned (Smith, Jones, Gilbert, & Wieman, 2013). Although many in higher education understand the importance of student engagement as a prerequisite to learning, there are still many questions surrounding why and when students choose to engage, and ultimately which teaching methods are most likely to increase engagement, and thereby improve learning (Berrett, 2014; Perrotta & Bohan, 2013; Smith, Jones, Gilbert, & Wieman, 2013; Wieman & Gilbert, 2014). In an attempt to foster student engagement and stay on pace with the latest technological advances in teaching, higher education instructors are starting to shift from traditional lecture-based formats to more interactive methods and techniques (Hora & Ferrare, 2014; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Perrotta & Bohan, 2013). Despite attempts by some instructors to implement various pedagogies and use different instructional approaches in the classroom setting, research into teaching and learning suggests that it may depend less on what the instructor is doing in class and that

¹ Corresponding author's email: khunt6@student.gsu.edu

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the relationship between teaching and student learning is more dependent in the degree to which students are engaged with the content (Hora & Ferrare, 2014; Lukowiak & Hunziker, 2013).

Hu and Kuh (2002) succinctly define student engagement as, “the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes” (p. 555). In addition to student engagement, teaching and learning are dependent on many contextual factors, including the instructor, learner, subject matter, environment(s), teaching or delivery methods (Meo et al., 2013; Zepke & Leach, 2010), and the activity in which the students are involved (Shernoff & Csikszentmihalyi, 2009). Instructors can select from a wide range of content delivery methods and media to present course content, including chalkboard, PowerPoint presentations, hybrid formats, and completely online media. According to Seth, Upadhyaya, Ahmad, and Moghe (2010), the predominant medium to deliver content in the college classroom setting is still the chalkboard, although PowerPoint is becoming increasingly more popular. Prabhu, Pai, Pranbhu, and Shrilatha (2014) mention that teaching with the chalkboard engages learners actively and the learner is more attentive to what the instructor is discussing, writing and illustrating on the board. On the other hand, PowerPoint is useful in larger groups (50 to 100) and is often used to enhance visual quality of text and figures. Ultimately, the choice to use the chalkboard or PowerPoint lies with the instructor and should be chosen to enhance learning (Prabhu et al., 2014).

Comparing different media used to deliver content and the subsequent effects on student learning, Prabhu et al. (2014) found no significant difference in pre and post- multiple choice test scores for students in one section of the same course taught using PowerPoint and another section taught using a chalkboard. Authors concluded that both media chosen to deliver the content have their respective benefits in the college classroom. Another study comparing PowerPoint with chalkboard found that the integrated use of both PowerPoint and chalkboard media, rather than each medium used alone, was more suitable (i.e., more knowledge gain) for teaching undergraduate medical students (Meo et al., 2013). In another study, students who attended a class using chalkboard obtained significantly higher test scores compared to those who attended the same content-based lecture using PowerPoint, suggesting that chalkboard teaching has the advantage of better recall for medical students (deSa & Keny, 2014). While comparing three different delivery methods (lecture, hybrid, and online), results of Gonzalez’s (2014) six year study indicated that the highest student success rates were achieved for those taught using blended media to deliver content, followed by hybrid, then lecture. Traditional lecturing without the use of chalkboard or PowerPoint has been found to be a less effective method for delivering content to students (Gonzalez, 2014); however, empirical evidence that indicates the extent to which different media improves student performance is still lacking (Bartsch & Cobern, 2003). While any instructional aid has the potential to be effective, the instructor must reflect on their current practice and choose the appropriate medium to influence and positively impact their students’ learning experience (Aranha, Shettigar, & Varghese, 2013; Lane & Harris, 2015).
To gather more objective information about effective teaching and levels of student engagement, research in the field has shifted to increased observations within the college classrooms and is focused more on the collection of systematic data. In his article discussing the state of college teaching, Berrett (2014) points out how critics view the teaching as “insufficiently interactive” and indicates that the knowledge we do have on teaching is based primarily on self-report data from student evaluations or from the instructors themselves. To increase the knowledge base in this area, Berrett (2014) communicates the need for, and the value of, direct observation to find out what exactly is happening in the classroom. To gain a more accurate picture of teaching practices, observation tools and protocols should be developed from a more scientific lens and “broken into its atoms, categorized, and analyzed” (Berrett, 2014). Observations should not be limited to only the behavior of the instructor, the methods of teaching, or the media chosen to deliver instruction, they should also capture the use of instructional technology and more subtle pedagogical strategies, such as the nature of questions, humor, illustrations, and anecdotes, which all play a critical role in instruction (Hora & Ferrare, 2014). A narrow focus on only the instructor will prevent the observer from gathering valuable data on one of the most critical determinants of learning - that of student engagement with the course content (Hora & Ferrare, 2014). Despite the continued challenged to conceptualize and measure the construct of student engagement (Sinatra, Heddy, & Lombardi, 2015), there is a paucity of research and a lack of authentic observational data related to student behavior as the unit of measurement (Lane & Harris, 2015) and the associated learning outcomes in higher education. Therefore, the purpose of this study was to systematically analyze the effect of content delivery media on student engagement, learning outcomes, and instructor behavior in two sections of the same lecture-based college Biomechanics course.

Method

Setting

The study took place at an urban university in the Southeastern United States. The setting for the study included two sections of the same introductory undergraduate Biomechanics course during the fall of 2014. Biomechanics is required for all Exercise Science majors at the university. Each section met for a 50-minute lecture twice a week, and a lab section once a week. Each section had a total of 41 and 36 students, respectively. The lab classes were taught by teaching assistants and therefore were not included as part of the study due to the intended focus on only the primary course instructor. Each section of the course was taught using a different medium to deliver content to students during lectures. The same instructor implemented instruction using each medium. Content in one section was delivered primarily via electronic PowerPoint-based media presentations (referred to as the “PowerPoint” [PPT] section). Content in the other section was delivered primarily with the use of a whiteboard (referred to as the “Whiteboard” [WB] section). Live demonstrations, interactions, and the use of video were also deployed in each section; however, sections were labeled according to the primary method used to deliver content to the students in each section.
Participants

Participants in the study included the instructor of the Biomechanics course and the students in the two sections who consented to participate. The instructor for the study was self-recruited, having approached the senior investigator with the intention to conduct the study in the fall of 2014. Following approval from the institution’s IRB, consent for instructor and student participation was obtained prior to the start of the semester. The instructor has taught Biomechanics every semester for 11 years at this university. Students were recruited in the first class meeting of each section. Initially, 49 students within both course sections consented to participate in the study. After one student withdrew, a total of 48 students participated in the study (N [PPT] = 22; N [WB] = 26). Only students enrolled in the course were included in the recruitment process.

Data Collection

Student Engagement

A customized observation instrument was developed to observe and code student behaviors in person during classes. Prior to the start of data collection four graduate students on the research team were trained to observe students with an acceptable level of interobserver agreement at or above 80% on each defined category. Observer reliability was checked again three additional times during the data collection period; all observers remained above the 80% criterion on all categories throughout the study. The observation-coding instrument consisted of both duration and frequency recorded categories of behaviors. Researchers observed eight randomly selected students in two-minute rotational sequences in each class meeting. The lecture room was divided into four quadrants, with two students selected from each quadrant in each class. The live observations of students took place twice a week for the 50-minute class throughout the entire semester, excluding non-content delivery days (e.g., course introduction, reviews, tests). This resulted in approximately half of all class meetings (N = 18) being observed for each section. See Table 1 for the specific categories of student behaviors included in the observation instrument.

Student Learning Outcomes

Additional sources of data included learning outcomes from a variety of sources including three exams and final course grade. The instructor provided the researchers with exam and final grades for each consenting student in the sample.

Instructor Behavior

A customized observation instrument was developed to observe instructor behaviors during lecture classes. See Table 2 for the specific categories of instructor behaviors included in the observation instrument. Four graduate students on the research team were trained to observe the instructor with an acceptable level of interobserver agreement at or above 80% on all categories. Observer reliability was checked again three additional
### Table 1. Student Behavior Categories.

<table>
<thead>
<tr>
<th>Duration Recording Categories</th>
<th>Descriptor</th>
<th>Code</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Task (in class)</td>
<td></td>
<td>Student is participating in content-related task assigned only to them.</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>L</td>
<td>Student is actively listening to instructor.</td>
</tr>
<tr>
<td>3</td>
<td>Reading or Taking Notes</td>
<td>RTN</td>
<td>Student is reading content-related material or actively taking writing (or typing) class notes. *Make note if reading. If reading is assigned it is considered a ‘task’.</td>
</tr>
<tr>
<td>4</td>
<td>Content Interaction</td>
<td>CI</td>
<td>Student is interacting with instructor.</td>
</tr>
<tr>
<td>5</td>
<td>Off Task</td>
<td></td>
<td>Student is sleeping/eyes closed/head on desk.</td>
</tr>
<tr>
<td>6</td>
<td>Management</td>
<td>MG</td>
<td>Student is engaged in management task such as attendance, receiving graded papers or administration of materials for class.</td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td>O</td>
<td>Student is engaged in behavior other than categories defined above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency/Event Categories</th>
<th>Code</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Questioning - open ended</td>
<td>QO</td>
</tr>
<tr>
<td>2</td>
<td>Questioning - closed</td>
<td>QC</td>
</tr>
<tr>
<td>3</td>
<td>Raising Hand - called on</td>
<td>RHC</td>
</tr>
<tr>
<td>4</td>
<td>Raising Hand - not called on</td>
<td>RHN</td>
</tr>
<tr>
<td>5</td>
<td>Call Out</td>
<td>CO</td>
</tr>
<tr>
<td>6</td>
<td>Reply - correct</td>
<td>RC</td>
</tr>
<tr>
<td>7</td>
<td>Reply - incorrect</td>
<td>RI</td>
</tr>
<tr>
<td>8</td>
<td>Reply - redirected</td>
<td>RR</td>
</tr>
<tr>
<td>9</td>
<td>No Reply</td>
<td>NR</td>
</tr>
<tr>
<td>Group</td>
<td>Duration Recording Category</td>
<td>Code</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Episode (Duration)</td>
<td>Management</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>New Content</td>
<td>NC</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>O</td>
</tr>
<tr>
<td>Delivery (Duration)</td>
<td>Instruction-Whiteboard</td>
<td>IW</td>
</tr>
<tr>
<td></td>
<td>Instruction-Media</td>
<td>IM</td>
</tr>
<tr>
<td></td>
<td>Instruction-Modeling</td>
<td>IMO</td>
</tr>
<tr>
<td></td>
<td>Instruction Only</td>
<td>IO</td>
</tr>
<tr>
<td></td>
<td>Non-Verbal- Media</td>
<td>NVM</td>
</tr>
<tr>
<td></td>
<td>Non-Verbal- White Board</td>
<td>NVW</td>
</tr>
<tr>
<td></td>
<td>Wait Time</td>
<td>W</td>
</tr>
<tr>
<td></td>
<td>Anecdote</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>O</td>
</tr>
<tr>
<td>Teacher Behavior (Frequency)</td>
<td>Modeling- Self</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td>Modeling- Other</td>
<td>MO</td>
</tr>
</tbody>
</table>
|                              | Anecdote- Relevant          | AR   | Instructor tells a story about him-
<table>
<thead>
<tr>
<th>Anecdote- Non-relevant</th>
<th>ANR</th>
<th>self that is used to expand upon or act as an example of class content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Question/Task to Class</td>
<td>QC</td>
<td>Instructor tells a story about himself that does not relate to class content.</td>
</tr>
<tr>
<td>Teacher Question Individual</td>
<td>QI</td>
<td>Instructor asks question to class or gives class task/problem to solve.</td>
</tr>
<tr>
<td>Student Initiates Question</td>
<td>SQ</td>
<td>Instructor asks question to individual student.</td>
</tr>
<tr>
<td>Other</td>
<td>O</td>
<td>Student asks question to instructor.</td>
</tr>
</tbody>
</table>

**Interactions (Frequency)**

<table>
<thead>
<tr>
<th>Rhetorical</th>
<th>R</th>
<th>Question that does not require a response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>OP</td>
<td>Question that requires explanation but does not have one specific answer sought by the instructor.</td>
</tr>
<tr>
<td>Closed</td>
<td>CL</td>
<td>Question that has one specific answer sought by the instructor. Answer choices can include yes/no, one word answer, definitions, brief explanations, and/or checking for understanding.</td>
</tr>
<tr>
<td>Correct Answer</td>
<td>CA</td>
<td>Instructor informs student or class that answer is correct.</td>
</tr>
<tr>
<td>Incorrect Answer</td>
<td>IA</td>
<td>Instructor informs student or class that answer is incorrect.</td>
</tr>
<tr>
<td>Teacher Self Answers</td>
<td>TSA</td>
<td>Instructor responds to student question or his own question (could happen if no one speaks up to answer a question, or if instructor does not hear the correct answer from the class, and then answers the question himself).</td>
</tr>
<tr>
<td>Teacher No Reply</td>
<td>TNR</td>
<td>Instructor does not respond directly to student.</td>
</tr>
<tr>
<td>Teacher Re-Direct</td>
<td>TRE</td>
<td>Instructor re-directs the question to either an individual or the class.</td>
</tr>
</tbody>
</table>
times during the data collection period; all observers remained above the 80% criterion on all categories throughout the study. The instructor was videotaped during each section twice per week, resulting in recordings of approximately half of total semester classes, minus one for technical difficulties (N = 17). The trained observers used the video recordings for systematic observation and coding of instructor behaviors. The observation coding instrument consisted of both duration and frequency recorded categories of behaviors.

**PowerPoint Usage and Content**

A customized analytic instrument was developed to collect frequency data on PowerPoint slide usage per class in each of the two sections to verify the difference between the two sections on the medium used to deliver content. A graduate student on the research team utilized the video recordings of instructor behaviors to systematically code frequency of content per section, resulting in content collection from approximately half of all class meetings (N = 17). See Table 3 for the specific categories included in the observation instrument.

**Table 3. PowerPoint Slide Categories.**

<table>
<thead>
<tr>
<th>Frequency/Event Categories</th>
<th>Code</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Text</td>
<td>T</td>
<td>PowerPoint slide consisted of text only (i.e. words, numbers, definitions, equations).</td>
</tr>
<tr>
<td>2 Picture</td>
<td>P</td>
<td>PowerPoint slide consisted of pictures only (i.e. images, graphics).</td>
</tr>
<tr>
<td>3 Video</td>
<td>V</td>
<td>PowerPoint slide consisted of video only (i.e. link to video).</td>
</tr>
<tr>
<td>4 Text &amp; Picture</td>
<td>TP</td>
<td>PowerPoint slide consisted of combination of text and pictures.</td>
</tr>
</tbody>
</table>

**Data Analysis**

Data were analyzed using SPSS and descriptive statistics were reported for student engagement, instructor behavior, and PowerPoint content. Independent t-tests were used to compare instructor behaviors, student engagement, and student learning outcomes (grades) between the two course sections.

**Results**

**Student Engagement**

Descriptive statistics and independent sample t-tests were conducted to analyze differences between sections on four main student engagement categories: Listening, Reading/taking notes, Content interaction, and Off-task (See Figure 1). Results revealed the student engagement behaviors between the two classes were not statistically significantly different on the four main student engagement: listening [t(15) = -0.08, p. = 0.94], reading

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or taking notes \[t(15) = 1.85, p. = .09\], content interaction \[t(15) = -.52, p. = .61\], and off-task behavior \[t(15) = -1.068, p. = .30\].

**Student Learning Outcomes**

A comparison of group mean GPA scores between the PPT section \((N = 14)\) and the WB section \((N = 21)\) revealed no difference between course sections at the start of the fall semester \((PPT \ M = 3.31, \ SD = .42; \ WB \ M = 3.35, \ SD = .37)\). A comparison of final course grades and final exam grades for each section are illustrated in Figure 2. Independent sample \(t\)-tests were conducted to analyze differences between sections regarding the final exam grades, final course grades, and overall GPA. These tests revealed no significant difference in grades across course sections: final exam \([t(44) = -0.51, p = .61]\), final course...
grade \( t(46) = 1.19, p = .24 \), and overall GPA \( t(33) = .28, p = .78 \).

**Instructor Behavior**

Descriptive statistics were performed to analyze the percent of class time the instructor used the whiteboard to deliver content in the WB section and the percent of class time that the instructor used PowerPoint slides to deliver content in the PPT section. Examination of the data confirmed the use of the two different media for delivering content as intended. The instructor spent relatively the same amount of total class time teaching content in the WB section compared to the PPT section. Similarly, the overall behavior of the instructor was very similar in each section. Refer to Figure 3 for a graphical representation of the descriptive statistics for all instructor behaviors. Independent sample \( t \)-tests were conducted to analyze differences between sections on percentage of class time spent in individual categories and combined categories. These tests revealed a significant difference in two categories: the percent of class time spent instructing using the WB \( t(14) = 9.38, p = .00 \) and the percent of class time spent instructing using PPT \( t(14) = 10.89, p = .00 \). These results confirm that the two sections were taught using two different methods of content delivery. Additionally, descriptive statistics and independent sample \( t \)-tests were conducted to compare percent of class time spent in various instructor behavior categories between the two sections (See Figure 3 for descriptive statistics). Results revealed no significant differences in instructor behaviors categories across the two sections: instruction modeling \( t(14) = -3.5, p = .73 \), instruction only \( t(14) = 2.18, p = .05 \), non-verbal instruction using the whiteboard \( t(14) = 2.05, p = .06 \), percent of class time waiting \( t(14) = .25, p = .81 \), percent of class time telling anecdotes \( t(14) = -.66, p = .52 \), percent of class time spent reviewing \( t(14) = -1.72, p = .11 \), percent of class time introducing new content \( t(14) = 1.77, p = .10 \), total amount of instructional time

![Means and Standard Deviations](image)

Figure 3. Instructor behavior means and standard deviations.
The Effect of Content Delivery Media

-26, p = .8], total percent of class time in instructional categories \( t(14) = -.91, p = .38 \), total percent of class time in episode categories \( t(14) = 1.17, p = .38 \), total percent of class time in content categories \( t(14) = .33, p = .74 \), anecdotes rate per class \( t(14) = -.97, p = .35 \), total rate of teacher questions per class \( t(14) = .06, p = .96 \), and total rate of open and closed content questions per class \( t(14) = .42, p = .68 \).

PowerPoint Usage and Content

Descriptive statistics revealed total PowerPoint slide usage (per class) in the WB section \( (M = 3.22, SD = 4.63) \) to be lower than the total PowerPoint slide usage (per class) in the PPT section \( (M = 31.00, SD = 18.92) \). Additionally, independent \( t \)-tests were used to compare PowerPoint usage and PowerPoint slide content between the two sample sections. These tests revealed a significant difference between the two sample sections in amount of text per slide \( t(14) = -4.08, p = .001 \) and text and picture per slide\( t(14) = -4.73, p = .00 \), confirming the method of content delivery was different between the two sections. No significant difference was found in the amount of pictures per slide \( t(14) = -1.23, p = .24 \), or video per slide \( t(14) = -.18, p = .86 \). This was because the instructor showed the same pictures and videos in each section of the class.

Discussion

There is an increasing interest in collecting information regarding instructional practices and student engagement in college courses (Smith et al., 2013), as well as an investment to increase overall student success in postsecondary education (Kuh et al., 2006). Upon analyzing the effect of different content delivery media on student engagement, student outcomes, and instructor behavior, it was found that there were no significant differences between the two sections of a Biomechanics course in this study. Overall, the results illustrate that even though different media can be used to deliver the same content, the different instructional approach does not necessarily result in a change in interaction between the instructor and student, or between the student and the content, or differences in student learning.

Student Engagement

The students exhibited similar behavior in both of the sections of the course and maintained engagement in relatively similar ways. The different instructional media did not translate to a significant difference in student behaviors representative of engagement (i.e. content interaction) or in behaviors representative of student disengagement (i.e. off-task).

Student Learning Outcomes

While small differences exist between sections regarding student grades on exams, homework, quizzes, and GPA, \( t \)-tests showed that these variables were not statistically significant. Therefore, regardless of section, students performed similarly on course assignments and had similar GPAs at both the start and end of the course. Using a different
medium to present content did not affect student outcomes differently in the PPT section compared to the WB section.

**Instructor Behavior**

Observation of the instructor behaviors indicate that the instructional medium used to deliver content did not lead to differences in overall instructor behavior. Essentially, using the whiteboard or PowerPoint to deliver content represented two ways to present content and did not affect how the instructor behaved or interacted in each section. Regardless of the delivery, no significant difference in teacher behavior exists regarding time spent instructing in each section, the amount of questions asked per section, type of question asked per section, amount and type of modeling per section, amount and type of anecdotes per section, etc. This illustrates that changing the media to deliver content does not change instructor behavior between sections of this specific course.

**PowerPoint Usage and Content**

As intended, the PPT section was taught predominantly with the use of technology (PowerPoint presentation and slides) as the main medium for delivering content. Although the WB section did include occasional complementary PowerPoint slides, it was taught using minimal technology, with the content delivered to students predominantly through a traditional whiteboard medium. The data support a difference in the delivery and usage of media by the instructor; however, the insignificant differences in student engagement and student learning outcomes indicate the students received the content of the course in the same manner across both sections.

**Limitations**

The data in this study were collected only during the lecture section of the Biomechanics course. In addition to attending the lecture sections twice a week, students also attended a one-hour lab section once a week. The intent of lab was to apply content learned in the lecture classes in a smaller setting through active learning. No observations or data were collected from this lab section. Different instructional strategies and/or methods of content delivery may have been implemented in this lab section, which could have influenced the engagement of students in the lecture sections. Students engage more in learning when they are able to make a connection between the content learned in the classroom and real life (Lukowiak & Hunzicker, 2013). It is unknown whether this connection occurred more extensively during the lab section and subsequently, if this had any effect on engagement, learning, outcomes, and/or instructor behavior in the lecture sections.

**Implications**

Observational data alone should not be used as a measure of teaching quality or efficacy and “any attempt to assess instructional quality should be based on a variety of measures and data sources, including student outcomes” (Hora & Ferrare, 2014, p. 40). According-
ly, this study was not intended to measure the teaching effectiveness of the instructor, but rather was intended to compare the effectiveness of one instructional medium with another. The objective data and results are meant to help inform teaching practices and provide a comparative glance into the effect of two mediums for delivering content on various constructs of student learning.

As indicated in the results of this study, changing the media in which an instructor delivers content does not necessarily translate to greater student learning outcomes. The focus needs to shift more towards how the students are engaged in the content, which in turn will provide more information on the extent to which learning is potentially taking place. The results of this study do not place one medium as more or less effective than the other, which reinforces the concept that content can be presented through different media and achieve the same outcomes in terms of behavior, engagement, and learning outcomes.

The findings from this study can also be used to inform professional development opportunities. Educating and encouraging instructors to implement more interactive and active teaching methods will assist them in fostering student engagement and lead to student achievement in the college setting (Lane & Harris, 2015; Smith et al., 2013; Wieman & Gilbert, 2014). Additionally, PowerPoint dependent instructors may find comfort in branching out to explore other delivery methods, even more interactive ones, if they know that they can present the same content with a different media and have students achieve the same outcome. In their comprehensive literature review, Kuh et al. (2006) highlight a number of pedagogical approaches that are known to be effective in promoting student success: active and collaborative learning, classroom-based problem solving, peer teaching, instructional technology, service-learning, reciprocal teaching, and concept-knowledge mapping (p. 67). If student engagement is known to be one of the most important factors in student learning during college (Hu & Kuh, 2002; Smith et al., 2013), it is vital for instructors to look beyond their own behaviors in the classroom and evaluate the impact that their practice has on the students, not only in terms of how content is being received, but also in terms of how students are engaged with the material. Instructors that are committed to creating a student-centered learning environment and developing an engaging pedagogical practice can play a critical role in improving student learning in college courses (Kuh et al., 2006; Lane & Harris, 2015; Smith et al., 2013).

References


1.b.4.10 Doctoral student time-to degree

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<th>Average Years To Degree</th>
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1.b.6 Number of students enrolled in fully online and hybrid courses

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1.b.7 Graduate degrees conferred by fiscal year

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## 1.c.1.2a Levels of external and internal funding

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<th>FY2016</th>
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1.c.1.2b Ratio of grants submitted to grants awarded

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### 1.c.1.4.a Quantity and quality of disseminated research

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<th>Book Chapter</th>
<th>Monograph</th>
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<td>0</td>
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<td>2</td>
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<td>0</td>
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<td>6</td>
<td>9</td>
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<tr>
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<th>3-Year Mean</th>
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<tr>
<td></td>
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1.d.2.1 Speakers’ Series

Sport Leadership Forum Flyer
KH 6380 presents the 2016 GSU Sport Leadership Forum: The State of Sport Business

featuring
Atlanta Hawks and Dream Executives

Learn from local front office executives as they discuss strategies for success in the business of basketball, as well as the state of the sport industry. The Sport Leadership Forum presents the opportunity to connect with leaders of the Atlanta Hawks and the Atlanta Dream, as they discuss topics concerning their respective organizations. A moderated discussion, topics will range from organizational philosophy, culture, professional relationships, to current trends in the sport industry.

This is a FREE EVENT open to the Atlanta sport business community

Monday, April 18, 2016
6:00 p.m. – 7:00 p.m.

Urban Life Building
Room 220

@GSUSportForum

For questions, please contact via social media or email at amcgill@gsu.edu

Visit the GSU Sport Leadership Forum website via Twitter or search engine for more details
1.c.1.8 Faculty Survey
Academic Program Review
Department of Kinesiology and Health Faculty Survey
No. of responses = 19
Response rate = 95%

Survey Results

Legend

Question text

1. University/Department Engagement
Please indicate the extent to which you agree with the following statements:

1.1) I feel involved in the process of setting departmental objectives.

1.2) I have adequate opportunities to influence decisions made in the department about our programs.

1.3) I feel comfortable expressing my views in departmental meetings.

1.4) I am proud of my department's standing in the national academic community.

1.5) I find my involvement in university committee work to be a constructive use of my time.

2. Career Goals
Please indicate the extent to which you agree with the following statements:

2.1) My professional career goals are consistent with the department's expectations.

2.2) My department has reasonable requirements for achieving tenure and promotion.
2.3) I feel the promotion and tenure process has been clearly explained to me.

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<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
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<td>14.3%</td>
</tr>
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<td>14.3%</td>
<td>14.3%</td>
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<tr>
<td>14.3%</td>
<td>28.6%</td>
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<tr>
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<td>dev.=1.73</td>
</tr>
<tr>
<td>ab.=4</td>
<td></td>
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</table>

2.4) I feel adequate support and assistance are available to me to achieve tenure and promotion.

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<th>Strongly agree</th>
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</tr>
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<td>6.7%</td>
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<td>dev.=1.71</td>
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<td>ab.=4</td>
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</table>

2.5) My plans for career development include possible employment in another university than Georgia State.

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3. Research
Please indicate the extent to which you agree with the following statements:

3.1) I have adequate support in securing funding for research.

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<td>ab.=3</td>
<td></td>
</tr>
</tbody>
</table>

3.2) I have adequate resources (e.g., library, labs, technology) to do my research.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3%</td>
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<tr>
<td>31.3%</td>
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<tr>
<td>6.3%</td>
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<td>dev.=1.59</td>
</tr>
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<td>ab.=3</td>
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</tr>
</tbody>
</table>

3.3) I have adequate time for scholarly research.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>dev.=1.34</td>
</tr>
<tr>
<td>ab.=3</td>
<td></td>
</tr>
</tbody>
</table>

3.4) I have sufficient opportunities to collaborate with other researchers at Georgia State.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.8%</td>
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</tr>
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</tbody>
</table>

3.5) My colleagues value my research/scholarship.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.3%</td>
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</table>

4. Department Climate
Please indicate the extent to which you agree with the following statements:

4.1) My department actively supports a shared and inclusive understanding of diversity.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.5%</td>
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</tbody>
</table>

4.2) My department encourages teamwork and collegiality.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.8%</td>
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</table>
4.3) I have developed close relationships with colleagues in my department.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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n=19  
av.=4.53  
dev.=1.43

4.4) I believe my workload is reasonable.

<table>
<thead>
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n=18  
av.=4.56  
dev.=1.34

4.5) My department enables me to achieve a good balance between work and my personal life.

<table>
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<tr>
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n=19  
av.=4.63  
dev.=1.5

4.6) Do you have one or more faculty mentors in the department?

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<tbody>
<tr>
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5. How helpful has the mentoring you’ve received been in the following areas?

5.1) Publishing opportunities

<table>
<thead>
<tr>
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<tbody>
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n=2  
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dev.=3.54  
ab.=4

5.2) Grant/funding opportunities

<table>
<thead>
<tr>
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<th>Very helpful</th>
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<tbody>
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av.=4.5  
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5.3) Collaborating in research

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<thead>
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<tbody>
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<td>1</td>
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n=2  
av.=5.5  
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5.4) Networking/developing professional contacts

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<tbody>
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n=3  
av.=4.67  
dev.=2.31  
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5.5) Navigating the promotion and tenure process

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n=4  
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5.6) Navigating departmental politics

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n=5  
av.=5  
dev.=1.73  
ab.=1

5.7) Expanding your leadership opportunities

<table>
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<tbody>
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n=5  
av.=5  
dev.=1.73  
ab.=1

5.8) Teaching and classroom matters

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<th>Very helpful</th>
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<tbody>
<tr>
<td>1</td>
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n=5  
av.=5.4  
dev.=0.89  
ab.=1
5.9 Service/committee work

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<th>Very helpful</th>
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<td>5</td>
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</table>

n=6
av.=5.5
dev.=0.55

6. Program
Please rate the quality of the department's academic program

6.1 In general, how would you rate the academic rigor associated with the department's undergraduate program(s)?

| Poor | | | | | | Excellent |
|------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

n=19
av.=4.16
dev.=1.3

6.2 In general, how would you rate the academic rigor associated with the department's graduate program(s)?

| Poor | | | | | | Excellent |
|------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

n=19
av.=4.79
dev.=1.08

6.3 How would you rate the academic quality of undergraduate student majors in your department?

| Poor | | | | | | Excellent |
|------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

n=19
av.=3.53
dev.=1.02

6.4 How would you rate the academic quality of graduate student majors in your department?

| Poor | | | | | | Excellent |
|------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

n=19
av.=4.68
dev.=1

7. Questions submitted for the Department of Kinesiology and Health

7.1 Which BEST describes your appointment in the department?

<table>
<thead>
<tr>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Clinical Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.4%</td>
<td>41.2%</td>
<td>11.8%</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

n=17

7.2 The department has adequate resources for research (laboratory space, graduate student offices, graduate student stipends, summer research support, etc).

| Strongly disagree | | | | | | Strongly agree |
|-------------------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

n=19
av.=2.32
dev.=1.29

7.3 The department has adequate resources for instructional activities (classroom space, instructional laboratory space, faculty, etc.).

| Strongly disagree | | | | | | Strongly agree |
|-------------------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

n=19
av.=2.05
dev.=1.22

7.4 The department provides adequate resources to support tenure-track faculty (research release time, graduate assistant support, release from service obligations, appropriate teaching load, mentoring, etc.).

| Strongly disagree | | | | | | Strongly agree |
|-------------------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

n=19
av.=2.84
dev.=1.68
1. University/Department Engagement
Please indicate the extent to which you agree with the following statements:

1.1) I feel involved in the process of setting departmental objectives.
   - Strongly disagree
   - Strongly agree
   n=19  av.=4.53  md=5.00  dev.=1.58

1.2) I have adequate opportunities to influence decisions made in the department about our programs.
   - Strongly disagree
   - Strongly agree
   n=19  av.=4.47  md=5.00  dev.=1.43

1.3) I feel comfortable expressing my views in departmental meetings.
   - Strongly disagree
   - Strongly agree
   n=19  av.=4.63  md=5.00  dev.=1.71

1.4) I am proud of my department's standing in the national academic community.
   - Strongly disagree
   - Strongly agree
   n=18  av.=4.00  md=4.00  dev.=1.61

1.5) I find my involvement in university committee work to be a constructive use of my time.
   - Strongly disagree
   - Strongly agree
   n=14  av.=3.36  md=3.00  dev.=1.74

2. Career Goals
Please indicate the extent to which you agree with the following statements:

2.1) My professional career goals are consistent with the department's expectations.
   - Strongly disagree
   - Strongly agree
   n=19  av.=4.74  md=5.00  dev.=1.37

2.2) My department has reasonable requirements for achieving tenure and promotion.
   - Strongly disagree
   - Strongly agree
   n=16  av.=4.75  md=5.00  dev.=1.44

2.3) I feel the promotion and tenure process has been clearly explained to me.
   - Strongly disagree
   - Strongly agree
   n=14  av.=3.71  md=4.00  dev.=1.73

2.4) I feel adequate support and assistance are available to me to achieve tenure and promotion.
   - Strongly disagree
   - Strongly agree
   n=15  av.=3.73  md=4.00  dev.=1.71

3. Research
Please indicate the extent to which you agree with the following statements:

3.1) I have adequate support in securing funding for research.
   - Strongly disagree
   - Strongly agree
   n=16  av.=3.63  md=4.00  dev.=1.54

3.2) I have adequate resources (e.g., library, labs, technology) to do my research.
   - Strongly disagree
   - Strongly agree
   n=16  av.=3.63  md=4.00  dev.=1.59

3.3) I have adequate time for scholarly research.
   - Strongly disagree
   - Strongly agree
   n=16  av.=3.06  md=3.00  dev.=1.34

3.4) I have sufficient opportunities to collaborate with other researchers at Georgia State.
   - Strongly disagree
   - Strongly agree
   n=16  av.=3.75  md=4.50  dev.=1.77

3.5) My colleagues value my research/scholarship.
   - Strongly disagree
   - Strongly agree
   n=15  av.=3.87  md=4.00  dev.=1.60
4. Department Climate
Please indicate the extent to which you agree with the following statements.

4.1) My department actively supports a shared and inclusive understanding of diversity.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th></th>
<th></th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
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</table>

4.2) My department encourages teamwork and collegiality.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
<td>av.=4.05 md=5.00 dev.=1.93</td>
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</tbody>
</table>

4.3) I have developed close relationships with colleagues in my department.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
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</table>

4.4) I believe my workload is reasonable.

<table>
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<th>Strongly disagree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>n=18</td>
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</table>

4.5) My department enables me to achieve a good balance between work and my personal life.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
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<td>n=19</td>
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5. How helpful has the mentoring you've received been in the following areas?

5.1) Publishing opportunities

<table>
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<tr>
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<th>Very helpful</th>
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<tbody>
<tr>
<td>n=2</td>
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5.2) Grant/funding opportunities

<table>
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<th>Very helpful</th>
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5.3) Collaborating in research

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5.4) Networking/developing professional contacts

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5.5) Navigating the promotion and tenure process

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5.6) Navigating departmental politics

<table>
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5.7) Expanding your leadership opportunities

<table>
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<th>Not helpful</th>
<th>Very helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=5</td>
<td>av.=5.00 md=6.00 dev.=1.73</td>
</tr>
</tbody>
</table>

5.8) Teaching and classroom matters

<table>
<thead>
<tr>
<th>Not helpful</th>
<th>Very helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=5</td>
<td>av.=5.40 md=6.00 dev.=0.89</td>
</tr>
</tbody>
</table>

5.9) Service/committee work

<table>
<thead>
<tr>
<th>Not helpful</th>
<th>Very helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=6</td>
<td>av.=5.50 md=5.00 dev.=0.55</td>
</tr>
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</table>

6. Program
Please rate the quality of the department's academic program

6.1) In general, how would you rate the academic rigor associated with the department's undergraduate program(s)?

<table>
<thead>
<tr>
<th>Poor</th>
<th></th>
<th></th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
<td>av.=4.16 md=5.00 dev.=1.30</td>
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</table>

6.2) In general, how would you rate the academic rigor associated with the department's graduate program(s)?

<table>
<thead>
<tr>
<th>Poor</th>
<th></th>
<th></th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
<td>av.=4.79 md=5.00 dev.=1.08</td>
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</table>

6.3) How would you rate the academic quality of undergraduate student majors in your department?

<table>
<thead>
<tr>
<th>Poor</th>
<th></th>
<th></th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

6.4) How would you rate the academic quality of graduate student majors in your department?

<table>
<thead>
<tr>
<th>Poor</th>
<th></th>
<th></th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
<td>av.=4.68 md=5.00 dev.=1.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Questions submitted for the Department of Kinesiology and Health

7.2) The department has adequate resources for research (laboratory space, graduate student offices, graduate student stipends, summer...

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th></th>
<th></th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
<td>av.=2.32 md=2.00 dev.=1.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.3) The department has adequate resources for instructional activities (classroom space, instructional laboratory space, faculty, etc.).

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th></th>
<th></th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=19</td>
<td>av.=2.05 md=2.00 dev.=1.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The department provides adequate resources to support tenure-track faculty (research release time, graduate assistant support, ... Strongly disagree | | | | Strongly agree

n=19  av.=2.84  md=2.00  dev.=1.68
8. General Comments

8.1) You may use the following box to provide general comments or explanations related to your responses to any of the questionnaire items.

- Limited available space for activity and applied learning is concerning; a theoretical understanding of most of the concepts in Exercise Science is not sufficient. Working to find a balance space utilization to apply exercise principles would be ideal.

- Many of the faculty members are very supportive and get along with one another. Space has been an issue for many years -- there is only one classroom in the entire building and it doesn't hold many students. Several faculty members have requested lab space for many years and the university has ignored these requests.

- My responses about T&P are about promotion from Associate to Full and these are mostly influenced by the college and university culture, not the department.

- The department has undergone tremendous growth over the past 7-8 years, particularly in undergraduate student numbers, but the university and the college has not provided sufficient resources to cope with this growth; insufficient budget, faculty, space (research, instructional, offices, storage, etc.), graduate student support, etc. This has had an significant adverse impact on faculty workload, research productivity, and instructional effectiveness.

- This department must be investigated for its long-time abuse of certain faculty members and programs. The different programs and different faculty members in this department are treated inequitably by the department chair. Additionally, some faculty members – mostly all white males – receive all the support, resources, and funding handed over by the chair; while minority faculty (nearly all the women, all the black, the Jewish, and the LGBT) are treated as second-class citizens. A few faculty members in this department have been treated with enormous disrespect and bigotry – openly and discreetly. A select few have to try to survive in a very hostile and bigoted environment by the Chair. The Chair in fact doesn’t even speak to some faculty members. The current Dean has known about this for years, and yet does nothing to intervene – he doesn’t care about our department at all. The Chair was finally forced out after 6 and a half years – however, the damage has been done --- some of the faculty left GSU, while others stayed and have been tormented. These things done to these faculty include things like bad annual evaluations even though some of these faculty are nationally and internationally famous in their fields; threats to take away department funds for needed resources; forced at least two faculty members to teach an overload of courses; and more. Some other real examples of the things the chair did that I know about include things like: she got a faculty member’s PARKING RECORDS and used them to threaten the faculty member; she changed names on a faculty’s fund from the faculty member’s name to her name; she uses summer courses (pay) as a way to punish faculty; she gives two to three summer courses to her friends, and gives one faculty member none as a way to bully that person – as a way to hurt them financially; she gives salary increases to her friends – salary increases are NOT based on actual productivity, work, or anything else but her opinion, and her opinion is always that her cronies get all the money; she personally hand picked three professors and gave them a one-semester sabbatical even though only one of them actually asked for it – and at the same time, did not give a sabbatical to another faculty member who asks for one every year; she was going to force a full professor to move out of their office because she wanted to use it as her conference room – while there were plenty of other vacant offices she could have used (several other professors got together and met with the chair and told her not to do this; finally, she did not do it). She would not use any department funds to help one program, but spends nearly all the department funds on herself and her program and another program. She spends extra travel funds on some faculty while not on others. Someone at this university needs to look at salaries in this department and you’ll see how her salary and a few white male salaries have skyrocketed, while most female and black faculty have been kept terribly low. You will see how some faculty get to teach several summer classes with merely 2, or 4, or 7 students in them and that the faculty she bullies get nothing, or maybe only one class. To summarize – there is a lot more that has gone on in this department than can be listed here. There’s more! This is just the tip of the iceberg. See Chair’s response on next page

- With a program as large as ours, and being a hands-on oriented program, we severely lack space for labs. We have had improvements in the past year, but are still in need for more space.
Chair’s statement regarding Faculty Survey Comments:

Upon receipt of the faculty survey responses, I was understandably concerned by one extended and very negative comment in the free-response section. It raises very serious allegations about “long-time abuse” and discrimination, and it became important to us to better understand these concerns and, more generally, the climate present in our department.

The results of the surveys were presented at a faculty meeting, and mention was made of a particular anonymous faculty comment with very serious concerns. We collectively agreed that each faculty member would review the comment and voluntarily follow up with either or both of the Chair or the University Ombudsperson to discuss whether or not the concerns expressed in the comment were valid, widespread among the faculty or isolated to one individual, and ongoing. We provided contact information for the Ombudsperson and a two-week deadline.

During this period, more than half of the members of the faculty met with the ombudsperson. She provided me with a summary of those meetings. Her conclusion was that the extended comment expresses sentiments that are not widespread among the faculty, but are instead isolated. Many individuals specifically disagreed with several points in the comment. My impressions, drawn from the individuals who spoke with me, are similar. Specifically, individuals from minority groups expressed that they do not agree with the concerns in the comment. No individual spoke to me to express agreement with the comment.

The ombudsperson shared that while she received very consistent feedback from a large sample, she did not speak to the entire faculty, and she did acknowledge that, even if these are the comments of a single individual, they still represent the presence of conflict in the department. We have tentative plans to incorporate an ombuds-led conflict resolution session at a future faculty retreat next semester.

Mark Geil
Table 1. University/Department Engagement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel involved in the process of setting departmental objectives.</td>
<td>4.53(1.58)</td>
<td>4.38(1.72)</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>4.47(1.43)</td>
<td>4.40(1.70)</td>
</tr>
<tr>
<td>I feel comfortable expressing my views in departmental meetings.</td>
<td>4.63(1.71)</td>
<td>4.68(1.63)</td>
</tr>
<tr>
<td>I am proud of my department's standing in the national academic community.</td>
<td>4.00(1.61)</td>
<td>4.68(1.44)</td>
</tr>
<tr>
<td>I find my involvement in university committee work to be a constructive use of my time.</td>
<td>3.36(1.74)</td>
<td>3.96(1.51)</td>
</tr>
</tbody>
</table>

*Note. Mean scale: 1=Strongly disagree to 6=Strongly agree.*

Table 2. Career Goals

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professional career goals are consistent with the department’s expectations.</td>
<td>4.74(1.37)</td>
<td>4.90(1.40)</td>
</tr>
<tr>
<td>My department has reasonable requirements for achieving tenure and promotion.</td>
<td>4.75(1.44)</td>
<td>4.70(1.49)</td>
</tr>
<tr>
<td>I feel the promotion and tenure process has been clearly explained to me.</td>
<td>3.71(1.73)</td>
<td>4.77(1.48)</td>
</tr>
<tr>
<td>I feel adequate support and assistance are available to me to achieve tenure and promotion.</td>
<td>3.73(1.71)</td>
<td>4.43(1.67)</td>
</tr>
</tbody>
</table>

*Note. Mean scale: 1=Strongly disagree to 6=Strongly agree.*

Table 3. Career Goals

My plans for career development include possible employment in another university than Georgia State.

<table>
<thead>
<tr>
<th></th>
<th>Dept. N = 18</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27.8</td>
<td>29.7</td>
</tr>
<tr>
<td>No</td>
<td>16.7</td>
<td>32.4</td>
</tr>
<tr>
<td>Not sure</td>
<td>55.6</td>
<td>37.9</td>
</tr>
</tbody>
</table>
Table 4. Research

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have adequate support in securing funding for research.</td>
<td>3.63(1.54)</td>
<td>3.95(1.56)</td>
</tr>
<tr>
<td>I have adequate resources (e.g., library, labs, technology) to do my research.</td>
<td>3.63(1.59)</td>
<td>4.54(1.44)</td>
</tr>
<tr>
<td>I have adequate time for scholarly research.</td>
<td>3.06(1.34)</td>
<td>3.78(1.55)</td>
</tr>
<tr>
<td>I have sufficient opportunities to collaborate with other researchers at Georgia State.</td>
<td>3.75(1.77)</td>
<td>4.54(1.44)</td>
</tr>
<tr>
<td>My colleagues value my research/scholarship.</td>
<td>3.87(1.60)</td>
<td>4.48(1.52)</td>
</tr>
</tbody>
</table>

*Note.* Mean scale: 1=Strongly disagree to 6=Strongly agree.

Table 5. Department Climate

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My department actively supports a shared and inclusive understanding of diversity.</td>
<td>4.42(1.71)</td>
<td>4.80(1.47)</td>
</tr>
<tr>
<td>My department encourages teamwork and collegiality.</td>
<td>4.05(1.93)</td>
<td>4.72(1.59)</td>
</tr>
<tr>
<td>I have developed close relationships with colleagues in my department.</td>
<td>4.53(1.43)</td>
<td>4.77(1.42)</td>
</tr>
<tr>
<td>I believe my workload is reasonable.</td>
<td>4.56(1.34)</td>
<td>4.38(1.53)</td>
</tr>
<tr>
<td>My department enables me to achieve a good balance between work and my personal life.</td>
<td>4.63(1.50)</td>
<td>4.34(1.56)</td>
</tr>
</tbody>
</table>

*Note.* Mean scale: 1=Strongly disagree to 6=Strongly agree.

Table 6. Mentoring

Do you have someone in the department who mentors you?

<table>
<thead>
<tr>
<th></th>
<th>Dept. N = 18</th>
<th>Univ. N = 422</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. %</td>
<td>Univ. %</td>
<td></td>
</tr>
<tr>
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<td>27.8</td>
<td>38.9</td>
</tr>
<tr>
<td>No</td>
<td>72.2</td>
<td>61.1</td>
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</table>
### Table 7. Mentoring

<table>
<thead>
<tr>
<th>Area</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishing opportunities</td>
<td>3.50(3.54)</td>
<td>4.73(1.51)</td>
</tr>
<tr>
<td>Grant/funding opportunities</td>
<td>4.50(2.12)</td>
<td>4.49(1.59)</td>
</tr>
<tr>
<td>Collaborating in research</td>
<td>5.50(.71)</td>
<td>4.70(1.53)</td>
</tr>
<tr>
<td>Networking/developing professional contacts</td>
<td>4.67(2.31)</td>
<td>4.84(1.38)</td>
</tr>
<tr>
<td>Navigating the promotion and tenure process</td>
<td>5.00(2.00)</td>
<td>5.02(1.34)</td>
</tr>
<tr>
<td>Navigating departmental politics</td>
<td>5.00(1.73)</td>
<td>5.03(1.30)</td>
</tr>
<tr>
<td>Expanding your leadership opportunities</td>
<td>5.00(1.73)</td>
<td>5.00(1.33)</td>
</tr>
<tr>
<td>Teaching and classroom matters</td>
<td>5.40(.89)</td>
<td>4.97(1.28)</td>
</tr>
<tr>
<td>Service/committee work</td>
<td>5.50(.55)</td>
<td>4.89(1.31)</td>
</tr>
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</table>

*Note. Mean scale: 1=Not at all helpful to 6=Very helpful; “NA” excluded from analysis.*

### Table 8. Program

<table>
<thead>
<tr>
<th>Quality of the department’s program.</th>
<th>Dept. M(SD)</th>
<th>Univ. M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, how would you rate the academic rigor associated with the department's undergraduate program(s)?</td>
<td>4.16(1.30)</td>
<td>4.38(1.27)</td>
</tr>
<tr>
<td>In general, how would you rate the academic rigor associated with the department's graduate program(s)?</td>
<td>4.79(1.08)</td>
<td>4.71(1.21)</td>
</tr>
<tr>
<td>How would you rate the academic quality of undergraduate student majors in your department?</td>
<td>3.53(1.02)</td>
<td>4.10(1.25)</td>
</tr>
<tr>
<td>How would you rate the academic quality of graduate student majors in your department?</td>
<td>4.68(1.00)</td>
<td>4.55(1.19)</td>
</tr>
</tbody>
</table>

*Note. Mean scale: 1=Poor to 6=Excellent.*
2.a Faculty Resources

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>FA 2013</th>
<th>FA 2014</th>
<th>FA 2015</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>10 Full Time Faculty (FT)</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>20.3</td>
</tr>
<tr>
<td>15 Partial Contract (PC)</td>
<td></td>
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</tr>
<tr>
<td>20 Part Time Instructor (PT)</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>9.3</td>
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<tr>
<td>30 Grad Asst (GA)</td>
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<td></td>
</tr>
<tr>
<td>30 Grad Teaching Asst (GT)</td>
<td></td>
<td>14</td>
<td>15</td>
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<tr>
<td>41 Academic Professional (AP)</td>
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<td>42 Counselor (CNS)</td>
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<tr>
<td>43 Librarian (Li)</td>
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<td>50 Adjunct Faculty (AJ)</td>
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<td>55 Faculty On Leave (LV)</td>
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### 2.a.1 Faculty Composition

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<th>Status</th>
<th>Academic Rank</th>
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<th>Black</th>
<th>White</th>
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<th>Female</th>
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2.a.2 Student Faculty Ratio

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### 2.a.3 Credit Hours by Level

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### 2.g Library Resources-eJournals

Selected journals for Kinesiology and Health
Source for Impact Factors: InCites Journal Citation Reports/Thomson Reuters/November 2016

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<th>Journal</th>
<th>2015 Impact Factor</th>
<th>5 Year Impact Factor</th>
<th>GSU Holdings (electronic)</th>
<th>University of Central Florida</th>
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<tbody>
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<td>.356</td>
<td>.344</td>
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<td>Adapted Physical Activity Quarterly</td>
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<tr>
<td>American Journal of Physiology</td>
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<td>BMC Neuroscience</td>
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<td>British Journal of Sport Medicine</td>
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<td>5.842</td>
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<td>Clinical Journal of Sport Medicine</td>
<td>2.308</td>
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<td>Developmental Medicine and Child Neurology</td>
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<td>Disability and Health</td>
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<td>Educational Researchian</td>
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<td>European Journal of Sport Management Quarterly</td>
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<td>Health Education and Behavior</td>
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<td>Perceptual and Motor Skills</td>
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Notes: No journal holdings data was available for the University of Louisville.
## 2.g Library Resources
### Monographs (Print and eBooks) Continued

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<td>QP351-500 Neurophysiology. Neuropsychology</td>
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<tr>
<td>RA421-784 Public Health. Hygiene. Preventive Medicine</td>
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<td>RC1200-1245 Sport Medicine</td>
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<td>HD28-HD9999 Industries. Land Use. Labor</td>
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### Number of Monographs in Kinesiology and Health acquired in the last three years

![Bar chart showing number of monographs acquired in the last three years for different libraries]

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Source: Yankee Book Press (YBP)/Global Online Bibliographic Information (GOBI)
Parameters: Books acquired through this system by these libraries since 11/29/13 with the following call number ranges: GR887-GR889; GV1-GV1860; QP351-QP500; RA421-RA784; RC1200-RC1245; HD28-HD9999; HF1-HF6182
Notes: No peer data was available through this system for the University of Central Florida.
### 2.g Library Resources
#### Databases

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<th>UCF</th>
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<td>Business Source Complete</td>
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Notes: GSU: Georgia State University; UofL: University of Louisville; UCF: University of Central Florida
Faculty Curriculum Vita
LAURA ABBOTT

CURRICULUM VITAE

Office:  Department of Kinesiology and Health
Georgia State University
PO Box 3975
Atlanta, GA 30302-3975
(404) 413-8376
labbott64@gsu.edu

Educational Background

Concentration and certifications in Swedish, Sports, and Neuromuscular Therapy. 700 hours

Masters of Science in Sports Medicine – 1988, Georgia State University, Atlanta Georgia.
Concentration in Athletic Training.

Bachelor of Science in Exercise Science – 1987, Georgia State University, Atlanta Georgia.

Employment History

Jan. 2012 to Present  Full Time Clinical Instructor, Georgia State University, Atlanta GA
Jan. 2002 to Dec 2011 Part Time Instructor, Georgia State University, Atlanta Georgia
April 2002 to Aug. 2005 Instructor of Massage Therapy, Georgia Medical Institute, Jonesboro Georgia
Jan. 1991 to Present Owner & President, Premier Performance, Inc., Atlanta Georgia
1988 – 1991 Senior Exercise Physiologist, DeKalb Medical Center, Decatur Georgia

Professional Training and Certifications

January 2007 Licensed Massage Therapist State of Georgia
March 2003 National Certification for Therapeutic Massage and Bodyworkers
June 2001 Lymphatic Drainage Level I – Upledger Institute
Laura Abbott, M.S, LMT.

1992       ACSM Health/Fitness Director – certified
1989       ACSM Exercise Physiologist, Certified
1990       Certified Arthritis Self Help Instructor – Arthritis Foundation
1989       PACE (People with Arthritis Can Exercise) Instructor – certified
1988       Certified Pregnancy Exercise Instructor – DeKalb Medical Center
1988       Certified Senior Exercise Instructor – DeKalb Medical Center
1988       Certified STEP Aerobics Instructor

Research

Publications

Books


Webinars for Continuing Education
Exercise ETC Program Design and Home Study Courses
(Courses approved for CEC through:

ACE ACSM ADA AEA AFPA AMFPT BOC CDR CSCS
FPTA IFPA ISSA NASM NCBTMB
NCCPT NCSF NESTA NFPT NSCA-CPT
NSCA-CSCS NSPA SCW-EDU SFA WITS

10 Essential Exercises for Seniors Webinar
21st Century Core Training Webinar
Do This, Not That! Webinar
Functional Training: The Next Generation
Home Based Fitness for Seniors
Modifications for Low Back Disorders
Myths, Motivation & Weight Management
New Directions in Cardio Training
Nutrition for Seniors Webinar
Senior Fitness: Exercise, Meds & Age-Related Disease
Stretch Yourself Strong
The Functional Knee
The Core Training Continuum Micro
The Dysfunctional Knee
The Microburst Workout Micro
Top Trends in Health Promotion
Train the Brain
Understanding Myofascial Release

Courses for Continuing Education
Exercise ETC Program Design and Home Study Courses
(Courses approved for CEC through:

ACE  ACSM  ADA  AEA  AFAA
AFPA  AMFPT  BOC  CDR  CSCS
FPTA  IFPA  ISSA  NASM  NCBTMB
NCCPT  NCSF  NESTA  NFPT  NSCA-CPT
NSCA-CSCS  NSPA  SCW-EDU  SFA  WITS

A Woman’s Guide to Muscle & Strength
Able Bodies Balance Training
Abs Revealed
Advanced Sports Nutrition
Aquatic Exercise for Rehabilitation & Training
Athlete’s Guide to Sports Supplements
Bigger, Faster, Stronger
Client Centered Exercise Prescription, Third Edition
Core Training Anatomy
Deep Tissue Massage
Effective Strength Training
Endurance Sports Nutrition, Third Edition
Exercise Management for Persons with Chronic Diseases and Disabilities
Exercise for Frail Elders, Second Edition
Facilitated Stretching, Fourth Edition
Fall Proof!
Fit for Duty
Fitness Professional’s Guide to Strength Training Older Adults
Functional Training for
Gold Medal Nutrition
Heart Rate Training
Meetings and Symposia

Presentations

Abbott, Laura, Speaker – 1989 to present for the National Arthritis Foundation


Exercise ETC Conferences, 1997 to present. Various topics on Exercise and Health throughout the continental US

Invited Education-Related Presentations

Abbott, Laura, “Arthritis and the Cardiac Rehabilitation Patient” Georgia Association for Cardiac Rehabilitation, Jekyll Island, Georgia May 1994 [INVITED]

Other


Teaching

Georgia State University

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| 2015 | Spring   | KH 2220       | Anatomy in Kinesiology and Health |
|      |          | KH 4630       | Fitness Assessment and Exercise Prescription (2 sections) |
|      |          | KH 4750       | Practicum in Exercise Science |
|      |          | KH 4760       | Internship in Exercise Science |
|      |          | KH 7710       | Practicum in Exercise Science |
|      |          | KH 7750       | Internship in Exercise Science |

| 2015 | Summer   | KH 4630       | Fitness Assessment and Exercise Prescription |
|      |          | KH 4750       | Practicum in Exercise Science |
|      |          | KH 4760       | Internship in Exercise Science |
|      |          | KH 7710       | Practicum in Exercise Science |
|      |          | KH 7750       | Internship in Exercise Science |

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|      |          | KH 4750       | Practicum in Exercise Science |
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Laura Abbott, M.S, LMT.

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*New Course Preparation*

Participation in Other Georgia State Courses:

**Guest Speaker**

KH 2130 – every semester, every section
EDUC 3100

**Academic Advising**

**Service**

**Boards**

Board of Directors – Georgia Association for Cardiac Rehabilitation, 1995-97
GSU College of Education Alumni Association President January 2016-present
GSU College of Education Alumni Association Board Member: 2014 to present
Student Affairs Committee at GSU – August 2013 to present
Advisor to MUSCLES student organization for BS. Exercise Science Students

**Professional Memberships**

Current member of:
- American College of Sports Medicine
- National Association for Massage Therapy

**Invited Book Reviewer**

Lippincott, Williams, and Wilkins
McGraw-Hill
Human Kinetics
Institute/College/Department Service

2015 Search Committee, Exercise Science Clinical Instructor position, Department of Kinesiology and Health, Georgia State University

2015-present Secretary, GSU Student Affairs Committee

2014-present Board Member, GSU Student Affairs Committee

2014-present Team Captain, Desire to Move, Department of Kinesiology and Health

2014-present Committee for Bachelor’s Degree in Interdisciplinary Studies, College of Education, Georgia State University

2014 Search Committee, Exercise Science Clinical Instructor position, Department of Kinesiology and Health, Georgia State University

2013-present Department Coordinator, State Charitable Contributions Program

2013-present Program Coordinator, Undergraduate Exercise Science Program, Department of Kinesiology and Health, Georgia State University

2013-present Internship Coordinator, Undergraduate and Graduate Exercise Science Program, Department of Kinesiology and Health, Georgia State University

Service to Profession/Industry

February 2015 Student Trivia Bowl – coached team representing GSU KH department to a 6th place finish out of 19 teams, Jacksonville, Florida

March 2015 Major Fair at GSU

May 2015 Attending Annual ACSM conference and Student Trivia Bowl, San Diego, California

2014-present Liaison for Graduate Assistant with Atlanta Beltline

2013-present Assist in presentations, Traumatic Brain Injuries, Mercer Physical Therapy Program

2001-2012 Assist in presentations, Traumatic Brain Injuries, Georgia State University Physical Therapy Program

Community

1988-1995 Atlanta Track Club

Honors, Awards, and Recognition
<table>
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<td>1988</td>
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<td>1988</td>
<td>Omicron Delta Kappa National Leadership Honors Society</td>
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<td>1987 &amp; 1988</td>
<td>National Collegiate Women’s Athletic Award</td>
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<tr>
<td>1987</td>
<td>United States Achievement Academic All-American</td>
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</table>
LESLIE JEROME BRANDON

PERSONAL

Address
Dept. of Kinesiology and Health
Georgia State University
125 Decatur Street
Atlanta, Georgia 30302-3975

Telephone
(404) 413-8368

Fax
(404) 413-8053

E-mail
lbrandon@gsu.edu

EDUCATION

B.S. in Health, Physical Education and Recreation and Sociology, Murray State University, Murray, Kentucky.

M.A. in Physical Education, Murray State University, Murray, Kentucky.

Ph.D. in Physical Education, University of Illinois at Urbana-Champaign. Concentration: Exercise Physiology

PROFESSIONAL WORK EXPERIENCE

Professor, Department of Kinesiology and Health, Georgia State University, Atlanta, GA
July, 2003 to present

Coordinator of Undergraduate Exercise Science Program – 1987 – 2007


Associate Professor, Department of Kinesiology and Health, Georgia State University, Atlanta, May, 1990 to 2003.

Research Health Scientist, Rehabilitation Research and Development Center, (Aging) Veteran Affairs Medical Center, Decatur, GA, 1991 to 2007

Clinical Instructor-Assistant Professor, Department of Rehabilitation Medicine, Emory University Medical School, Atlanta, GA, April, 1992 to 2007

Faculty and Curriculum Committee member, Gerontology Center, Georgia State University, Atlanta, GA., 1997 to 2006

Adjunct Instructor, Department of Physical Education, DeKalb Community College, Clarkston, Georgia, September, 1984 to June 1986.
Assistant Professor, Department of Kinesiology and Health, Georgia State University, Atlanta, September, 1983 to May, 1990.

Research Associate, Physical Education Department, University of Illinois at Urbana-Champaign, August, 1979 to August, 1983. Faculty position with responsibility for metabolic/cardiovascular and body composition research in the Physical Fitness Research Laboratory. Lectured and conduct labs for graduate/undergraduate exercise physiology courses.

Instructor, Physical Education Department, University of Illinois at Urbana-Champaign, August, 1978 to August, 1979. Taught Physical Activity classes

Counselor-Advisor, Breckinridge Job Corps Center, 1977 to 1978.

Associate Physical Fitness Director, Peoria YMCA, Peoria, IL. 1975-1976.

**HONORS**

Invited Visiting Lecturer, University of The West Indies, St. Augustine, Trinidad, May, 2009

Invited Panel Participant to the Twenty First Anniversary Celebration of the Congressional Black Caucus Veterans Brain trust -Veterans Stakeholder Roundtable Discussion, Part II, Washington, D.C., September 25, 2009

President Elect – American College of Sports Medicine – Southeast Chapter – 2006

President – American College of Sports Medicine – Southeast Chapter – 2007

Past- President – American College of Sports Medicine – Southeast Chapter – 2008

Won Presidential outstanding poster award at the American Geriatrics Society & American Federation for Aging Research conference, Atlanta, GA, 1997

**DUTIES**

Teach undergraduate and graduate courses, direct graduate research and conduct research

Seek grant funding support and work as a team member in this effort

Publish and present research findings

**BOOK CHAPTER**


ENCYCLOPEDIA ENTRY


PUBLICATIONS

Research Focus: Lifestyle, obesity and the Metabolic Syndrome with emphasis on African Americans, and Aging


Disease, 16:675-681.


1,2,3,4,5 These articles are a version of articles published elsewhere. The same editors handles both journals, he requested, and the authors agreed to have the articles published in both journals with part of the article being published in a different language.


**MANUSCRIPT PART OF META-ANALYSIS**

Murtagh, EM, Nichols L., Nohammed, MA, Holder R., Nevil A.M., Murphy M.H. The effects of walking on risk factors for cardiovascular disease: An updated systematic
review and meta-analysis of randomized control trials. Preventive Medicine, 2015, 72: 34-43. My paper Walking, Body Composition and Blood Pressure Dose-Response in African American and White Women Ethnicity and Disease, 2006, 16:675-681 was one of 12 featured papers.

RESEARCH IN PROGRESS

1. Brandon, L.J. The relationships among measures of cardiometabolic risks, blood pressure and HDL-C in African and European Americans

2. Cole CL, Benardot D, Morris, DJ, Thompson WT, Brandon, LJ. Impact of Daily Energy Balance on obesity

3. Spicer B, Cole CL, Brandon LJ. Impact of body composition on Division I Women Basketball Players Prior, During and After the season

EDITORIALS

1. Brandon, L.J., Associate Editor, Research Quarterly for Exercise and Sport, September, 2014 to present.


3. Brandon, L.J. Editorial Board Member, ACSM’s Health Fitness Journal, 2005- Present

INTERNATIONAL EXPERT COMMENTATOR ON 2015 FITNESS TRENDS


PUBLISHED ABSTRACTS – Refereed


91. Ingram, KH, Brandon, LJ, Ingalls, CP, Rupp, JC, Penumetcha, M, Garvey, WT. Skeletal muscle HNE is related to insulin resistance in sedentary individuals. FASEB J.; 24 (Suppl), 2010.


63. Brandon, L.J., Gaasch, D.A., Lloyd, a.& Boyette, L.W. Effects of a 12-month resistive training intervention on strength in older males and females. The 2nd Department of


*Won Presidential outstanding poster award*


14


14. Elliott, M.B. and Brandon, L.J. Blood pressure responses in black and white females


**GRANTS FUNDED**


Arshed Quyyumi, Dumbar, Sandra, PIs Emory-Morehouse Partnership to reduce Cardiovascular Disparities (Arshed Quyyumi, MD is PI) 10/01/06-9/30/07 NHLBI 1U01 HL079156-02 (we refer to it as Meta Health) A multi-aim research project to examine associated variables and effects of interventions on cardiovascular outcomes in African Americans with Metabolic Syndrome. Role: Physical Activity Consultant


Brandon, L.J. Relationship of BMI with obesity and disease in African American and white adults, Developmental Grant, Georgia State University Internal grant program, Atlanta, GA August, 2003-May, 2004. $6000.00. Role PI

David Ross, John Sanford, Ted Johnson, L. Jerome Brandon & Lisa Boyette. Physical activity Monitor for Older Adults with Dementia. From the Rehabilitation Section of the VA Medical Research, Washington, D.C. Funded, 1999-2001. $305,000.00. Role Co-PI


Thompson, W., Granata, G., Benadot, D., and Brandon, L.J. Comparison of energy expenditure in African-Americans and Caucasian females based on body composition. 1995, $1200.00. Role Co- Investigator
Brandon, L.J. The effect of exercise intensity on resting blood pressure in black and white hypertensive females. 1994, $5,000.00. Role - PI


Brandon, L.J. An evaluation of the relationship between caloric cost and heart rates during different modes of aerobics. From the small grants program at Georgia State University, November, 1989. Amount $700.00 Role - PI

**IN PREPARATION**

Brandon, L.J. et al. Metabolic Syndrome conditions and Cardiovascular Disease Morbidity and Mortality in African Americans

**GRANTS NOT FUNDED**

Wu, J. Brandon, L.J. et al. Impact of Exercise Intervention in Adults with Down Syndrome Submitted to the National Institute of Health, R21
Role: Co-Investigator Submitted October, 2011 ($100,000)


Chris Ray, Analysis of Premature Mortality and Obesity in Individuals with Vision Loss Submitted to National Veteran Affairs Rehabilitation Research and Development Center, Washington, D.C., 2007 – Not Funded
Role: Investigator


Boyette, L.W. Brandon, L.J. & Wolf, S. Strength training and the ability of older adults transitioning to frailty to rise from the floor. Submitted in April, 1998 for merit review. Washington, D.C., VA Medical Center, Rehabilitation Research and Development Center. Amount $525,000.00. Role Co-PI.

Brandon, L.J. and Elliott, M.B. The effect of exercise intensity on blood pressure and body fat in black and white hypertensive females. Submitted to the American Heart Association. Approved, but not funded. 1994. $60,000.00 Role - PI

Brandon, L.J., Sharon, B. and Boyette, L. The influence of strength training on osteoporosis in older adults. Submitted to the Rehabilitation Section of the VA Medical Research, Washington, D.C. 1994. $320,000.00 Role - PI


Jim Ross– Assessment of Children Fitness in the state of Georgia, 2005 - Not funded
Consultants -, Russ Pate, Kirk Cureton, Bernard Gutin & L. Jerome Brandon. Role Co-Investigator

PROFESSIONAL PRESENTATIONS

National and International

77. Cole CL., Benardot D., Morris DJ., Thompson WR., & Brandon LJ., Relationships Among Energy Balance, Time of Day and Obesity Prevalence, Annual Meeting American College of Sports Medicine, San Diego, California May, 2015 (Accepted)


and Science in Sports & Exercise, May, 2013.


70. Brandon, L.J. Healthy active lifestyles help mitigate the effects of obesity on health and quality of life in older adults. Morehouse School of Medicine Health Summit, Invited paper scheduled for April 3, 2013


60. Brandon, L.J. & Heimburger, K. Comparison of relationship of BMI, percent fat and skinfolds with blood pressure. Presented at the American College of Sports Medicine


52. Brandon L.J. Effects of a 24-month resistive training intervention on strength and balance in older adults. Presented at the American College of Sports Medicine conference in Nashville, TN, June 1, 2005


50. Brandon, L.J. Effects of resistive training on strength, balance and coordination in older men and women. Presented at the American College of Sports Medicine conference in Indianapolis, IN, May, 2004


5. Brandon, L.J. and Garham, W.D. The Relationship Between Blood Pressure and Selected Fitness Variables in Black Males 6-11 Years of Age. Presented at the National AAHPERD Convention, Atlanta, Georgia, April, 1985.

4. Brandon, L.J., Schlecht, H.P., and Boileau, R.A. The Relative Contribution of Body Composition, Anaerobic and Aerobic Functions, and Running Mechanics to Running Performances at 800, 1500, and 10,000 Meters. Presented at the Research Section of
the National AAHPERD Convention, Minneapolis, Minnesota, April, 1983.


PROFESSIONAL PRESENTATIONS
Regional or State

43. Cole CL., Benardot D., Morris DJ., Thompson WR., & Brandon LJ., Is the Circadian Relationship between Energy Balance and Body Composition a Major Contributor to Obesity. Accepted for the Annual Meeting of the Southeast Chapter of the American College of Sports Medicine, Jacksonville, Florida, February, 2015

42. Morris DJ, Cole CL, Benardot D, & Brandon LJ., Is The Relationship Between Body Composition And Energy Balance The Same For African And European Americans, Accepted for the Annual Meeting of the Southeast Chapter of the American College of Sports Medicine, Jacksonville, Florida, February, 2015.


37. Brandon, L.J. Metabolic Syndrome In Active Living (Diabetes, Obesity, High Blood Pressure, High Cholesterol, and High Triglycercide) "How Our Lifestyles Affect Our Health" Especially African Americans, Keynote speaker Bell South symposium series,


18. Thompson, W.R., L.J. Brandon, J.C. Rupp: Use of climactic fans during the 1996 Atlanta Olympic Games, a study of professional soccer, Atlanta Committee for The Olympic Games, Atlanta, Georgia, 1996.


13. Brandon, L.J. and Elliott, M.B. Relationship between blood pressure and body


6. Brandon, J. Physical fitness needs and movement patterns of pre-schoolers. Workshop to be presented at the University of Georgia Cooperative Extension service Early Childhood institute, September 7, 16, 23, 1989 in Tifton, Macon and Atlanta GA,


1. Brandon, L.J. Comparison of Runners with Good and Poor performance at 1500 meters
on Selected Metabolic, Body Composition and Running Parameters. Presented at the research section of Georgia Association for Health, Physical Education and Recreation, Jekyll Island, Georgia, March, 1984.

**PROFESSIONAL PRESENTATIONS**
**Symposiums, Tutorials and Workshops**


conference in Nashville, TN, June 1, 2005, Chair


25. Brandon, L.J. Interactive relationships of Obesity, Lipoproteins, Blood Pressure and Physical Activity on the Quality of Life in African Americans, presented at the American College of Sports Medicine conference in Nashville, TN, June 1, 2005


PROFESSIONAL PRESENTATIONS
Selected other Presentations


Seminar, Greenforest Baptist Church, Decatur GA., Veterans Ministry, Fixing a breaking heart system, 2007.

Seminar, Dialysis and transplantation ministry, Decatur, GA, Living for Life, 2001

Visiting Scholar, University of Illinois, Champaign-Urbana, Strength training and functional independence. 1998.


Speaker, Black History program, Murray High School, Murray, Ky, February 20, 1998.

Commencement Address, Greenforest Christian Academy, June, 1998


Visiting Lecturer, University of Maryland, Eastern Shore, Strength training and functional ability in older adults. 1993.

Visiting Lecturer, California State University, San Bernardino, CA, 1987.

32
SELECTED QUOTES IN MAGAZINES OR BOOKS


Brandon, L.J. Men’s Health, April, 1996.


Quoted in Heart & Soul, an African-American health magazine on many occasions

Quoted in a number newspaper pieces.

PROFESSIONAL ASSOCIATIONS

American College of Sports Medicine
Member of the minority recruitment committee, 1991-1993

Member of the Communication and Public Information Committee of American College of Sports Medicine 2006-2008

American College of Sports Medicine, Fellow Since 1998

American Alliance for Health, Physical Education, Recreation and Dance
Chair elect, Chair, and past Chair Physical Fitness Council 1996-1998

Southeast American College of Sports Medicine
Member of the SEACSM Executive Board 1989-1991

Georgia Association for Health, Physical Education and Recreation

INSTRUCTIONAL RESPONSIBILITIES

I have taught an average of two courses per semester, including summer term for the last 30 years at Georgia State University.

NEW COURSES DEVELOPED

Graduate courses
KH 9530, Cardiorespiratory and Peripheral effects of Exercise – Doctoral course
KH 762, Special Applications of Exercise Physiology -
  Exercise Physiology of Children and Elderly
KH 779, Fitness for Life -

**Undergraduate courses**
KH 462, Exercise Physiology for Special Populations – Undergraduate course
KH 355, Fitness and Lifestyles
KH 336, Sports Officiating

**COURSES TAUGHT**

**Graduate Courses**

KH 9530, Cardiorespiratory and Peripheral effects of Exercise (Doctoral course), 2010
KH 9540, Environmental Physiology (Doctoral course)
KH 9820, Research Seminar
KH 779, Fitness for Life
KH 762, Special Application of Exercise Physiology (Geriatric and Pediatric course)
KH 751, Biomechanics
KH 750, Physiology of Exercise
KH 655, Evaluation and Measurements
KH 663, Conduct of Adult Fitness
FED 790, Research Methods in Education

**Undergraduate Courses**

KH 2230, Neuromuscular Function and Human Performance II
**KH 2230, Physiology in Kinesiology, 2014 2 times**
KH 354, Personal Health Management
KH 355, Fitness and Lifestyles
KH 3650, Exercise Physiology
**KH 3550, Evaluation and Instrumentations, 2014 three times**
KH 4630, Fitness Prescriptions

Taught a number of activity courses including tennis, self-defense, conditioning, etc.

My evaluations for teaching have been good as I received an average rating of 4.2/5.0 with most of the classes that I have taught being undergraduate classes.

**ADMINISTRATIVE EXPERIENCE**

I directed the undergraduate Exercise Science program for 20 years (1987 - 2007). I over saw a number of curriculum changes, CAAHEP certification and tremendous growth. The program had about 15 students when I took over the program. When I resigned as director the program has over 525 students. I advised all students when I was directing the program. This included setting up internship and insuring the students had completed culminating experiences.
I directed the doctoral program from 1996 to 2007. I took over a program in its infancy and developed into a small, but solid program. During my tenure as director, the program went from virtually no presentations and publications to where students were presenting and publishing regularly.

With my appointment with the Atlanta Veteran Affairs rehabilitation, Research and Development Center, I coordinated a Resistive Training and Functional Independence research group. We obtained over 1.5 million dollars and published 17 papers in refereed journals and presented over 40 papers.

I served as the President elect, President, and Past-President of the Southeast American College of Sports Medicine (2006-2008) and I chaired the Fitness council for AAHPERD from 1997-1999.

I developed a departmental research seminar where faculty and graduate students present their research accomplishments. This went from trying to get presenters and students to attend to where at the last two seminars each had over 150 in attendance.

I value mentoring a number of young faculty at Georgia State University. Currently, I serve as the mentor for Dr. Jianhua Wu in our department.

**PROFESSIONAL SERVICE**


Member of ACSM publicity committee 2005-2006

Member of the ACSM Leadership in Diversity Training Program, 2009 - present

Member of the ACSM Ad Hoc committed on minority recruitment, 1989-1991.


Revised the SEACSM Graduate Program Directory, 1990.


Advisory Board of *Heart and Soul Magazine*, 1993-1995

Served on search committee for a Director of Rehabilitation Research and Development at the VA Medical Center, 1993-1996.

Book review, Allyn & Bacon

**Manuscript Reviews**

*American Journal of Health Promotion, three*

Conducted Sports Medicine workshops Atlanta Public School System

Manuscript review: *Medicine and Science in Sports and Exercise*

Manuscript: review for *European Journal of Clinical Nutrition*

Manuscript review: *Sports Medicine*

Manuscript review: *American Journal of Preventive Medicine*

**Manuscript review: School Health Journal**

Manuscript review: *Journal of Rehabilitation Research and Development*

Manuscript review: *Journal of Aging and Physical Activity*

Manuscript review: *Journal of the Medical Sciences*

Manuscript review: *Age and Nutrition*


Manuscript review: *Archives of Physical Medicine and Rehabilitation*

Executive Board member of Georgia Striders, a Senior walking organization; Chair of Education Committee

Chair Elect, Physical Fitness Council of American Alliance of Health, Physical Education, Recreation and Dance

Chair, Physical Fitness Council of American Alliance of Health, Physical Education, Recreation and Dance
Past Chair, Physical Fitness Council of American Alliance of Health, Physical Education, Recreation and Dance

Reviewed over 35 manuscripts from 2004 to 2013 for a number of journals

Chaired sessions at the SEACSM from 2000 to 2007

Chaired an oral Presentation session at the American College of Sports Medicine, Indianapolis, IN, June, 2008.

UNIVERSITY AND COMMUNITY SERVICE

Scholarly Service

Served on 18 completed dissertation committees and chaired Four, those chaired include:

Dr. Marybeth Elliott-Lloyd, Adjunct Instructor, Community College, North Carolina
The effect of an 18-week walking program on body composition in black and white sedentary, overweight females

Dr. Gary Granata, Assistant Professor University of New Orleans
The Thermic Effects of food in males of varying body fatness

Dr. Katherine Heimburger-Ingram, Post Doctoral Student, University of Alabama, Birmingham, AL

Dr. Jurine Owen, Practicing Physical Therapist, Atlanta, GA
Low fitness phenotype and cardiovascular disease risks in African American women, 2012

Committees 2014

Toyin Ajisafe  Ph.D. Dissertation Locomotor Differences Between Floor-to-Stair Transition Steps

Colleen Saringer, Phd, Dissertation Research Interests: Physical activity policy in the workplace; corporate wellness

Elgin Andrews: The Relationship between Body Mass Index, Perceived Weight, and Academic Performance in Minority Middle School Students, 2014 -2015

**Thesis Committees**

Served on 22 theses committees, chaired six

Patrick Broadus MS, Thesis - Vaulting: a quantitative definition - 2014

Ashlee Hamilton, committee member, 2014

Bianca Spicer, Chair, 2014 -2015

Consulted with and assisted several children organization in developing health, fitness and sports programs.

**Other Service**

**University**

Member of GSU internal grant committee, Office of the Vice President of Research,

Faculty Advisory Committee on Admission

Member of the Speakers Bureau

**College**

*Member- College of Education Dean’s Search Committee – 2013-2014.*

Member of the IRB committee 2013-2014

Member of the College of Education Dean’s Search Committee - 1990

Student Affairs Committee (Chaired)

Faculty Affairs Committee,

*Faculty Affairs Committee on Promotion and Tenure (Four, two-year terms, chaired on two different occasion), Member 2014*

Dissertation quality review committee for six years

Committee on cumulative review of tenured faculty (chair) 2010

College of Education Promotion & Tenure committee – 2010-2011

**Department**
Chair Research Committee

Graduate committee member.

Search committees (chair and member) on numerous committees, including search committee in 2013 for two faculty in exercise science.

Chaired Search committee Sports Medicine 2010

Graduate and undergraduate Exercise Science curriculum committee (chair, undergraduate), NCATE committee,

Coordinator - undergraduate Exercise program

Director of doctoral program in Sports Science

Community

Served on the executive committee for the Silver Striders, 1991-1992

Coordinated the youth basketball program at Greenforest Baptist Church, 1992-1996.


AWARDS AND HONORS

Teaching Excellence award, Fall, 1978 and Spring, 1979, University of Illinois at Urbana-Champaign.

Elected to the Executive Board of the Southeast American College of Sports Medicine, January, 1989.

Won the presidential Award (one of nine) for rehabilitation, (poster) presented at the American Geriatrics Society and American federation for Aging Research conference. May 1997.

Selected chair of the National Physical Fitness Council of AAHPERD, 1997

Fellow, American College of Sports Medicine, 1998

Service Award, Physical Council, AAHPERD, 2000

President Elect of the Southeast American College of Sports Medicine, 2007

President of the Southeast American College of Sports Medicine, 2008
Past-President Elect of the Southeast American College of Sports Medicine, 2009
CURRICULUM VITAE
Beth A. Cianfrone
Associate Professor & Program Director
Sports Administration Graduate Program
Department of Kinesiology
Georgia State University
(404) 413-8362
bcianfrone@gsu.edu

EDUCATION
Ph.D. Health and Human Performance University of Florida, 2007
  Major: Sport Management
  Minor: Marketing
M.E.S.S. Exercise and Sport Sciences University of Florida, 2002
  Specialization: Sport Management 4.0 GPA
B.S. Exercise and Sport Sciences University of Florida, 2001
  Specialization: Sport Management With Honors
  Minor: Business Administration

WORK EXPERIENCE
Academic Positions Held
Associate Professor (Tenured) and Program Director, Georgia State University, Atlanta, GA, May 2014-present
  - Graduate Program Director (100 M.S. students)
  - Manage application process
  - Performed SWOT analysis, reviewed COSMA guidelines, established a strategic plan and fostered relationships with Business/Hospitality Administration and Journalism programs to manage the curriculum development of the Bachelor of Interdisciplinary Studies in Sport Administration program.
  - Developed and proposed the Ph.D. concentration in Sport Administration within current Kinesiology and Health doctorate degree.
Assistant Professor, Georgia State University, Atlanta, GA, August 2007-April 2014
  - Graduate Faculty Status, 2007-present
  - Performed research, graduate student teaching and advising, and service duties for the Sports Administration Master’s Program, Department of Kinesiology and Health, and College of Education
  - Developed and added Thesis option to the Sport Administration curriculum
  - Developed a marketing strategy for the program, including the Alumni LinkedIn Page, Facebook, and Twitter Pages
  - Taught one lecture based sport management undergraduate sport management class per semester for six semesters (Women in Sports, History of Sport, and Special Event Management)
Facility Manager Graduate Assistant, University of Florida, Gainesville, FL, January 2003-August 2003
  - Maintained the work order process for Florida Gym facility
- Responsible for aiding sport management faculty with research

Graduate Teaching Assistant, University of Florida, Gainesville, FL, August 2001-May 2004
- Aided sport management faculty members with classes

**Sport Management Experience**
- Managed 10 game elements and supervised 80 volunteers daily in the NFL Experience Kids’ Zone; Host concierge for 9,000 NFL-invite only party attendees at the NFL Tailgate Party

Tournament Director, *College of Health and Human Performance Gator Golf Classic*, Gainesville, FL, August-December 2002
- Supervised a 25-student event management class in planning and executing every facet of an inaugural 80-player golf tournament; raised $5,000 for the College

Interactive Village Manager, *Octagon Marketing, Gravity Games Account*, Cleveland, OH, May-August 2002
- Planned, organized, and coordinated the elements of the Interactive Village for the 100,000+ spectators attending the 2002 Gravity Games
- Scheduled and managed the Interactive Area’s 26 staff members and 30+ daily volunteers during the five day event

- Directly responsible for the game day press box management, including team press releases and daily game notes, for the Orlando Rays, the AA Minor League Baseball affiliate to the Tampa Bay Rays; Created the *2001 Orlando Rays’ Media Guide*, the first in team history; Co-editor of *The Full Count*, the Orlando Rays’ game program

- Performed volunteer database management and bid document research for the group leading Tampa’s effort to become the U.S. Candidate City for the 2012 Summer Olympic Games

- Assisted in acquiring 500 food sponsorships/donations valuing $2,500 for volunteer meals during the tournament; Week of the tournament performed various operational tasks: handled the media room, managed the Buy.Com promotions tent, and course setup

- Received scholarship and training from Nike for coaching youth teams

*Volunteer for various professional and amateur sporting events:*
- 2007 SEC Football Championship Game, Atlanta, GA
- 2007 AT&T SEC Legends Dinner, Atlanta, GA
- 2003 Ashworth Postseason Junior Golf Tournament, Gainesville, FL
- 2003 University of Florida Football Games, Gainesville, FL
RESEARCH AND SCHOLARSHIP

I have two main areas of research interest within sport marketing, (1) sport communication and (2) consumer behavior. Within sport communication, my focus lies in sponsorship and advertising effectiveness and the impact of new media forms, such as sport video games. With the rising costs and prevalence of sport sponsorships, there is a need to determine the effectiveness of various forms of sponsorships. This research is aimed to quantify the impacts of various sponsorship mediums and provide theoretical models to describe the consumer behavior related to the sponsorship effect. The consumer behavior studies explain factors that affect individuals’ consumption of sport and related sport products.

PUBLICATIONS (* denotes graduate student at the time of the research)

Journal Manuscripts


Reprinted as:


Books, Contributing Chapters, or Entries


Published Research Proceedings or Abstracts


Other Publications


PRESENTATIONS (*denotes graduate student at the time of the research)

International/National Refereed Conferences


Cianfrone, B. A., & Zhang, J. J. (2009, October 30) A conceptual framework for motives, consumption, and in-game advertising effectiveness. Presented (free communication) at the Sport Marketing Association VII Conference, Cleveland, OH.


Byon, K., Crow, B., Ammon, R., Higgs, C., Zhang, J. J., & Cianfrone, B. A. Effectiveness of ambush marketing: Consumers' recall, recognition of brands during the NCAA Division-I Men's Basketball March Madness. Presented (free communication) at the Sport Marketing Association III Conference, Tempe, AZ.


State Refereed Conferences


University Research Symposia (*graduate student at the time of the research)

Marquez, A.*, & Cianfrone, B. A. (2015, April). Challenges with non-profit organizations: A case study of the Special Olympics Georgia. Presented (free communication) at the Department of Kinesiology and Health Research Symposium, Atlanta, GA.

Blaszka, M.*, & Cianfrone, B. A. (2010, April). The Personal Seat License effect: Issues and considerations. Presented (free communication) at the Department of Kinesiology and Health Research Symposium, Atlanta, GA.

Cianfrone, B. A. (2008, April). The legality of ticket scalping. Presented (free communication) at the Department of Kinesiology and Health Research Symposium, Atlanta, GA.


Invited Speaker


Cianfrone, B. A. (November 2011). Inquiries into the governance of intercollegiate athletics in the United States. Presented (Invited Keynote) for Peking University, Beijing, China.


Cianfrone, B. A. (December 2010). The Sport Management Field. Presented to Introduction to Allied Fields of Health, PE, and Fitness Course (undergraduate). Department of Kinesiology and Health, Georgia State University, Atlanta, GA.
Cianfrone, B. A. (September 2009). The Benefits of Obtaining a Sport Management Master’s Degree. Presented to Sport Management Course (undergraduate). University of West Georgia, Carrollton, GA.

Cianfrone, B. A. (Spring and Fall 2008; Fall 2007). The Sports Industry. Presented to two sections of the Introduction to the Allied Fields of Health, PE, and Fitness Course (undergraduate). Department of Kinesiology and Health, Georgia State University, Atlanta, GA.


**GRANTS/CONSULTING/CONTRACTS**

Funded
Principal Investigator: **Beth A. Cianfrone**. (July 2010-December 2010). Discipline Specific Software/Video Equipment for Kinesiology/Sports Administration. 2011 Student Technology Fee Fund. Georgia State University, Atlanta, GA. $23,443.


Principal Investigator: **Cianfrone, B. A.** (August 2013-May 2014). Proposal to fund one graduate assistantship for Georgia State University student. Funded by the Howard School.

Principal Investigator: **Cianfrone, B. A.** (August 2012-December 2012; January 2013-May 2013). Proposal to fund one graduate assistantship for Georgia State University student. Funded by the Atlanta International School.

Principal Investigator: **Cianfrone, B. A.** (August 2009-August 2010; August 2010-July 2011; August 2011-July 2012). Proposal to fund two graduate assistantships for Georgia State University students. Funded by the Kennesaw State University Athletic Department (Sports Information).

Principal Investigator: **Cianfrone, B. A.** (August 2008-August 2009; August 2010-July 2011; August 2011-July 2012). Proposal to fund graduate assistantship for Georgia State University student. Funded by the Kennesaw State University Athletic Department (Marketing).
Principal Investigator: **Cianfrone, B. A.** (August 2010-May 2011; August 2011-May 2012). Proposal to fund graduate assistantship for Georgia State University students. Funded by the Kennesaw State University Athletic Department (Women’s Tennis).

Principal Investigator: **Cianfrone, B. A.** (August 2009-August 2010; August 2010-July 2011). Proposal to fund graduate assistantship for Georgia State University students. Funded by the Kennesaw State University Athletic Department (Women’s Golf).

Principal Investigator: **Cianfrone, B. A.** (August 2009-August 2010). Proposal to fund two graduate assistantships for Georgia State University students. Funded by the Kennesaw State University Athletic Department (Sports Information).

Principal Investigator: **Cianfrone, B. A.** (August 2008-August 2009). Proposal to fund graduate assistantship for Georgia State University student. Funded by the Kennesaw State University Athletic Department (Sports Information).


Submitted and Not Funded or Pending (*graduate student at the time of the research)*


Principal Investigator: **Beth A. Cianfrone**. (August, 2010). Market Analysis for Georgia State University Football. Georgia State University. Atlanta, GA. (unfunded).


**Consulting/Research Reports**

Served as a research consultant for various sport organizations. These organizations included:
- Toronto Blue Jays (Spring Training Analysis). Responsibilities included designing questionnaires, conducting surveys, data analyses, and formulating technical report.
- Cleveland Indians (Spring Training Analysis). Responsibilities included conducting surveys.
INSTRUCTION
Assistant/Associate Professor, Georgia State University, August 2007-Present
Sports Administration M.S. Program
Introduction to Sport Management, KH 6380
Sport Management and Leadership/Sports Administration, KH 7100
Seminar in Sport Communication and Media, KH 6960
Sport Communication and Media KH 6380--Developed as a new course offering at Georgia State University
Cultural Aspects of Sport, KH 7200

Global Hospitality MBA Program
International Special Event Management

Graduate Teaching Assistant (Instructor), University of Florida, January 2004-May 2007
Sport Management Undergraduate Program
History of Sport and Exercise Sciences, PET 3121
Women in Sports, PET 3254

Recreation and Tourism Undergraduate Program
Special Events and Meeting Planning, LEI 3832

Study Abroad
Olympic History in Greece, Study Abroad Program, PET 4905/5936, (undergraduate/grad.), Spring 2004, Assistant Program Director:

Graduate Teaching Assistant, University of Florida, August 2001-August 2004
Undergraduate Courses, Terms
- History of Sport and Exercise Sciences, Fall 2001 (two sections), Spring 2002 (two), Fall 2002
- Introduction to Sport Management, Fall 2001, Spring 2002
- Event Management, Fall 2002
- Women in Sport, Fall 2003
- Sport and Society, Spring 2004
Graduate Courses, Terms
- Planning and Managing Sport and Fitness Facilities, Spring 2003
- Sociology of Sport, Spring 2002
- Event Management, Fall 2002
- Sport Ethics, Fall 2002

Graduate Student Advising

Doctoral Dissertation Committee Member
Luke Mao, Department of Tourism, Recreation, and Sport Management, University of Florida
Research Topic: Sports lottery gambling as consumption: An econometric analysis of demand for sports betting lotteries in China
Current Position: Assistant Professor at University of New Mexico

Masters Thesis Committee Chair
A’Naja Bass, Department of Kinesiology and Health, Georgia State University
Degree Conferred: Spring, 2013
Thesis Title: The effects of gender, race, and role congruity on perceptions of quality of sport reporters
Current Position: ASI Campus Recreation Coordinator, Cal Poly Pomona

Shaina Ervin, Department of Kinesiology and Health, Georgia State University
Degree Conferred: Summer, 2012
Thesis Title: A comparative analysis of work-life balance between intercollegiate athletic graduate assistants and supervisors
Electronic Address: http://digitalarchive.gsu.edu/kin_health_theses/4
Current Position: Sport Management Doctoral Student at Ohio State University

Matthew Blaszka, Department of Kinesiology and Health, Georgia State University
Degree Conferred: Spring, 2011
Thesis Title: An examination of sport consumers’ Twitter usage
Electronic Address: http://digitalarchive.gsu.edu/kin_health_theses/1/
Current Position: Assistant Professor at Indiana State University

Kendra Bayne, Department of Kinesiology and Health, Georgia State University
Degree Conferred: Spring, 2011
Thesis Title: Effectiveness of social media marketing: An experimental inquiry on college students’ awareness of, interest in, and intention to participate in a campus recreation special event
Electronic Address: http://digitalarchive.gsu.edu/kin_health_theses/2/
Current Position: Louisiana State University Campus Recreation Assistant Director- Marketing and Promotions

Masters Thesis Committee Member
Jackie Smith, Department of Kinesiology and Health, Georgia State University
Degree Conferred: August, 2014
Thesis Title: Indicators of military veteran status in intercollegiate athletics: A content analysis

Ashlee Harris, Department of Kinesiology and Health, Georgia State University
Degree Conferred: August, 2014
Thesis Title: Effects of electronic reminders for promoting exercise motivation and adherence in university students

Masters Directed Readings/Research Project Advisor
Dylan Rice, Department of Kinesiology and Health, Georgia State University
Progress: Project competed, Fall, 2014
Research Topic: Online group buying

Glynn McGehee, Department of Kinesiology and Health, Georgia State University
Progress: Project completed, Fall, 2013
Research Topic: College athletics branding

Jenna Newsome, Department of Kinesiology and Health, Georgia State University
Progress: Project completed, Fall, 2012
Degree Conferred: Spring, 2013
Research Topic: The perceptions of a new football on non-football student-athletes

Robert Carnes, Department of Kinesiology and Health, Georgia State University
Progress: Project completed Fall, 2012
Degree Conferred: Spring, 2013
Research Topic: The impact of technological advances in new media on the role of collegiate sports information directors

Lisa Cherry, Department of Kinesiology and Health, Georgia State University
Progress: Project completed Summer, 2012
Degree Conferred: Summer, 2012
Research Topic: The integration of new media properties into traditional collegiate sport sponsorship contracts and determining the values of these channels.

A’Naja Bass. Department of Kinesiology and Health, Georgia State University
Progress: Project completed Spring, 2012
Degree Conferred: Spring, 2013
Research Topic: Race, gender, and sport reporters

Ben Wilson. Department of Kinesiology and Health, Georgia State University
Progress: Project completed Spring, 2012
Degree Conferred: Summer, 2012
Research Topic: Event sponsorship of a youth golf tournament

Kristina Murfin. Department of Kinesiology and Health, Georgia State University
Progress: Project Completed Fall, 2011
Degree Conferred: Fall, 2011
Research Topic: Distributive justice in high school athletics.

Bo Brison. Department of Kinesiology and Health, Georgia State University
Progress: Project Completed Fall, 2009
Degree Conferred: Spring, 2010
Research Topic: There’s a new team in town: A case study of fan attachment and team identification in professional baseball.

Research Advisor for National Competitions

Glynn McGehee, Will McNeely, and Cassie Flock. (2013, April). 2013 College Sport Research Institute Conference Graduate Student Case Study Competition, University of North Carolina- Chapel Hill

Glynn McGehee, Will McNeely, Madison Gore, and Randy Lieberman. (2012, October). 2012 Sport Marketing Association Conference Graduate Student Case Study Competition, Orlando, FL

Tiffany Allen, Ben Wilson, Kaia Olson, and Shawna Block. (2012, April). 2012 College Sport Research Institute Conference Graduate Student Case Study Competition, University of North Carolina- Chapel Hill; 2nd Place Finish


Matthew Blaszka, Tiffany Allen, Jenny Arnold, and Jamie Cox. (2011, April). 2011 College Sport Research Institute Conference Graduate Student Case Study Competition; University of North Carolina-Chapel Hill; 2nd Place Finish
Joshua Segue, Whitney Burton, and Nicole Jameson. (2010, April). 2010 College Sport Research Institute Conference Graduate Student Case Study Competition, University of North Carolina- Chapel Hill; 3rd Place Finish

Matthew Blaszka, Elizabeth Messer, Robert Cliatt, and Tayloe Steedman. (2010, April). 2010 College Sport Research Institute Conference Graduate Student Case Study Competition, University of North Carolina- Chapel Hill

SERVICE

Professional Memberships
Current Member
- North American Society for Sport Management, Member, 2002-Present
- Sport Marketing Association, Member, 2002-Present
- Women in Sports and Events, Member, 2014-Present

Past Member
- American Alliance for Health, Physical Education, Recreation, and Dance, Member, 2006-2009
- National Association for Girls and Women in Sports-AAHPERD, Member
  - Research Consortium-AAHPERD, Member
  - National Association for Girls and Women in Sports-AAHPERD, Member
- American Marketing Educators- Member, 2007-2008
- College Sport Research Institute- Member, 2010-2011
- Florida Alliance for Health, Physical Education, Recreation, Dance, and Sport, Member, 2005-2007

Professional Leadership
North American Society for Sport Management (NASSM)
- Executive Council, Member-at-Large, 2011-2013 (elected)
- Publicity and Promotions Committee, 2008-2009
- Faculty-Student Mentoring Luncheon, 2012-present

Sport Marketing Association (SMA)
- 2010 SMA Conference Co-Academic Chair (appointed)
- National Student Board Representative, 2002-2003 (appointed)

Editorial/Reviewer Activities
Invited Guest Editor
- Special Issue on Advances in Advertising and Sponsorship Effectiveness- *International Journal of Sport Management and Marketing*

Editorial Board Member
- *Journal of Sport Management*, 2014-2016 (appointed)
- *Sport & Entertainment Review*, 2014-2016 (appointed)
Invited Reviewer: Editorial Duties as Invited Reviewer for Scholarly Journals or Refereed Books
- *Journal of Sport Management*, 2011-present
- *Sport Marketing Quarterly*, 2014
- *Quest*, 2014
- *European Sport Management Quarterly*, 2012
- *Communication and Sport*, 2013
- *Sport, Business, Management: An International Journal*, 2013
- *Sport Communications, Publicity and Relations* textbook, 2013
- *Social Media in Sports Marketing* textbook, 2010
- *Textbook*, 2014 Taylor and Francis
- *Sport Business Management Textbook*, 2014 Routledge

Section Head
- Section Head, 2014 NASSM Conference (Fall 2013)
- Section Editor, 2012 NASSM Conference (Fall 2011)

Abstract Reviewer
- Reviewer, 2013 NASSM Conference (Fall 2012)
- Reviewer, 2012 SMA Conference (Spring 2012)
- Reviewer, 2010 AAHPERD Conference, Sport Management Paper Sessions (Fall 2009)
- Reviewer, 2009 Sport, Entertainment, Venues Tomorrow Conference- Marketing Section Paper Sessions (Spring 2009)
- Reviewer, 2007 Association of Collegiate Marketing Educators Conference Paper Sessions (Spring 2007)

Reviewer/Judge for Scholarly Conference Student Research Awards
- Reviewer, 2011 NASSM Conference Student Research Paper Award (Spring 2011)
- Reviewer, 2010 NASSM Conference Student Research Paper Award (Spring 2010)
- Judge, 2009 SMA Conference Student Case Competition (Fall 2009)

External Reviewer for Tenure and/or Promotion
- Assistant to Associate Faculty Member, West Virginia University, 2014

University Service
*Georgia State University*
University:
- University Graduate Assessment Committee, Member, August 2012-present
College:
- College of Education Cumulative Review of Tenured Faculty Committee, Member, January 2015- present
- College of Education Student Affairs Committee, Member, August 2009-August 2012
- College of Education Student Affairs Committee, Substitute Member, Fall 2007
- College of Education Student Fee Committee, 2007-2008
- College of Education Strategic Planning Retreat, 2008
Department:
- Sports Administration Faculty Search Committee Member, January 2011-April 2011
- Sports Medicine Faculty Search Committee Member, January 2009-May 2009
- Library Liaison, 2008-present

Program:
- Program Coordinator, 2014-present (100 M.S. students)
- Academic Advising of Graduate Sports Administration M.S. students (35-50 per semester), 2007-present
- Curriculum Development for Undergraduate Sports Administration Program, 2007-2008
- Developed the Georgia State University’s Sports Administration Program’s Alumni LinkedIn Page, Facebook, and Twitter Pages: @GSUSportsAdmn

University of Florida
College:
- College of Health and Human Performance, Graduate Student Advisory Council, Executive Board Member, 2005-2007

Department:
- Sport Marketing Association-University of Florida Chapter, Student Advisor, 2002-2003, 2003-2004
  o Developed the charter for the first year organization; this charter served as the model for the Sport Marketing Association on a national level

Community Service
- 2010, 2012, 2013 Habitat for Humanity Volunteer, Atlanta, GA
- Southeastern Conference (SEC)- Initiated a relationship with the SEC to utilize GSU Sports Administration students as volunteers for Atlanta based SEC events.
  o SEC Football Championships, Atlanta, GA, 2007-present
  o SEC Coaches Luncheon and AT&T SEC Legends Dinner 2007- present
- GSU Alumni Tailgate- Coordinated experiential learning and volunteer experience for the students of Introduction to Sport Management course with the class volunteering at the first ever GSU football alumni tailgate September 2010

Professional Development
- Georgia State University Research, “Guide to Internal Grants” Seminar, October 2008
- Georgia State University Research Seminar “Finding Funding Using an Online Database” Seminar, September 2008
- Georgia State University Center for Teaching and Learning “The Class from Hell” Seminar, March 2008
- Georgia State University Center for Teaching and Learning “New Faculty” Seminar, December 2007

PROFESSIONAL HONORS, ACHIEVEMENTS, AND MEDIA COVERAGE
- NASSM Research Fellow Award, Inducted in 2015
- Two research articles (Cianfrone et al., 2008; Cianfrone & Zhang, 2006) were featured in Research Methods and Design in Sport Management by Andrew, Pedersen, and McEvoy (2011).
  The article is used as the feature manuscript in the IJSC sales pamphlet.
- Advisor for 2011 Sport Marketing Association Student Research Paper Award
- Honorary Faculty Guest Coach: Agnes Scott Softball, 2008 season
- Women’s Sports Foundation Dorothy Harris Endowed Scholarship, 2005-2006
- Selected as the Foundation’s national recipient for this graduate student scholarship
- Sport Marketing Association Student Case Study Competition Runner Up; Tsuji, Y., Cianfrone, B., & Wilson, M., presentation of “Toyota’s sponsorship of the Asian X-Games”.
- University of Florida Presidential Recognition Award for Outstanding Students, 2003
- Exercise and Sport Sciences Fellowship Recipient: University of Florida, 2002
- Danny Eggart Graduate Scholarship Recipient: University of Florida, 2002
- “W.I.S.E. on the Rise” Award Winner: Women in Sports and Events (W.I.S.E.) National Organization, 2001. Selected as one of two national recipients. The award celebrates individuals who, although just embarking on their careers, have already made a contribution with exceptional dedication and professionalism.
- University of Florida President’s Honor Roll (4.0 GPA), Fall 1999, Fall 2000, Spring 2001, Fall 2001, Spring 2002
- Florida Academic Scholarship Recipient, 1996-2000
Curriculum Vitae

J. Andrew Doyle, Ph.D., FACSM

Associate Professor
Director, Applied Physiology Laboratory
Fellow, American College of Sports Medicine
Department of Kinesiology and Health
Georgia State University
Atlanta, GA USA
Personal Background

Present Title and Position
Associate Professor
Director, Applied Physiology Laboratory
Department of Kinesiology and Health
Georgia State University
Atlanta, GA USA

Work Address
Department of Kinesiology and Health
Georgia State University
P.O. Box 3975
Atlanta, GA 30302-3975
Phone: (404) 413-8478
Fax: (404) 413-8053
Email: ad Doyle@gsu.edu
Website: http://kh.education.gsu.edu
Twitter: @DrJAndrewDoyle

Home Address
460 Princeton Way, NE
Atlanta, GA 30307
Phone: (404) 486-0460
Mobile: (404) 668-9523
Email: andy@jandrewdoyle.com
Twitter: @JAndrewDoyle

Education
The Ohio State University, Columbus, Ohio: 1991
Doctor of Philosophy, Exercise Physiology
Dissertation: "The Effect of Eccentric Exercise on the Rate of Muscle Glycogen Synthesis"
Advisor: Dr. William M. Sherman

Georgia State University, Atlanta, Georgia: 1986
Master of Science, Exercise Science
Thesis: "The Effect of Plasma Versus Whole Blood Lactate on the Anaerobic Threshold"
Advisor: Dr. Jeffrey C. Rupp

Clemson University, Clemson, South Carolina: 1980
Bachelor of Science, Zoology

Work Experience
Associate Professor with Tenure, Georgia State University, Atlanta, Georgia: 2000 - present
Chair, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia:
February 1, 2006 – June 30, 2009
Interim Chair, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia: October, 2005 – January, 2006
Assistant Professor, Georgia State University, Atlanta, Georgia: 1993 - 2000
Assistant Professor, California State University, Fresno, Fresno, California: 1991 - 1993
Lecturer, California State University, Fresno, Fresno, California: 1990 - 1991
Graduate Research Associate, Exercise Physiology Laboratory, The Ohio State University, Columbus Ohio: 1986 - 1990
Professional Consulting Staff, Sawmill Athletic Club, Columbus, Ohio: 1987 – 1990
Graduate Research Assistant, Physical Fitness Center, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia: 1984 - 1986
Retail Sales Clerk, The Athletic Club, Atlanta, Georgia: 1984 - 1986

Certifications
Clinical Laboratory Director (Georgia Department of Human Resources #99026R): 1999 - present
Health Fitness Director (American College of Sports Medicine): 1994
Exercise Test Technologist (American College of Sports Medicine): 1985
Cardiopulmonary Resuscitation and Emergency Cardiac Care (American Heart Association)
Emergency Medical Technician, State of South Carolina: 1979

Research

Refereed Publications

Books

Book Chapters

Journal Articles


Byron Cotton, MD; Alice Smith, MS, MBA; Inger Hansen, MD; Catherine Davis, PhD; **Andrew Doyle**, PhD; Ann Walsh, MS. Physician-Directed Primary Care Intervention to Reduce Risk Factors for Type 2 Diabetes in High-Risk Youth. The American Journal of Medical Sciences. 332(3): 108-111, 2006.


Journal Articles in Progress


Brandenberger, Kyle J., Ingalls, Christopher P., Rupp, Jeffrey C., and Doyle, J. Andrew. Consumption of a 5 mg melatonin supplement does not affect 32.2 kilometer cycling time trial performance. Manuscript in revision.


Abstracts


Grants

External Research


**External Service**

Internal Medicine Group, Fresno, California, "The Exercise Focus Plan." $2,000, funded April, 1993.

**Internal**

Georgia State University Technology Fee Grant, "Learning Technology to Address Growth in Exercise Science" $30,960, awarded July 1, 2015.
Georgia State University Technology Fee Grant, "Kinesiology Computer Replacement to Avoid Obsolescence." $9,788, awarded July 1, 2008.
Georgia State University Technology Fee Grant, "Enhancing Instructional Technology in Kinesiology Courses." Co-investigator with J.C. Rupp, $21,251, awarded July 1, 2006.
Georgia State University, Department of Kinesiology and Health, "Facility and Equipment Enhancement for Obesity Research." $12,951, awarded October 18, 2004.
Georgia State University Technology Fee Grant, "Computer-assisted and Video-based Instruction and Learning in Kinesiology." Co-investigator with B.F. Johnson, $70,500, awarded, June 12, 2003.
Georgia State University Quality Improvement Fund, "Human Endurance Performance: Laboratory Validation and Limiting Factors." $10,000, awarded February 8, 1999.
Georgia State University Quality Improvement Fund, "Identifying the coordination of human motion and the prevention of musculoskeletal injury using a telemetric electromyographic measurement system." (Coauthor with B. Johnson, B. LeVeau, and L. Tis), $42,734, funded February, 1995.
California State University, Fresno, "The effect of carbohydrate consumption after eccentric exercise on the subsequent development of delayed-onset muscle soreness." $5,000, funded July 1, 1992.
California State University, Fresno, "Reliability of an exercise protocol for testing endurance performance in runners and bicyclists." $5,494, funded January 24, 1991.
Georgia State University, "Effect of plasma versus whole blood lactate on the anaerobic threshold." (Coinvestigator with J.C. Rupp), $782, 1 year, funded January, 1986.

**Unfunded Proposals**


Georgia State University Technology Fee Grant, "Mobility Solution for Kinesiology Labs." $13,500, 2003.


California Department of Forestry and Fire Protection, "Fire Fighter II and Fire Apparatus Engineer Candidate Physical Ability Test." $1,758, 1992.


California State University, Fresno, "The effect of a voluntary fitness program on health-related components of physical fitness in wildland fire fighters." $7,350, 1992.


Ohio State University Graduate Student Alumni Research Award, "Effect of eccentric exercise on muscle glycogen synthesis." (Principal Investigator), $1,488.48, 1989.

Presentations

Invited Presentations


Professional Conferences


Educational Presentations
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Boston, Massachusetts, September 23-24, 2011
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Atlanta, Georgia, January 28-29, 2011.
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Walnut Creek, California, December 3-4, 2010.
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Columbia, Maryland, January 22-23, 2010.
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Orlando, Florida, December 4-5, 2009.
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Boston, Massachusetts, February 27-28, 2009.
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Dallas, Texas, January 23-24, 2009.
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Atlanta, Georgia, November 16-17, 2007.
“Sport Physiology.” USA Cycling Level 2 Coaches Clinic, Walnut Creek, California, November 10-11, 2006.
“Getting the Most from Exercise.” Emory Academy for Retired Professionals, Atlanta, Georgia, October 3, 2006.
“Pre-Activity Screening: Risk Factors and Stratification.” ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, September 28, 2006.
“Exercise Physiology.” USA Cycling Level II Coaches Clinic, Atlanta Georgia, November 18, 2005.
“Exercise Physiology.” USA Cycling Expert Coaches Clinic, USA Triathlon Training Center, Clermont, Florida, January 7-8, 2005.
“Exercise Physiology.” USA Cycling Elite Coaches Clinic, Colorado Springs, Colorado, January 29, 2004
"Fitness Assessment." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, March 12, 2002
"Exercise and Body Chemistry: Exercise Physiology." Fitness, Health, and Longevity, Emory Senior University, Atlanta, Georgia, February 13, 2001
“Testing and Exercise Prescription for Special Populations.” ACSM Exercise Specialist Workshop, Atlanta, Georgia, 2000
“Exercise Prescription.” ACSM Exercise Specialist Workshop, Atlanta, Georgia, 2000
"Risk Factors." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 2000
"Case Studies." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 2000
"Exercise and Body Chemistry: Exercise Physiology." Fitness and the Fountain of Youth, Emory Senior University, Atlanta, Georgia, July, 1999
"Risk Factors." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1999
"Case Studies." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1999
"Musculoskeletal Fitness and Aging." American College of Sports Medicine, Certificate of Enhanced Qualifications, Atlanta, Georgia, 1998
"Review Session." ACSM Exercise Test Technologist and Exercise Specialist Workshop, Seoul, Korea, 1998
"Risk Factors." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1998
"Case Studies." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1998
"Exercise Principles and Programming." ACSM Exercise Leader Workshop, Atlanta, Georgia, 1997
"Exercise Prescription." ACSM Exercise Specialist Workshop, Atlanta, Georgia, 1997, 1999
"Special Populations." ACSM Exercise Specialist Workshop, Atlanta, Georgia, 1997, 1999
"Exercise Training and Prescription." ACSM Exercise Test Technologist and Exercise Specialist Workshop, Seoul, Korea, 1997
"Nutrition Interventions." ACSM Exercise Test Technologist and Exercise Specialist Workshop, Seoul, Korea, 1997
"Systematic Interpretation of Electrocardiography." ACSM Exercise Test Technologist and Exercise Specialist Workshop, Seoul, Korea, 1997
"Risk Factors." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1997
"Case Studies." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1997
"Strength Training." ACSM Exercise Leader Workshop, Atlanta, Georgia, 1996
"Managing Your Physical Health to Achieve Positive Results in the Workplace." Fulton County Health Department Nursing Management Team Retreat, Atlanta, Georgia, 1996
"Basic Exercise Physiology." Concourse Athletic Club, Atlanta, Georgia, 1996
"Exercise and Body Chemistry: Exercise Physiology," Emory Senior University, Atlanta, Georgia, 1996
"Pathophysiology and Risk Factors of Coronary Artery Disease." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1996
"Case Studies." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1996
"Exercise and Body Chemistry: Exercise Physiology," Emory Senior University, Atlanta, Georgia, 1995
"Basic Exercise Physiology." Concourse Athletic Club, Atlanta, Georgia, 1995
"Pathophysiology and Risk Factors of Coronary Artery Disease." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1995
"Case Studies." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1995
"Strength Training." ACSM Exercise Leader Workshop, Atlanta, Georgia, 1994
"Basic Exercise Physiology." Concourse Athletic Club, Atlanta, Georgia, 1994
"Pathophysiology and Risk Factors of Coronary Artery Disease." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1994
"Case Studies." ACSM Health Fitness Instructor Workshop, Atlanta, Georgia, 1994
"Exercise and Body Chemistry: Exercise Physiology," Emory Senior University, Atlanta, Georgia, 1993
"The Health Benefits of Exercise and Physical Fitness," County of Fresno Department of Health, Fresno, California, 1992
"Exercise Physiology," Aerobics and Fitness Association of American Certification Workshop, Beverly Hills, California, 1992
"Exercise Physiology," Aerobics and Fitness Association of American Certification Workshop, Woodland Hills, California, 1991
"Aerobic Exercise Concepts and Nutritional Aspects of Exercise," College of Dentistry, The Ohio State University, Columbus, Ohio, 1989
"Conditioning and Training," Sports Health Workshop, Sawmill Athletic Club, Columbus, Ohio, 1989
"Weight Training, Conditioning, and Nutrition," Delaware Area Sports Medicine Clinic, Delaware, Ohio, 1988
"The Role of Exercise in Weight Regulation," Advanced Concepts for Weight Control, The Ohio State University Hospital, Columbus, Ohio, 1988
"Exercise Performance at Altitude and Preparatory Measures at Sea Level," Health and Safety Issues for the Institute of Polar Studies Tibetan Exhibition, The Ohio State University, 1987
"The Role of Exercise in Weight Regulation," Advanced Concepts for Weight Control, The Ohio State University Hospital, Columbus, Ohio, 1987
"Exercise and Physical Fitness," State Merit System of Personnel Administration, Atlanta, Georgia, 1986
"Kids at Risk: Heart Disease Risk Factor Intervention in Adolescents," (with K.E. Edwards and K. Clark), Contemporary Elementary and Middle School Physical Education Conference, Atlanta, Georgia, 1986
"Exercise and Physical Fitness," International Personnel Management Association, Metropolitan Atlanta Chapter, Atlanta, Georgia, 1986
"Acute and Chronic Adaptations to Exercise," Tucker Racquet and Fitness Club, Tucker, Georgia, 1985
"Occupational Fitness and Injury Prevention," Dialysis Clinic Inservice training, Atlanta, Georgia, 1985
"Exercise and Physical Fitness," State Merit System of Personnel Administration, Atlanta, Georgia, 1985
Teaching

Courses Taught

Graduate

Physiology of Exercise (KH 7500): Georgia State University, Atlanta, Georgia
Advanced Topics in Exercise Physiology (KH 8270): Georgia State University, Atlanta, Georgia
Fitness Assessment and Exercise Prescription (KH 7550) Georgia State University, Atlanta, Georgia
(formerly Conduct of Adult Fitness Programs, KH 755)
Internship in Exercise Science (KH 7750) Georgia State University, Atlanta, Georgia
Directed Readings and Research (KH 7810) Georgia State University, Atlanta, Georgia
Seminar in Exercise Physiology (KH 8970) Georgia State University, Atlanta, Georgia
Conduct of Adult Fitness Programs: (KH 755) Georgia State University, Atlanta, Georgia
Exercise Programming for Special Populations: (KH 7620) Georgia State University, Atlanta, Georgia
(formerly Special Applications of Exercise Physiology, KH 762)
Special Applications of Exercise Physiology: (KH 762) Georgia State University, Atlanta, Georgia
Fitness Program Management: (KH 763) Georgia State University, Atlanta, Georgia
Cardiopulmonary Physiology: (KH 629) Georgia State University, Atlanta, Georgia
ECG and Exercise Stress Testing: (KH 839) Georgia State University, Atlanta, Georgia
Advanced Exercise Physiology II: Cardiovascular and Respiratory Physiology (PE 234): California State University, Fresno
Exercise Testing, EKG and Exercise Prescription (PE 250T): California State University, Fresno
Adult Fitness Programs: Corporate, Community, Commercial (PE 239): California State University, Fresno

Undergraduate

Physiology of Exercise: (KH 3650) Georgia State University, Atlanta, Georgia (formerly KH 450)
Cardiopulmonary Physiology: (KH 4280) Georgia State University, Atlanta, Georgia
ECG & Graded Exercise Testing: (KH 4290) Georgia State University, Atlanta, Georgia
Fitness Program Management: (KH 4350) Georgia State University, Atlanta, Georgia
Fitness Assessment and Exercise Prescription: (KH 4630) Georgia State University, Atlanta, Georgia
Principles of Physical Activity and Fitness: (KH 2520) Georgia State University, Atlanta, Georgia
Conduct of Adult Fitness Programs: (KH 463) Georgia State University, Atlanta, Georgia
Physiology of Exercise (PE 156B): California State University, Fresno
Kinesiology (PE 156A): California State University, Fresno
Theory and Analysis of Fitness and Conditioning (PE 115K): California State University, Fresno
Concepts of Human Movement (PE 31): California State University, Fresno
Elementary Strength Training (PE AC 21): California State University, Fresno
Jogging (PE AC 39): California State University, Fresno
Elementary Tennis (PE AC 54): California State University, Fresno
Fitness Walking (PE AC 80T): California State University, Fresno

Student Evaluation of Instructor

For all courses taught at Georgia State University, mean response on Student Evaluation of Instructor to the question “Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor (scale from 1 to 5, with 5 being the highest rating)?
Summary of Student Evaluation of Instructor responses to the revised SEI (implemented Fall 2013):

**Student Evaluation of Instructor**

**KH 3650 (FA 2013 - FA 2015)**

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**Curriculum Development**

Revision of B.S. Exercise Science Program – changes to curriculum and admission requirements to begin 2016-2017.

Development of proposal for a joint M.S. program with Department of Nutrition.

Development and submission of proposal to initiate application process into B.S. Exercise Science program.
Revision of Core Area of Ph.D. Program in the College of Education and the Ph.D. Program in Kinesiology: Georgia State University, 2010-2011.

Proposal and development of KH 2520 Principles of Physical Activity and Fitness: Georgia State University, 2010-2011.

Revision of Major Area of Ph.D. Program in Sport Science (Exercise Physiology Concentration): Georgia State University, 2000. Included development of new course, KH 8970: Seminar in Exercise Physiology.

Revision of M.S. Program in Exercise Science (Exercise Physiology Concentration and Fitness and Health Promotion Concentration): Georgia State University, 2000.

Fitness and Nutrition for Life: Georgia State University, 1998. Development of interdisciplinary undergraduate course with a member of the faculty from the Department of Nutrition. Proposal developed and submitted as a course offering in the Scientific Perspectives on Global Problems section of the core curriculum of the university.

Semester Conversion for M.S. Program in Exercise Science: Georgia State University, 1996-1998. Principal author of proposal for academic program conversion from quarters to semesters. Proposal includes substantial review of program objectives, development of academic emphasis areas, renaming and restructuring courses, and developing new courses.

Exercise Programming for Special Populations (KH 7620; formerly Special Applications of Exercise Physiology, KH762): Georgia State University. Restructured course to focus on clinical exercise physiology and special populations, primarily cardiac rehabilitation. Redesigned course objectives to include guest speakers in the profession and field-based visitations and evaluations.

Exercise Testing, EKG and Exercise Prescription (PE 238): California State University, Fresno. Initiated, designed, proposed and taught this new course for the graduate program. Approved as a permanent course October, 1992.

Adult Fitness Programs: Corporate, Community, Commercial (PE 239): California State University, Fresno. Initiated, designed, proposed, and taught this new course for the graduate program. Approved as a permanent course October, 1992.

Academic Advising

Doctoral Dissertations

Chair


“Skeletal Muscle Hypertrophy in the Zucker Diabetic Fatty Rat.” Charles Eric Arnold, Department of Kinesiology and Health, Georgia State University, June 30, 2008.

“Exercise-Induced Muscle Injury and the Repeated Bout Effect: Effects on Insulin Resistance.” Michael S. Green, Department of Kinesiology and Health, Georgia State University, March 11, 2008. Recipient of Georgia State University Dissertation Grant Award ($1,000 awarded January 29, 2008).

“Relationships Between Blood Lactate Parameters and Endurance Performance.” Charilaos Papadopoulos, Department of Kinesiology and Health, Georgia State University, July 8, 2002.
Recipient of Georgia State University Dissertation Grant Award ($1,000 awarded July 10, 2002).

“Myocardial Response to Exercise and Pharmacological Stress: A Comparison.” James A. Stewart, Department of Kinesiology and Health, Georgia State University, November 15, 2000. Recipient of Georgia State University Dissertation Grant Award ($1,000 awarded January 6, 2000).

Committee Member

“Effects of Exercise Training on Fat Oxidation in Untrained Overweight and Obese Females.” Kelly P. Manning, Department of Kinesiology and Health, Georgia State University, April 28, 2011.

“Junctophilin Damage Contributes to Early Strength Deficits and EC Coupling Failure After Eccentric Contractions.” Benjamin T. Corona, Department of Kinesiology and Health, Georgia State University, July 29, 2009.

“Radar as a Means to Measure the Biomechanics of Walking: A Validity Study.” Rodney Imamura, Department of Kinesiology and Health, Georgia State University, June 18, 2002.


“The Thermic Effect of Food in Males of Varying Body Fatness.” Gary Granata, Department of Kinesiology and Health, Georgia State University, 1999.

“The Effect of an 18-Week Walking Program on Body Composition in Black and White Sedentary, Overweight Women.” Mary Beth Elliott-Loyd, Department of Kinesiology and Health, Georgia State University, 1998.


External Reviewer for International Doctoral Dissertations

“Effects of Carbohydrate Supplementation on Maximal Intensity Exercise Performance.” Edwin Chong, School of Sport Science, Exercise, and Health, The University of Western Australia, 2012.

Master's Theses

Chair


“Relationship between Tactical Formations and In-Game Activity Profiles of Youth Soccer Players.” Joshua Villalobos, Georgia State University, July 23, 2014.

“Do Residential And Commuter College Students Have Different Levels of Physical Activity?” Tony Price, Georgia State University, June 24, 2014.

“The Effect of a Single, Exhaustive, High-intensity Interval Training Session on Muscular Fatigue in Male and Female Distance Runners.” Nathan Houle. Georgia State University, In Progress.


“The Effect of an Isocaloric Glucose and Glucose/Fructose Beverage on Cycling Time Trial Performance.” Darren Triplett, Georgia State University, April 24, 2008.

“Fluid Consumption and Hyponatremia in Ultraendurance Triathletes.” Andrew S. Everest, Georgia State University, December 12, 2003.

“Validity of $\dot{V}O_2_{max}$ Prediction from a Submaximal Treadmill Test.” Luke Floyd, Georgia State University, December 9, 2003.
"The Effect of Heat Stress on Metabolic Alterations During 10km Running." Brian LaBudde, Georgia State University, March 11, 2003.


"The Lactate Response to a 40km Cycling Time Trial: Does the Lactate Threshold Predict Performance?" Lee McGlashan, Georgia State University, 2001.


"The Effect of Moderate-Intensity Strength Training on Glycemic Control in Older Adults with Type II Diabetes." Charles Eric Arnold, Georgia State University, 1999.

Southeast American College of Sports Medicine Student Research Award (3rd Place)

"The Lactate Response to a 40km Cycling Time Trial: Does the Lactate Threshold Predict Performance?" Lee McGlashan, Georgia State University, 2001.


"Evaluation of Myocardial Performance at Rest and During Exercise by Magnetic Resonance Imaging." Frances A. Frerichs, Georgia State University, 1997.

"Self-perception changes in Sedentary Older Adults Involved in a Supervised Strength Training Program." Clinton A. Sibbitt, Georgia State University, 1997.

"Energy Expenditure of a Strength Training Session." Diana E. Holmes, Georgia State University, 1996.

"Relationship of Cardiovascular Fitness to Pulmonary Insufficiency in Patients with Repaired Tetralogy of Fallot." Robert F. Crider, III, Georgia State University, 1995.

"Prediction of Coronary Artery Disease: The Sensitivity of ST/HR Slope, ST/HR Index, and ST Depression from an Exercise ECG." Barry Andrew King, California State University, Fresno, 1994.


**Committee Member**

"Understanding Physical Activity Intention and Behavior in Minority Adults with Type 2 Diabetes: An Application of the Theory of Planned Behavior." Anjulyn Davis, Department of Kinesiology and Health, Georgia State University, 2015.

"Correlation of Surface EMG and Kinematics in the Gait of Idiopathic Toe Walking Children." Jenna Closner, Department of Kinesiology and Health, Georgia State University, In progress.

"Relationship between Quadriceps Muscle Strength and Knee Joint Kinematics in Patients with Anterior Cruciate Ligament Reconstruction." Jason Thomas, Department of Kinesiology and Health, Georgia State University, In progress.

"Assessment of FKBP12 Loss after Eccentric Contraction-Induced Injury in Mouse Anterior Crural Muscle." Nidhi Gahlot, Department of Kinesiology and Health, Georgia State University, In progress.

"The Effects of Echinacea Purpurea Supplementation on VO2 max in Trained Male Runners." Kel Bond, Department of Kinesiology and Health, Georgia State University, 2011.

"The Degree of Relationship Between Fatmax and the Ventilatory Threshold." Lisa Quinones Sullivan, Department of Kinesiology and Health, Georgia State University, 2011.

"The Influence of Anaerobic Characteristics on 5-km Race Performance in Trained Female Runners." Cory Baumann, Department of Kinesiology and Health, Georgia State University, 2011.
“The Effects of Three Different Rest Periods Between Sets to Fatigue in Recreationally Trained Females.” Donavan Almond, Department of Kinesiology and Health, Georgia State University, in progress.

“Aerobic Endurance Exercise Does Not Exacerbate Muscle Injury in a Mouse Model of Malignant Hyperthermia.” Clement Rouviere, Department of Kinesiology and Health, Georgia State University, 2008.

“Exercise-induced Muscle Injury Elevates Glycolytic and Aerobic Metabolism During Submaximal Treadmill Running.” Benjamin T. Corona, Department of Kinesiology and Health, Georgia State University, 2006.

“Validation of a Physical Activity Survey for Inner-city, Minority Cardiac Rehabilitation Patients.” Jennifer A. Ross, Department of Kinesiology and Health, Georgia State University, 2002.

“The Effect of Fingernail Length on Dexterity and Typing Skills”, Kari Beard, Department of Kinesiology and Health, Georgia State University, 2002.


“Prediction of Hydration Status via Comparison of Bioelectrical Impedance and Dual Energy X-ray absorptiometry in Healthy College Athletes.” Joseph Rothenberg, Department of Nutrition, Georgia State University, 2000.

“Kinetics of Gymnastics Dismounts.” Janna Hill, Department of Kinesiology and Health, Georgia State University, In progress.

“Gait Analysis of the Cycle-Run Transition in a Multisport Event.” David Champ Weeks, Department of Kinesiology and Health, Georgia State University, 1999.

“Energy Cost of Sub-maximal Zero Grade and Equivalent Positive and Negative Grade Running.” Vicki Ann Malzewski, Department of Kinesiology and Health, Georgia State University, 1998.


“The Effect of Training Volume on Injuries and Energy, Calcium, and Iron Intake in Female Collegiate Athletes.” Nathalie DeLannoy, Department of Nutrition and Dietetics, Georgia State University, 1998.

“The Effect of Creatine Monohydrate Supplementation on Anaerobic Power and Anaerobic Endurance in Elite Female Gymnasts.” Cori J. Kozak, Department of Nutrition and Dietetics, Georgia State University, 1996.

“Biomechanics of Bench Step Aerobics.” Dawn Velasquez, Department of Kinesiology and Health, Georgia State University, 1996.

“Biomechanics of Visually-Impaired Sprinters Competing in the 1996 Paralympic Games.” Kevin Grogg, Department of Kinesiology and Health, Georgia State University, 1996.

“The Influence of Body Momentum and Racquet Velocity on Tennis Serve Ball Velocity.” Jeffrey T. Johnson, Department of Kinesiology and Health, Georgia State University, 1994.


“Contractile and Metabolic Parameters Influencing the Mechanical Efficiency of Cycle Ergometry.” Anthony M. Fraser, Department of Physical Education and Human Performance, California State University, Fresno, 1993.

“The Effects of Continued Educational Support on Glycemic Control in Non-insulin Dependent Diabetes Mellitus Patients During a Twelve-Week Exercise Period.” Danette Dutra, Department of Physical Education and Human Performance, California State University, Fresno, 1992.

“Fat Metabolism as a Function of Exercise Intensity.” Brenda Laing, Department of Physical Education and Human Performance, California State University, Fresno, 1992.

“Changes in Basal Oxygen Consumption Following a 15-Week Aerobic Exercise Program.” Tami Phillips, Department of Physical Education and Human Performance, California State University, Fresno, 1992.

“The Use of Submaximal Repetition Tests for Prediction of One-Repetition Maximum Lifting Loads.” Steve Sobonya, Department of Physical Education and Human Performance, California State University, Fresno, 1992.
“A Biomechanical Analysis of the High Jump: The Path of the Center of Mass During the Final Steps of the Approach and Take-off.” Jane Solano, Department of Physical Education and Human Performance, California State University, Fresno, 1991.


Creative Projects

Exercise and Fitness Web Page – [http://www.gsu.edu/fitness](http://www.gsu.edu/fitness) This project is a graduate student-directed project making use of the technology of the Internet and World Wide Web. The goal of the project is to provide scientifically-based exercise and fitness information in an accessible format on the World Wide Web. All of the content material is written and revised by students in KH 7550, Fitness Assessment and Exercise Prescription as a semester-long class project, and is published to a web site that receives tens of thousands of visits each year.

Department of Kinesiology and Health Web Page – [http://www.gsu.edu/kinesiology](http://www.gsu.edu/kinesiology) Developer and manager of the academic department's web page providing information about academic programs and degrees, courses offered, faculty, research, projects, facilities, information sources, and links to other important sites at Georgia State University.

Service

Professional Memberships

American College of Sports Medicine (1985 – present)
  Fellow, American College of Sports Medicine (2008 – present)
Southeast Chapter, American College of Sports Medicine
World Scientific Congress of Golf Trust
Sigma Xi, The Scientific Research Society

Professional Service

Professional Organizations

USA Cycling Science and Education: 2002 - 2013
Committee Member, USA Cycling Sport Science Committee: 1999 – 2001
American College of Sports Medicine: 2001 – present
  University Membership Contact (SHARES Program)
Session Chair, Southeast Chapter, American College of Sports Medicine Regional Meeting: 1998, 2005
American College of Sports Medicine Committee on Certification and Education: 1997 - 2000
  Health/Fitness Director Subcommittee
American College of Sports Medicine Certification Examiner:
  Exercise Test Technologist, Seoul, Korea: 1997
American College of Sports Medicine Exercise Specialist Workshop Lecturer, Atlanta, Georgia: 2000
American College of Sports Medicine Exercise Specialist Certification Assistant, Atlanta, Georgia: 1995
American College of Sports Medicine Fitness Instructor Workshop Assistant, Atlanta, Georgia: 1986

Journal Review

Manuscript Reviewer, Medicine & Science in Sports & Exercise: 2007 - present
Manuscript Reviewer, Research Quarterly for Exercise and Sport: 2011 – 2012
Manuscript Reviewer, Undersea and Hyperbaric Medicine Journal: 2011

Promotion and Tenure Review

External Reviewer, Promotion and Tenure Review, School of Physical Activity and Educational Services, College of Education, The Ohio State University, 2004

Academic Service

University

Internal Grants Review Panel, Georgia State University: 2012 - present
Dissertation Grant Proposal Review Panel, Georgia State University: 2013 - 2014
Institutional Review Board, Member, Georgia State University: 2007 – 2013
Vice-Chair: 2009 – 2010
Critical Thinking Through Writing Ambassador, Georgia State University: 2012, 2013, 2014
Ad Hoc Committee on Academic Program Review (Senate Executive Committee and the Committee on Academic Programs), Georgia State University: 2012 - 2013
Laboratory Safety Committee, Georgia State University: 2009 - 2012
Faculty Information Management System (FIMS) Committee, Georgia State University: 2006 - 2008
University-wide Web Advisory Committee, Georgia State University: 2001
Navigation Subcommittee
Interdisciplinary Barriers and Incentives Team, Office of the Provost and Vice President for Academic Affairs, Georgia State University: 1996
Wellness Committee, Georgia State University: 1993 - 1994
Academic Senate Nominating/Elections Committee, California State University, Fresno:
Secretary: 1991 - 1992
Chair: 1992 - 1993
Faculty Advisor, Epsilon Nu Chapter, Pi Kappa Alpha Fraternity, Georgia State University: 1993 - 1994
Director, Faculty/Staff Fitness Program, California State University, Fresno: 1991 - 1993
Track Official, California State University, Fresno Men's and Women's Track Team: 1991 - 1993
Basketball Statistician, Georgia State University Men's and Women's basketball: 1984 - 1986
School/College

Committee for the Cumulative Review of Tenured Faculty, College of Education: 2012
   Co-Chair:  2012
Doctoral Initiative Committee, College of Education, Georgia State University: 2009 - 2011
   Chair:  2009 - 2011
Faculty Appeals Panel, College of Education, Georgia State University:
   Chair:  2009 - 2010
Committee for the Cumulative Review of Tenured Faculty, College of Education: 2005 - 2006
Academic Affairs Committee, College of Education, Georgia State University: 2004 - 2005
Department Representative, College of Education, Appeals Panel of the Student Affairs Committee: 2005
Committee for the Cumulative Review of Tenured Faculty, College of Education: 2004
   Chair:  2004
Dean’s Evaluation Committee, College of Education, Georgia State University: 2003
Promotion & Tenure Committee, College of Education, Georgia State University: 2002 - 2003
Technology Advisory Committee, College of Education, Georgia State University: 2001 - 2003
Academic Affairs Committee, College of Education, Georgia State University: 1997 - 2002
   Secretary: 2000 – 2002
Ad Hoc Committee on Security, College of Education Academic Affairs Committee, Georgia State
   University: 1996 – present (inactive)
School Executive Committee Member-at-Large, School of Health and Social Work, California State
   University, Fresno: 1992 – 1993
Coordinator, Department of Physical Education and Human Performance Booth for the School of Health
   and Social Work Student Health Fair: 1992
Professional Biological Sciences Review Subcommittee for applications for the Graduate Student Alumni
   Research Awards, The Ohio State University: 1989
Graduate Student Representative, College of Education Student Affairs Committee, Georgia State
   University: 1985 - 1986

Department

Chair, Academic Program Review Committee, Department of Kinesiology and Health, Georgia State
   University: 2016 - 2017
Member, Clinical Assistant Professor/Clinical Instructor in Exercise Science Search Committee,
   Department of Kinesiology and Health, Georgia State University: 2013 – 2014
Coordinator, Continuing Accreditation Review for the Bachelor of Science in Exercise Science Program,
   Department of Kinesiology and Health, Georgia State University: Committee on Accreditation for
   the Exercise Sciences, Commission on Accreditation of Allied Health Education Programs, 2012.
   Chair, Promotion & Tenure Committee, Department of Kinesiology and Health, Georgia State University: 2012
Program Coordinator, Bachelor of Science in Exercise Science, Department of Kinesiology and Health,
   Georgia State University: 2011 – 2012
Chair, Clinical Assistant Professor in Sports Administration Search Committee, Department of Kinesiology
   and Health, Georgia State University: 2010 – 2011
Department Chair, Department of Kinesiology and Health, Georgia State University: February 1, 2006 –
   June 30, 2009
Interim Department Chair, Department of Kinesiology and Health, Georgia State University: October 2005
   – January 2006
Director, Applied Physiology Laboratory, Department of Kinesiology and Health, Georgia State University:
Graduate Program Coordinator, Master of Science Program in Exercise Science, Department of
   Kinesiology and Health, Georgia State University: 1993 - 2005
Graduate Committee, Department of Kinesiology and Health, Georgia State University: 1993 - present
Faculty Advisor, Society for Graduate Exercise Science Students, Department of Kinesiology and Health, Georgia State University: 2001 – present (inactive)
Chair, Promotion & Tenure Committee, Department of Kinesiology and Health, Georgia State University: 2002 – 2003
Chair, Sports Administration Faculty Search Committee, Department of Kinesiology and Health, Georgia State University: 2000 – 2001
Sports Arena Space Allocation Committee, Georgia State University: 2000
Exercise Science Search Committee, Department of Kinesiology and Health, Georgia State University: 1997 - 1999
Academic Program Review Committee (APACE), Department of Kinesiology and Health, Georgia State University: 1996 - 1997
Physical Education Building Buildout Committee, Department of Kinesiology and Health, Georgia State University: 1995 - 1997
Sport Sciences Buildout Committee, Department of Kinesiology and Health, Georgia State University: 1994 - 1996
Advisory Council, Department of Physical Education and Human Performance, California State University, Fresno: 1992 - 1993
Ad Hoc Committee to develop justification of Physical Education Activity Courses, Department of Physical Education and Human Performance, California State University, Fresno: 1992
Graduate Committee, Department of Physical Education and Human Performance, California State University, Fresno: 1990 - 1992
Exercise Science Committee, Department of Physical Education and Human Performance, California State University, Fresno: 1990 - 1992
Graduate Student Member, Department of Health, Physical Education, Recreation and Dance Program Proposal Committee for a Ph.D. in Exercise Science, Georgia State University: 1985 - 1986
Graduate Student Member, Search Committee for Assistant Director, Physical Fitness Center, Georgia State University: 1985

Community Service

Druid Hills Youth Sports
Travel Team Committee: 2014 - 2015
Board of Directors, Vice President Lower Division: 2009 - 2012
Youth Baseball Coach. Atlanta, Georgia: 2003 – 2012
St. Thomas More Catholic School, Youth Basketball Coach, Catholic Metro League of Atlanta, Atlanta, Georgia: 2008 - 2014
Volunteer, Walking Scorer, United States Golf Association U.S. Women’s Amateur Golf Championship: Ansley Golf Club, Settindown Creek, Atlanta, Georgia, 2005
Decatur-Dekalb YMCA, Youth Soccer Coach. Atlanta, Georgia: 2002 - 2003
Guest Lecturer, Emory Senior University. Atlanta, Georgia: 1993 - present
Volunteer, Hands On Atlanta. Atlanta, Georgia: 1995
Co-Chair, Wellness Day Health Fair. Saint Thomas More Catholic Church, Decatur, Georgia: 1994 - 1995
Volunteer, Habitat for Humanity. Atlanta, Georgia: 1994
Volunteer, American Cancer Society 24 Hour Run Organizing Committee, Fresno, California: 1992 - 1993
Volunteer, Run Course Director. The Volunteer Triathlon, Fresno, California: 1991
Volunteer, Columbus Marathon, Columbus, Ohio: 1986 - 1989
Assistant Director, Administrative Services: 1988 - 1989
Volunteer, Big Brothers of America, Memphis, Tennessee: 1982 - 1984
Volunteer, Easter Seals Telethon, Memphis, Tennessee: 1984
Volunteer, Memphis Cotton Carnival, Memphis, Tennessee: 1983
Consultancies

HealthMPowers, Inc., evaluation support and consultation for Blue Cross Blue Shield Grant: 2013 - 2014, 2015 - 2016
American Cancer Society, Nutrition and Physical Activity: 1997 – present
Georgia-Pacific Corporation, Wellness Program: 1995
Honors and Awards

Fellow of the American College of Sports Medicine: 2008
Certificate of Appreciation, The United States Olympic Committee (for Sport Science and Technology services provided to U.S. Olympic athletes during the 1996 – 2000 quadrennium)
Honorary International Member, Korea Exercise Science Academy, 1998
Assistant Competition Manager, Results - Volleyball, 1996 Centennial Olympic Games, Atlanta, Georgia: 1995 - 1996
Results, Timing and Scoring Coordinator - USA Volleyball Centennial Cup, 1995
Certified Health Fitness Director, American College of Sports Medicine: 1994
Awarded, Outstanding Assistant Race Director, Columbus Marathon, Columbus, Ohio: 1989
Appointed, Assistant Race Director, Columbus Marathon, Columbus, Ohio: 1988 - 1989
Nominated, Kappa Delta Pi International Honor Society in Education, Omicron Gamma Chapter, Georgia State University: 1986
Awarded, Mallard, Price, Howerton Award (for outstanding alumni support of Theta Chapter, The Pi Kappa Alpha Fraternity, Rhodes College, Memphis, Tennessee), 1984
Outstanding Young Men of America: 1981
Elected, Tiger Brotherhood Honorary Fraternity (for service and dedication to Clemson University), 1980
REBECCA ELLIS, PhD  
Associate Professor  
Department of Kinesiology & Health  
Georgia State University  
Atlanta, GA 30303  
Phone: (404) 413-8370  
Email: rellis@gsu.edu

EDUCATIONAL BACKGROUND

2003  **Doctor of Philosophy in Health and Human Performance**  
University of Florida, Department of Exercise and Sport Sciences, Gainesville, FL  
**Major:** Sport and Exercise Psychology; **Minor:** Social and Health Psychology  
**Dissertation:** “Exercise and Diet Motivation of Overweight Women: An Application of the Theory of Planned Behavior”  
**Major Advisor:** Heather A. Hausenblas, PhD  
**Minor Advisor:** Carolyn M. Tucker, PhD

1999  **Master of Science in Exercise and Sport Sciences**  
University of Florida, Department of Exercise and Sport Sciences, Gainesville, FL  
**Major:** Sport and Exercise Psychology  
**Thesis:** “Legitimacy Judgments of Perceived Aggression and Assertion by Contact and non-Contact Sport Participants”  
**Major Advisor:** Milledge Murphey, PhD

1997  **Bachelor of Arts**, Cum Laude  
Oglethorpe University, Atlanta, GA  
**Major:** Psychology  
**Major:** Sociology

PROFESSIONAL CREDENTIALS

2011-present  **Associate Professor (with tenure)**  
Georgia State University, Department of Kinesiology and Health, Atlanta, GA  
- Affiliate Faculty, Center for the Study of Stress, Trauma, and Resilience (approved 2015)  
- Affiliate Faculty, Partnership for Urban Health Research (approved 2013)  
- Affiliate Faculty, Emory Center for Injury Control  
- Affiliate Faculty, Gerontology Institute  
- Graduate Faculty

2007-2011  **Assistant Professor (tenure-track)**  
Georgia State University, Department of Kinesiology and Health, Atlanta, GA  
- Affiliate Faculty, Emory Center for Injury Control  
- Affiliate Faculty, Gerontology Institute (approved 2009)
Graduate Faculty

Adjunct Faculty, Life Course and Aging Center, Louisiana State University, Baton Rouge, LA (2007-2011)

Adjunct Professor, Louisiana State University, Department of Kinesiology, Baton Rouge, LA (2007-2010)

2003-2007

**Assistant Professor (tenure-track)**
Louisiana State University, Department of Kinesiology, Baton Rouge, LA

- Life Course and Aging Center Faculty (2004-2007)
- Graduate Faculty

1997-2003

**Graduate Assistant**
University of Florida, Department of Exercise and Sports Sciences, Gainesville, FL

- Graduate Research Assistant (2002-2003)
  *Principal Investigator*: Heather A. Hausenblas, PhD
  *Project Title*: Exercise and Diet Beliefs and Behaviors in Overweight Women

- Graduate Research Assistant (2000-2001)
  *Principal Investigator*: Christopher M. Janelle, PhD
  *Co-investigator*: Heather A. Hausenblas, PhD
  *Project Title*: Examination of Body Image Disturbance through a Cognitive Perspective using Visual Search Patterns and Ecological Momentary Assessment


**SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

My primary research objective is to understand and promote physical activity to improve quality of life for people who are most at risk for inactive lifestyles. One focus area of my research is the study of theory-based correlates of physical activity. I have examined the psychological correlates of physical activity using the theory of planned behavior, the transtheoretical model, and an integrative model of the two theories with several at-risk populations including women, adolescents, and adults with physical disabilities. Another focus area of my research is the development, testing, and validation of outcome measures and interventions to promote physical activity in at-risk populations. Primarily my focus has been on measures of physical activity, health-related quality of life, and falls risk.

**PUBLICATIONS**

(Listed in reverse chronological order)

Authorship is identified according to the APA Publication Manual (6th ed) in order of their contribution with those listed first as the principal contributor with subsequent names in order of decreasing contributions (pg. 19). Authorship does not only include those individuals who do the actual writing, but also individuals who make substantial scientific contributions to the research such as formulating the hypotheses, structuring the research design, conducting the analyses, and interpreting the results (pg. 18). For individuals playing equal roles, authors are listed in alphabetical order.

**NON-PERIODICAL SCHOLARLY PUBLICATIONS (INVITED BOOK CHAPTERS)**

REFEREEED JOURNAL PUBLICATIONS (N = 38)
Authors in italics are my graduate students.


CONFERENCE PROCEEDINGS PUBLICATIONS (PRESENTERS WERE INVITED TO SUBMIT PAPERS)


JOURNAL ARTICLES IN REVIEW


JOURNAL ARTICLES IN PREPARATION (LISTED IN ALPHABETICAL ORDER)


**REFEREED PUBLISHED ABSTRACTS (PUBLISHED IN JOURNAL SUPPLEMENT ISSUES)**


PRESENTATIONS
(LISTED IN REVERSE CHRONOLOGICAL ORDER)

REFEREED PRESENTATIONS TO SCHOLARY AND PROFESSIONAL GROUPS
Authors in italics are my graduate students.

Ellis, R., Kosma, M., & Bauer, J. J. (2015, April). Changes in physical activity levels and motivational constructs by disability severity and type. Poster presented at the annual meeting of the Society of Behavioral Medicine, San Antonio, TX.


Antikainen, I., & Ellis, R. (2012, April). A theory-based motivational intervention to increase physical activity among older adults. Poster presented at the annual meeting of the Society of Behavioral Medicine, New Orleans, LA.


Antikainen, I., & Ellis, R. (2009, March). Determinants of physical activity motivation in culturally diverse older adults. Poster presented at the annual meeting of the Southeastern Student Mentoring Conference in Gerontology and Geriatrics, Athens, GA.

Antikainen, I., & Ellis, R. (2009, February). Determinants of physical activity motivation in culturally diverse older adults. Poster presented at the annual meeting of the Southeast Regional Chapter of the American College of Sports Medicine, Birmingham, AL.


level of social support across the lifespan. Poster presented at the annual Life Course and Aging Center Community Partners Luncheon, Louisiana State University, Baton Rouge, LA.


Antikainen, I., Ellis, R., & Kosma, M. (2007, March). Change in physical activity beliefs among culturally diverse older adults. Poster presented at the annual Life Course and Aging Center Community Partners Luncheon, Louisiana State University, Baton Rouge, LA.


CONFERENCE ABSTRACTS IN REVIEW

Cianfrone, B., & Ellis, R. (in review). The role of physical activity on advertising effectiveness in a mobile fitness app. Submitted for presentation at the annual meeting of the North American Society for Sport Management, Denver, CO.

Davis, A. M., & Ellis, R. (in review). Motivational correlates of physical activity among adults with type 2 diabetes. Submitted for presentation at the annual meeting of the American College of Sports Medicine, Denver, CO.

Biber, D. & Ellis, R. (accepted). Validation of the MapMyRun physical activity mobile application. Submitted for presentation at the annual meeting of the Southeast Regional Chapter of the American College of Sports Medicine, Greenville, SC.

Davis, A. M., & Ellis, R. (accepted). Understanding physical activity intention and behavior in adults with type 2 diabetes: An application of the theory of planned behavior. Submitted for presentation at the annual meeting of the Southeast Regional Chapter of the American College of Sports Medicine, Greenville, SC.

Hamilton, A., & Ellis, R. (accepted). Predictors of physical activity intention and behavior among university employees. Submitted for presentation at the annual meeting of the Southeast Regional Chapter of the American College of Sports Medicine, Greenville, SC.

Ellis, R., & Biber, D. (accepted). Does a workplace physical activity program work? Submitted for presentation at the annual meeting of the Society of Behavioral Medicine, San Diego, CA.

NON-REFEREED PRESENTATIONS TO SCHOLARLY AND PROFESSIONAL GROUPS


Ellis, R. (2016, October). Does a workplace physical activity program work? Paper presented at the Center for Stress, Trauma, and Resilience Speaker’s Series, Georgia State University, Atlanta, GA [INVITED].


Antoine, C., & Ellis, R. (2013, April). Promoting aerobic physical activity through cell phones. Paper presented at the Kinesiology and Health Research Symposium, Georgia State University, Atlanta, GA [INVITED].


Ellis, R., Antikainen, I., & Wood, R. H. (2010, April). Health-related quality of life of culturally diverse older adults. Poster presented at the Kinesiology and Health Research Symposium, Georgia State University, Atlanta, GA [INVITED].

Antikainen, I., & Ellis, R. (2009, March). Determinants of physical activity motivation in culturally diverse older adults. Paper presented at the Kinesiology and Health Research Symposium, Georgia State University, Atlanta, GA [INVITED].


**GRANT ACTIVITY**
*(LISTED IN REVERSE CHRONOLOGICAL ORDER)*

**FUNDED EXTRAMURAL PROJECTS**

Centers for Disease Control and Prevention & Georgia State University Seed Award Program for Social and Behavioral Science Research: $100,000.
Status: **IN PROGRESS (10/01/2014 – 11/2016)**

Role: Co-Investigator

Centers for Disease Control and Prevention & Georgia State University Seed Award Program for Social and Behavioral Science Research: $100,000.
Status: **COMPLETED (04/2012 – 03/2014)**

Role: Investigator
National Multiple Sclerosis Society: $44,000 ($8,639 Subcontract Award)
Role: Co-investigator

Research Consortium of AAHPERD Graduate Research Grant Program: $3,000
Status: COMPLETED (03/01/2007 – 03/31/2008)
Role: Faculty Advisor

National Institute on Aging 1-P01 AG022064-01: $7,200,000
Status: COMPLETED (07/01/2004 - 06/30/2009)
Jazwinski, S. M., Batzer, M., Cherry, K., Mountz, J., Scott, D., Ravussin, E., & Wood, R. Determinants of Human Longevity and Healthy Aging.
Project for R. Wood: Vascular status, physical function, and healthy aging
Amount for project: ($774,402)

Louisiana State Board of Regents HEF (2001-06)-02: $4,100,000
Status: COMPLETED (01/01/2002 – 06/30/2007)
Project for R. Wood: Physical Function in Louisiana Elders.
Amount for project: ($222,997)

EXTRAMURAL SUBMISSIONS/NOT FUNDED

National Institutes of Health PA-14-176: $333,000
Role: Principal Investigator

National Institute on Minority Health and Health Disparities RFA-MD-14-003: $100,000
PILOT PROPOSAL NOT SELECTED BY UNIVERSITY (LIMITED TO 1 UNIVERSITY PROPOSAL)
Role: Co-Investigator

NASPSPA Graduate Student Research Grant: $2,000
Role: Faculty Advisor

National Institutes of Health PA-11-124: $397,375
Ellis, R., Wang, T., & Dever, B. (2012). Translation of an Effective Behavioral Counseling Physical Activity Intervention for Falls Prevention
Role: Principal Investigator

American Diabetes Association: $598,992
Role: Co-investigator
National Institutes of Health PA-11-332: $275,000
Role: Co-investigator

National Institutes of Health PA-11-329: $331,000
Role: Co-principal Investigator

National Institutes of Health PA-11-332: $275,000
Barnes, C., Ziemer, D., Ellis, R., Tsui, C., Caudle, J., & Herron, A. (2011). *mHealth tools to improve diabetes care (mHealth-Care).*
Role: Consultant

American Diabetes Association General Research Award-Clinical/Translational: $600,000
Role: Consultant

American Diabetes Association Targeted Award: $750,000
Role: Consultant

USDA/NIFA-Rural Health and Safety Education Grant Program: $295,074
Role: Consultant

USDA/NIFA-Rural Health and Safety Education Grant Program: $350,000 ($75,736 Subcontract Award)
Role: Senior Investigator

NASPSPA Graduate Student Research Grant: $1,500
Antikainen, I. & Ellis, R. (2010). *Evaluating the Effectiveness of a Motivational Physical Activity Intervention for Improving Quality of Life in Older Adults.*
Role: Faculty Advisor

Research Consortium of AAHPERD Graduate Research Grant Program: $3,000
Role: Faculty Advisor

Emory Center for Injury Control Faculty Seed Grant Program: $20,000
Role: Principal Investigator

National Institutes of Health PA-07-180: $1,260,095
Role: Co-investigator

Research Consortium of AAHPERD Seed Grant Program: $5,000
Role: Co-investigator

Assistant Secretary for Planning and Evaluation/DHHS: $1,000,000.
Role: Co-investigator

National Institute on Aging (NIA) 1 R21 AG028756-01: $404,250
Role: Co-principal Investigator

National Institute on Aging (NIA) 1 R21 AG27553-1: $361,860
Role: Co-principal Investigator

Robert Wood Johnson Foundation Active Living Research (Round 5): $200,000
Role: Principal Investigator

Research Consortium of AAHPERD Seed Grant Program: $5,000
Role: Principal Investigator

National Institute of Environmental Health Sciences 1 R21 ES014188-01: $392,500
Role: Co-investigator

Baton Rouge Area Foundation: $52,212
Role: Co-principal Investigator

Board of Regents Support Fund: $158,640
Role: Co-principal Investigator

Association for the Advancement of Applied Sport Psychology: $5,000
Role: Co-principal Investigator

FUNDIED INTRAMURAL PROJECTS

College of Education and Human Development Doctoral Dissertation Support Grant: $1,000
Antoine Parker & Ellis, R. (2016). *Examining the Effectiveness of Mobile Devices to Increase Aerobic Physical Activity among Adults Aged 65 and Older.*
Role: Faculty Advisor

College of Education and Human Development Center for the Study of Stress, Trauma and Resilience: $2,500
Status: COMPLETED (01/12/2016 – 06/30/2016)

Role: Principal Investigator

College of Education Doctoral Dissertation Support Grant: $1,000
Status: COMPLETED (3/20/2014 – 06/30/2014)
Role: Faculty Advisor

College of Education Doctoral Dissertation Support Grant: $1,000
Status: COMPLETED (10/25/2010 – 06/30/2011)
Role: Faculty Advisor

GSU University Research Services & Administration Research Initiation Grant: $10,000
Status: COMPLETED (07/01/2010 – 06/30/2011)
Ellis, R. (2010). *Evaluation of the Efficacy of a Motivational Intervention for Increasing Physical Activity and Reducing Falls Risk in Older Adults.*
Role: Principal Investigator

LSU Council on Research Faculty Research Grant Program: $40,000
Status: COMPLETED (07/01/2006 – 05/18/2007)
Role: Principal Investigator

LSU Council on Research Faculty Research Grant Program: $10,000
Status: COMPLETED (01/01/2004 - 06/30/2004)
Role: Principal Investigator

LSU Council on Research Summer Stipend Program: $5,000
Role: Principal Investigator

University of Florida Office of Research and Graduate Programs Opportunity Fund: $20,000
Status: COMPLETED (06/01/2002 – 05/31/2003)
Role: Co-investigator

**INTRAMURAL SUBMISSIONS/NOT FUNDED**

GSU University Research Services & Administration Tenured Scholarly Support Grant: $25,000
Role: Principal Investigator

GSU University Research Services & Administration Research Team Grant: $15,000

Role: Principal Investigator

GSU University Research Services & Administration Research Initiation Grant: $10,000

Role: Principal Investigator

TRAVEL GRANTS

LSU Faculty Travel Grant Program: $750
Status: ACCEPTED (3/2007)


LSU Faculty Travel Grant Program: $1,000


LSU Junior Faculty Travel Grant Program: $500


LSU Teaching Enhancement Fund: $275
Status: ACCEPTED (10/2003)


APA Student Travel Award: $300
Status: ACCEPTED (4/2002)


University of Florida Graduate Student Council Travel Grant: $150
Status: ACCEPTED (6/2002)


INSTRUCTION AND STUDENT ADVISING

DOCTORAL STUDENTS: CHAIR

David “Duke” Biber, Department of Kinesiology and Health, Georgia State University
Chantrell Antoine, Department of Kinesiology and Health, Georgia State University
Progress: Dissertation Prospectus “Using Mobile Technology for Increasing Physical Activity among Older Adults” Approved December 8, 2015

Colleen Saringer, Department of Kinesiology and Health, Georgia State University
Degree Conferred Spring 2015
Dissertation Title: “Investigating the Effectiveness of Physical Activity Policy and Environmental Strategy Interventions for Adults in the Workplace”
Electronic Address: http://scholarworks.gsu.edu/kin_health_diss/13/

Iina E. Antikainen, Department of Kinesiology and Health, Georgia State University
Degree Conferred Summer 2011
Dissertation Title: “Investigating the Effectiveness of Physical Activity Interventions for Older Adults”
Electronic Address: http://scholarworks.gsu.edu/kin_health_diss/9/

Jennifer M. Fabre, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2009
Dissertation Title: “Identification of Falls Risk Factors in Community-Dwelling Older Adults: Validation of the Comprehensive Falls Risk Screening Instrument”
Electronic Address: http://etd.lsu.edu/docs/available/etd-04102009-095328/

Delilah S. Moore, Department of Kinesiology, Louisiana State University
Degree Conferred Summer 2008
Dissertation Title: “A Comparison of Fall-related Psychological Measures in a Community-based Setting”
Electronic Address: http://etd.lsu.edu/docs/available/etd-06192008-090345/

Tiina Garrison, Department of Kinesiology, Louisiana State University
Degree Conferred Fall 2007
Dissertation Title: “Assessing Physical Function in Bilateral and Unilateral Total Knee Arthroplasty Patients”
Electronic Address: N/A

DOCTORAL STUDENTS: COMMITTEE MEMBER

Wei-Ru “Andy” Yao, Department of Kinesiology and Health, Georgia State University
Dissertation Advisory Committee Member
Progress: Dissertation Prospectus “Revising and Extending the Notion of Sport Commitment Model for Athletes with Physical Disabilities Using an Ecological Model” Approved November 16, 2016

David Ferrer, Department of Kinesiology and Health, Georgia State University
Doctoral Advisory Committee Chair
Progress: Comprehensive Examination Passed January 21, 2016

Kari Hunt, Department of Kinesiology and Health, Georgia State University
Doctoral Advisory Committee Member
Progress: Comprehensive Examination Passed December 17, 2015

George L. Shaw, Department of Educational Psychology, Special Education, and Communication Disorders, Georgia State University
Dissertation Advisory Committee Member

Toyin Ajisafe, Department of Kinesiology and Health, Georgia State University
Doctoral Advisory Committee Member
Degree Conferred Summer 2014

Jurine H. Owen, Department of Kinesiology and Health, Georgia State University
Dissertation Advisory Committee
Degree Conferred Spring 2012
Dissertation Title: “Low Fitness Phenotype and Cardiovascular Disease Risk in African American Women”.
Electronic Address: http://scholarworks.gsu.edu/kin_health_diss/10

Lisa G. Johnson, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2006
Dissertation Title: “Physical Activity Behavior of University Students: An Ecological Approach”
Electronic Address: http://etd.lsu.edu/docs/available/etd-04032006-171933/.

L. Paige Rose, Department of Music, Louisiana State University (Dean’s Representative)
Degree Conferred Summer 2006
Dissertation Title: “The Effects of Contextual Interference on the Acquisition, Retention, and Transfer of a Music Motor Skill among University Musicians”
Electronic Address: http://etd.lsu.edu/docs/available/etd-07112006-123524/.

MASTERS STUDENTS: CHAIR

Anjulyn Davis, Department of Kinesiology and Health, Georgia State University
Degree Conferred Fall 2015
Thesis Title: “Understanding Physical Activity Intention and Behavior in Minority Adults with Type 2 Diabetes: An Application of the Theory of Planned Behavior”
Electronic Address: N/A

Ashlee Hamilton, Department of Kinesiology and Health, Georgia State University
Degree Conferred Fall 2014
Thesis Title: “Effects of Electronic Reminders for Promoting Exercise Motivation and Adherence in University Students”
Electronic Address: http://scholarworks.gsu.edu/kin_health_theses/6/

Antonius Skipper, Gerontology Institute, Georgia State University
Degree Conferred Summer 2012
Thesis Title: “Examining the Validity and Reliability of the Activities-Specific Balance Confidence Scale (ABC-6) in a Diverse Group of Older Adults”
Electronic Address: http://scholarworks.gsu.edu/gerontology_theses/28/

Kevin C. Paul, Department of Kinesiology, Louisiana State University
Degree Conferred Fall 2007
Thesis Title: “Psychological Correlates of Exercise Behavior among Adolescents”
Electronic Address: http://etd.lsu.edu/docs/available/etd-11162007-100525/

Fernanda Holton, Department of Kinesiology, Louisiana State University
Degree Conferred Summer 2007
Thesis Title: “Predictors of ADL Disability in Culturally Diverse Older Adults”
Electronic Address: http://etd.lsu.edu/docs/available/etd-07112007-080524/

Alissa Villarrubia, Department of Kinesiology, Louisiana State University
Degree Conferred Fall 2006
Thesis Title: “Understanding Parents’ Decisions about Serving Vegetables to their Children”
Electronic Address: http://etd.lsu.edu/docs/available/etd-09062006-083805/
MASTERS STUDENTS: COMMITTEE MEMBER

**Brittany Balsamo**, Department of Kinesiology and Health, Georgia State University
Thesis Prospectus “Effect on Gait Characteristics of Expectation Bias between Two Knee Braces” Approved December 8, 2015

**Tony Price**, Department of Kinesiology and Health, Georgia State University
Degree Conferred Spring 2014
Thesis Title: “Do Residential and Commuter Students have Different Levels of Physical Activity?”
Electronic Address: N/A

**A’Naja Bass**, Department of Kinesiology and Health, Georgia State University
Degree Conferred Spring 2013
Thesis Title: “The Effects of Gender and Race on Perceptions of Quality, Trustworthiness, and Expertise of Sport Journalists”
Electronic Address: N/A

**Matthew Blaszka**, Department of Kinesiology and Health, Georgia State University
Degree Conferred Spring 2011
Thesis Title: “An Examination of Sport Consumers’ Twitter Usage”
Electronic Address: [http://scholarworks.gsu.edu/kin_health_theses/1/](http://scholarworks.gsu.edu/kin_health_theses/1/)

**Kendra Bayne**, Department of Kinesiology and Health, Georgia State University
Degree Conferred Spring 2011
Thesis Title: “Effectiveness of Social Media Marketing: An Experimental Inquiry on College Students’ Awareness of, Interest in, and Intention to Participate in a Campus Recreation Special Event”
Electronic Address: [http://scholarworks.gsu.edu/kin_health_theses/2/](http://scholarworks.gsu.edu/kin_health_theses/2/)

**Robyn M. Bossier**, Department of Kinesiology, Louisiana State University
Degree Conferred Fall 2005
Thesis Title: “Physical Function and Health-related Quality of Life in Culturally Diverse Elders: Evidence of Environmental Press”
Electronic Address: [http://etd.lsu.edu/docs/available/etd-09082005-141156/](http://etd.lsu.edu/docs/available/etd-09082005-141156/)

**Melissa J. deVeer**, Department of Kinesiology, Louisiana State University
Degree Conferred Fall 2005
Thesis Title: “Hemodynamic and Ocular Responses to Caloric Stimulation and Age-related Disparities”
Electronic Address: [http://etd.lsu.edu/docs/available/etd-09012005-145941/](http://etd.lsu.edu/docs/available/etd-09012005-145941/)

**Christina M. King**, Department of Kinesiology, Louisiana State University
Degree Conferred Summer 2004
Thesis Title: “Brachial Artery Dimensions. Flow-mediated Reactivity, and Physical Function in Older Adults”
Electronic Address: [http://etd.lsu.edu/docs/available/etd-04142004-111444/](http://etd.lsu.edu/docs/available/etd-04142004-111444/)

**Eric J. Tisdell**, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2004
Thesis Title: “Evaluation of the Relationship between Venous Function and Post Exercise Oxygen Consumption Recovery Kinetics”
Electronic Address: [http://etd.lsu.edu/docs/available/etd-04152004-184118/](http://etd.lsu.edu/docs/available/etd-04152004-184118/)

MASTERS STUDENTS: COMMITTEE MEMBER (NON-THESIS)

**James Bares**, Department of Kinesiology, Louisiana State University
Degree Conferred Fall 2006
Brad Briscoe, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2006

Michael Nicola, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2006

Reed Robelot, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2006

Pamela Wheatley, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2006

Dwayne Thibodeaux, Department of Kinesiology, Louisiana State University
Degree Conferred Spring 2005

UNDERGRADUATE STUDENTS: RESEARCH ADVISOR

Eric Yim, Department of Kinesiology and Health, Georgia State University
KH 4800 Research Fellowship in Exercise Science: Fall 2016
Project Title: “The Effects of Vibration Therapy on Balance Confidence and Falls Risk”

Mary Catherine Driskell, Department of Kinesiology and Health, Georgia State University
KH 4280: Honors Psychology of Physical Activity: Spring 2016
Project Title: “Evaluation of the Public Health Impact of Georgia State University’s Desire2Move Physical Activity Intervention”

Michael Provost, Department of Kinesiology and Health, Georgia State University
KH 4800 Research Fellowship in Exercise Science: Spring 2016
Project Title: “Evaluation of the Public Health Impact of Georgia State University’s Desire2Move Physical Activity Intervention”
Project Title: “Validation of the Fitness Application, MapMyRun, for the Measurement of Physical Activity”

Babatunde Shekoni, Department of Kinesiology and Health, Georgia State University
KH 4800 Research Fellowship in Exercise Science: Spring 2016
Project Title: “Evaluation of the Public Health Impact of Georgia State University’s Desire2Move Physical Activity Intervention”
Project Title: “Validation of the Fitness Application, MapMyRun, for the Measurement of Physical Activity”

Brooke Brenizer, Department of Kinesiology and Health, Georgia State University
KH 4800 Research Fellowship in Exercise Science: Fall 2015
Project Title: “The Effects of Vibration Therapy on Balance Confidence and Falls Risk”

Amelia Bowden, Department of Kinesiology and Health, Georgia State University
KH 4800 Research Fellowship in Exercise Science: Spring 2015
Project Title: “Evaluation of the Public Health Impact of Georgia State University’s Inaugural Desire2Move Physical Activity Intervention”

Jahmi Hickson, Department of Kinesiology and Health, Georgia State University
KH 4800 Research Fellowship in Exercise Science: Spring 2015
Project Title: “Evaluation of the Public Health Impact of Georgia State University’s Inaugural Desire2Move Physical Activity Intervention”

Zoe Johnson, Department of Kinesiology and Health, Georgia State University
KH 4810 Directed Readings and Research in KH: Spring 2013
Project Title: “Promotion of Physical Activity on a College Campus”.

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Goutham Vennapusa, Department of Kinesiology and Health, Georgia State University
Project Title: “Differences in Physical Activity between Fallers and Non-Fallers”.

COURSES INSTRUCTED

GEORGIA STATE UNIVERSITY

KH 3150: Healthy Lifestyle Choices (Summer, 2011)
This course is designed to help students understand their responsibility for their health. The themes of the course include personal decision-making and physical activity. Self-assessment inventories are used to involve students in any health issues and provide a means for applying health information in personal decision-making. The goal of this course is to explore major personal health topics and to apply them in order to achieve, maintain, and promote a healthy lifestyle.

KH 4280: Psychology of Physical Activity (Fall, 2016; Spring, 2016; Fall, 2015; Summer, 2015; Spring, 2015; Fall, 2014; Summer, 2014; Spring, 2014; Fall, 2013; Summer, 2013; Spring, 2013; Fall, 2012; Summer, 2012; Spring, 2012; Fall, 2011; Summer, 2011; Spring, 2011; Fall, 2010; Summer, 2010; Spring, 2010; Fall, 2009; Summer, 2009; Spring, 2009; Fall, 2008; Summer, 2008; Spring, 2008; Fall, 2007)
The psychological principles underlying the teaching and performance of sport and physical activity are analyzed. This is a lecture format class with opportunities for discussion. The course content covers selected topics in the psychology of physical activity designed to provide the student with a general overview and understanding of the theoretical foundations of the psychology of physical activity, the research associated with the field, and the implications of this research for practitioners.

KH 6280: Psychology of Physical Activity (Fall, 2016; Fall, 2015; Fall, 2014; Fall, 2013; Fall, 2012; Fall, 2011; Fall, 2010; Fall, 2009; Fall, 2008; Fall, 2007)
The psychological principles that apply to the teaching and performance of sport and physical activity are analyzed. This is a lecture and seminar format class where student attendance, participation, and interaction are required. The course content covers selected topics in the psychology of physical activity designed to provide the student with a general overview and understanding of the theoretical foundations of the psychology of physical activity, the research associated with the field, and the implications of this research for practitioners. Students have the opportunity to apply their knowledge in selected areas within the psychology of physical activity through assignments.

KH 8600: Physical Activity Interventions and Behavior Change (Spring 2016; Spring, 2014; Spring, 2012; Spring, 2010; Spring, 2009 [Taught as KH 6960: Seminar])
I developed this course for students to study and discuss the psychological and behavioral perspectives of physical activity promotion, theoretical strategies to promote physical activity, and research-based interventions to change physical activity behavior for a variety of populations including those with special needs such as older adults, children and adolescents, and persons with disabilities. The primary goal of this course is to explore the scientific basis of physical activity behavior change to improve health and prevent disease. The behavior change strategies are specifically linked to the goals of Healthy People 2010.

KH 9280: Advanced Topics in Exercise Psychology (Spring, 2015; Spring, 2011)
I developed this course for doctoral students to study and discuss, in depth, contemporary topics and issues in the field of exercise psychology. Topics to be covered may include current physical activity epidemiology, current motivational and methodological issues associated with exercise adoption and adherence, and current developments associated with the mental health benefits of exercise. The primary goal of this course is to explore the scientific
basis of exercise psychology specific to epidemiology, measurement, mental health benefits, and keys to adoption and adherence.

**KH 9960: Advanced Research Seminar in Kinesiology** (Spring, 2014; Spring, 2011 [Taught as KH 8970: Seminar in Exercise Physiology])

Current research topics and techniques and professional development activities are discussed in group sessions with program faculty. Students complete complementary individual research projects.

**LOUISIANA STATE UNIVERSITY**

**KIN 2504: Principles of Conditioning** (Spring, 2004)

This course covers methods and concepts of training and conditioning, physical fitness activities and current trends, participation in selected activities designed to promote fitness, and planning programs for physical fitness for educational institutions and social agencies. The general objective of this course is for the student to acquire a basic understanding of the concepts related to conditioning for health, fitness, and wellness.

**KIN 4520: Psychosocial Aspects of Physical Activity** (Summer, 2007; Fall, 2006; Summer, 2006; Fall, 2005; Spring, 2005; Fall, 2004; Spring, 2004; Fall, 2003)

This course covers the psychological and sociological perspectives of physical activity, theories and research related to sport and exercise behavior, and psychological factors that influence involvement and performance in physical activity settings. This course is designed for students who are preparing for professions that involve teaching, training, or the rehabilitation of motor skills and physical activity, or coaching in organized sport contexts. The general objective of this course is for the student to acquire knowledge of the psychology of physical activity from both a theoretical and applied perspective.

**KIN 4538: Practicum in Applied Fitness** (Summer, 2005; Spring, 2005)

Practical application of exercise science knowledge, skills, and leadership abilities within a clinical, corporate, community and/or commercial health-fitness environment.

**KIN 4606: Introduction to Health Promotion** (Spring, 2007; Spring, 2006)

I developed this course to introduce students to the psychological and behavioral perspectives of health promotion, as well as theories of behavior change, and research relative to intervention techniques. Physical activity will be the behavior of focus. The course is designed for students who are preparing for professions that involve teaching, training, or rehabilitation. The primary goal of this course is to emphasize how behaviors can be changed to improve health and prevent disease. These behaviors and strategies will specifically be linked to the goals of Healthy People 2010.

**KIN 7528: Sport Psychology** (Fall, 2006; Fall, 2005)

This course covers problems of several areas of social psychology related to sport and research methodology and theories. This course is designed for students who are preparing for professions that involve teaching, training, or the rehabilitation of motor skills and physical activity, or coaching in organized sport contexts. The general objective of this course is for the student to acquire knowledge of the psychology of sport from both a theoretical and applied perspective.

**UNIVERSITY OF FLORIDA**

- PEM 1101: Conditioning
- PEM 1146: Jogging
- PEM 1171: Aerobic Dance
- PEL 1341: Tennis 1
- PEL 2342: Tennis 2

GUEST LECTURES

GEORGIA STATE UNIVERSITY

KH 2130: Introduction to the Allied Fields of Health, Physical Education, and Fitness
September 16, 2015: Introduction to the Psychology of Physical Activity
September 14, 2015: Introduction to the Psychology of Physical Activity

GERO 8000: Seminar in Gerontology
September 13, 2016: Effect of Electronic Messaging on Physical Activity Participation among Older Adults
September 23, 2014: Falls Prevention among Metro Atlanta Older Adults

PH 7325: Urban Health Seminar
November 6, 2014: Physical Activity Interventions for Under-served Older Adults
February 6, 2014: What is Urban Health? A Panel Discussion of Urban Health at Georgia State University

PSYC 2030: Careers in Psychology (A. Weyermann)
March 10, 2015: Overview of Sport and Exercise Psychology
September 23, 2013: Overview of Sport and Exercise Psychology
November 26, 2012: Overview of Sport and Exercise Psychology

SERVICE ACTIVITIES

SERVICE TO THE PROFESSION

EDITORIAL BOARD FOR SCHOLARLY JOURNALS
- Associate Editor, Psychology, Research Quarterly for Exercise and Sport (2016-2019)

REFEREE FOR SCHOLARLY JOURNALS
- Aging and Mental Health (n = 1 2009)
- Disability & Rehabilitation (n = 1 2008)
- Health Education & Behavior (n = 1 2013)
- Health Psychology (n = 1 2016; n = 1 2015, n = 1 2013; n = 1 2012)
- International Journal of Exercise Science (n = 1 2009)
- Journal of Aging and Physical Activity (n = 1 2016; n = 1 2014; n = 1 2006)
- Journal of Applied Sport Psychology (n = 1 2006; n = 1 2005)
- Journal of Gerontology: Psychological Sciences (n = 1 2011; n = 2 2010; n = 1 2008)
- Journal of Physical Activity and Health (n = 1 2013; n = 1 2012; n = 1 2006; n = 1 2005)
- Journal of Sport & Exercise Psychology (n = 2 2015; n = 1 2014; n = 2 2013; n = 3 2011; n = 1 2008; n = 2 2007; n = 1 2006; n = 1 2005; n = 2 2004)
- Journal of Sports Sciences (n = 1 2006; n = 1 2005)
- Journal of Teaching in Physical Education (n = 1 2006)
- Preventing Chronic Disease (n = 1 2014)
- Psychology of Sport and Exercise (n = 1 2008; n = 1 2006)
- Quest (n = 2 2016; n = 1 2015)
- Research on Aging (n = 1, 2014; n = 1 2013; n = 1 2012)
- Research Quarterly for Exercise and Sport (n = 1 2015; n = 1 2012; n = 1 2009; n = 1 2008; n = 1 2004)
- Sport, Exercise, and Performance Psychology (n = 1 2015; n = 1 2012)
- Translational Behavioral Medicine-Practice, Policy, and Research (n = 3 2016)

REFEREE FOR BOOKS AND BOOK CHAPTERS


REFEREE FOR GRANTING AGENCIES

- Social Sciences and Humanities Research Council of Canada (SSHRC; February, 2014)

- The Agency for Science, Technology and Research’s (A*STAR) Biomedical Research Council (BMRC) in Singapore (September, 2008)

SERVICE TO PROFESSIONAL ORGANIZATIONS

- 2015 SHAPE America National Convention Abstract Reviewer (July, 2014)
  Research Abstract Reviewer in the area of Motivation and Psychology

- 2014 AAHPERD National Convention Abstract Reviewer (July, 2013)
  Research Abstract Reviewer in the area of Motivation and Psychology

- Alliance Scholar Committee (2011-2013)
  American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
  - Committee Chair, 2012-2013
  - Representative-at-Large, 2011-2012

- Awards Committee Member (2010-2013)
  Research Consortium, American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

- Sport and Exercise Psychology Program Planning Committee Member (2009-2010)
  North American Society for the Psychology of Sport and Physical Activity (NASPSPA) Annual Conference

PROFESSIONAL MEMBERSHIPS

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD; 1999-present)
  Fellow, Research Consortium, AAHPERD (2009)

- American College of Sports Medicine (ACSM; 2006-2007)

- American Psychological Association (APA; 2001-2006)

- Association for the Advancement of Applied Sport Psychology (AAASP; 2001-2004)

- Gerontological Society of America (GSA; 2005, 2009, 2011)
- National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE; 2015-present)
- North American Society for the Psychology of Sport and Physical Activity (NASPSPA; 2000-present)
- Society of Behavioral Medicine (SBM; 2014; 2012)
- Southeast Chapter of the American College of Sports Medicine (SEACSM; 2015, 2005)

PROFESSIONAL CERTIFICATIONS

- Certified Strength and Conditioning Specialist (CSCS; 2003-present)

SERVICE TO THE UNIVERSITY

GEORGIA STATE UNIVERSITY

Partnership for Urban Health Research
- Steering Committee Member (2014-present)

Gerontology Institute
- Executive Committee Member (2014-present)
- Admissions Committee Member (2010-2013)

College of Education and Human Development
- Search Committee Member for Assistant Professor (tenure-track) of Counseling Psychology (March 2016-present)
- Academic Affairs Committee
  - Member, 2009-present
  - Chair, 2012-2015
- Legislative Council Member (2012-2013)
- Dean’s Faculty Advisory Committee Member (2011-2012)
- Strategic Planning Work Group (Research & Scholarship; February, 2008)

Department of Kinesiology & Health
- M.S. Exercise Science Program Coordinator (September 2013-present)
- Member of the Tenure & Promotion Committee (2011-present)
- Member of the Graduate Faculty (2008-present)
- Search Committee Member for Assistant Professor (tenure-track) of Sport Administration: Hired Tim Kellison (2015)
- Search Committee Chair for Assistant/Associate Professor of Exercise Science: Hired Jeffrey Otis (2012-2013)
- Search Committee Chair for Assistant/Associate Professor of Exercise Science: Hired Brett Wong (2012-2013)
- Ad hoc Committee on Faculty Peer Evaluation (2011-2012)
- Search Committee Member for Clinical Assistant Professor of Health: Hired Shannon Williams (2010-2011)
- Search Committee Member for Assistant/Associate Professor (tenure-track) of Sports Medicine: Hired Shelley Linens (2009-2010)
- Search Committee Member for PC Systems Specialist: Hired Dwayne Turner (2007-2008)
- Academic Advisor for Exercise Science Undergraduate and Graduate Students (2008-2013)

LOUISIANA STATE UNIVERSITY

University
- Dean’s Representative on Doctoral Committee in Department of Music: L. Paige Rose (2005-2006)
- Undergraduate Honors Thesis Committee Member: Beth Peterson (2006)
- Ronald E. McNair Faculty Mentor: Chantel Jones (2004)
Life Course and Aging Center (LCAC)
- Student Abstract Submission Committee Chair (2007)
- Student Abstract Submission Committee Member (2006)
- Faculty Co-advisor for Sigma Phi Omega (2005-2007)
- Enhancement Award Committee Member (2005)

Department of Kinesiology
- Search Committee for Assistant Professor of Pedagogy: Hired Alex Garn (2006-2007)
- Search Committee Member for Assistant Professor of Health Promotion: Position was not filled (2006)
- Undergraduate Outcomes Assessment Committee Member (2005-2007)
- Graduate Outcomes Assessment Committee Member (2005)
- Host Committee for Chancellor’s Distinguished Lectureship Series: Hosted Dr. Wojtek Chodzko-Zajko (2005)
- Bachelor of Arts Curriculum Committee Member (2005)
- Course Coordinator for KIN 4520 (2004-2007)
- Course Coordinator for KIN 2504 (2004-2006)
- Fitness Studies Committee Member (2003-2005)

SERVICE TO THE COMMUNITY

Service Learning Physical Activity Promotion Project with Older Adults (KH 4280):
- Veranda at Auburn Pointe (Spring, 2013; Fall, 2012; Spring, 2012; Fall, 2011)
- Atrium at College Town (Spring 2015; Fall, 2014; Spring, 2014; Fall, 2013; Summer, 2013; Spring, 2013; Fall, 2012)

Healthy Aging Fairs
- Age Well, Take Control, Keep Moving, George Pierce Park Community Center (March, 2011)
- 50 Plus Health Fair, GSU Alpharetta Center (February, 2011)

Falls Risk Screenings for Older Adults in Atlanta, GA
- Lithonia Senior Center (April, 2013)
- New Beginnings Neighborhood Senior Center (April, 2013)
- Lou Walker Senior Center (April, 2013)
- Camp Truitt Neighborhood Senior Center (March, 2013)
- Wheat Street Towers (November, 2011)
- Norcross Senior Center (November, 2010)
- Buford Senior Center (November, 2012; November, 2011; November, 2010)
- South DeKalb Senior Center (October, 2010)
- DeKalb Atlanta Senior Center (November, 2012; December, 2011; October, 2010)
- Scottsdale Senior Center (October, 2013; November, 2012)
- North DeKalb Senior Center (November, 2012)
- Cosby Spears (October, 2010)
- Lutheran Towers (October, 2012; September, 2011; September, 2010)
- Veranda at College Town (April, 2012; May 2011; May, 2010)
- Hapeville Neighborhood Senior Center (May, 2013; April, 2012; April, 2011; April, 2010)
- Bethlehem Senior Center (April, 2010)
- Veranda at Auburn Pointe (April, 2012; April, 2011; April, 2010)
- Avalon Park (Feb 2010)
- Body Fitz Training Studio (Jan, Feb 2010)

Falls Risk Screenings for Older Adults in Baton Rouge, LA
- A.C. Lewis YMCA (annually from 2006-2008)
- Catholic Presbyterian Apartments (annually from 2006-2008)
- Leo S. Butler Community Center (annually from 2006-2007)
- St. Gabriel Community Center (annually 2007-2008)
- St. James Place (annually from 2005-2007)
- St. Paul’s (annually from 2006-2007)
- Southside YMCA (2006)
- West Baton Rouge Council on Aging (annually from 2006-2007)

Body Composition Screenings in Baton Rouge, LA
- Leo S. Butler Community Center Back to School Health Fair (2005)
- Living Word Church Health Fair (2005, 2007)

COMMUNITY ORGANIZATIONS

Atlanta BeltLine Partnership, Health Steering Committee, Atlanta, GA (2014-present)

Member of Board of Directors of the Southside YMCA in Baton Rouge, LA (2004-2006)
- attended monthly board meetings

Chair of Program Committee of the Southside YMCA in Baton Rouge, LA (2005-2006)
- organized and conducted monthly committee meetings

Member of Program Committee of the Southside YMCA in Baton Rouge, LA (2004-2005)
- attended monthly committee meetings

ACADEMIC HONORS AND AWARDS

- Master’s Thesis Advisor for the Recipient (Ashlee Hamilton) of the College of Education Outstanding Exercise Science Graduate Student Award; Georgia State University (2015)
- Doctoral Dissertation Advisor for the Recipient (Dr. Iina Antikainen) of the College of Education Hayden-Waltz Doctoral Dissertation Award; Georgia State University (2012)
- Graduate & Professional Student Forum Presentation 1st Place Award; University of Florida (2002)
- Margaret Floy Washburn Award; Oglethorpe University (1997)
- Omicron Delta Kappa (National Leadership Society); Oglethorpe University
- Psi Chi (National Psychology Honor Society); Oglethorpe University
MARK D. GEIL  
CURRICULUM VITAE

Office: Department of Kinesiology and Health  
Georgia State University  
PO Box 3975  
Atlanta, GA 30302-3975  
(404) 413-8379  
mgeil@gsu.edu

Educational Background

Ph.D. Biomedical Engineering 1997 Ohio State University  
Columbus, OH  
Dissertation: “Effectiveness evaluation and functional theoretical modeling of dynamic elastic response lower limb prosthetics”  
Committee: Necip Berme, Ph.D.  
Mohamad Parnianpour, Ph.D.  
Peter M. Quesada, Ph.D.  
Sheldon R. Simon, MD

B.S. Mechanical Engineering 1993 North Carolina State University  
(Red honor) Raleigh, NC

Employment History

Chair, Department of Kinesiology and Health 2016-present  
Professor 2015-present  
Associate Professor 2007-2015  
Assistant Professor 2004-2007  
Director, Biomechanics Laboratory  
Director, Biomechanics Graduate Program  
Member, Graduate Faculty  
Georgia State University, Atlanta, GA  
Founding Director, Center for Pediatric Locomotion Sciences,  
Georgia State University, Atlanta, GA 2013-2016

Faculty member, Honors College 2013-present  
Georgia State University, Atlanta, GA

Adjunct Associate Professor, School of Applied Physiology 2013-present  
Georgia Institute of Technology, Atlanta, GA

Adjunct Research Fellow,  
Rocky Mountain University of Health Professions  
Provo, UT 2005-present

Assistant Professor, School of Applied Physiology,  
Academic Coordinator, Master of Science program in Prosthetics and Orthotics 2002-2004
Professional Training and Certifications


Global Education Initiative, Georgia State University, 5/4/2012.

Research

Publications

Book Chapters


Peer-Reviewed Journal Articles


Geil MD. Assessing the state of clinically applicable research for evidence based practice in prosthetics and orthotics. *Journal of Rehabilitation Research and Development* 46(3). 305-314, 2009. [INVITED]


*Edited Reports*


Ancillary Book Materials


On-Line Courses for Research Dissemination


(Course featured in instructional package “Creating a Module for the Academy's Online Learning Center)

Abstracts


Fanchiang, HD, Geil, MD. Stance-controlled ankle foot orthosis and active alert system, Stanford-Taiwan Biomedical Fellowship Program, Taiwan, 2013.


Geil, MD. Amputee gait accommodation to prosthesis alignment by multiple practitioners. *Gait and Posture*. 16(Suppl. 1), S76-S77, 2002.


Non-Refereed Publications


Geil MD. Six-year-old spastic diplegia with and without AFOs 2D vs. 3D. *Clinical Gait Analysis page*, Case of the Week, 5/12/2005.


Quoted in Media and Media coverage of education, research, and service activities

12/2014 Featured and Quoted in “Gerber Awards”, In the College of Education Magazine, Spring/Summer 2014: 12-14,


9/2013 Featured and Quoted in “College of Education welcomes two new research centers committed to advancing children’s well-being”, Research & Innovation: Research in Georgia State University’s College of Education, Fall 2013.


10/30/2012 Quoted in “Study Abroad Fair Attracts Over 1400 Students”, www.gsu.edu.

5/2012 “Academy Meeting ‘One of the Best Ever’”, The O&P Edge, 11(5):18, Betta Ferrendelli.


3/2012 Featured in “Prosthetics and Orthotics at Georgia Tech: Celebrating a Decade of Achievement.” O&P Edge, 11(3):22, Christopher Hovorka.


8/2010 Quoted in “O&P Graduates: Advice from the Profession.” The O&P Edge. 9(8):


4/2009 Profile featured on Georgia State University admissions website.


8/2006 Pediatric Prosthetic Knee Project, WSB-TV, Atlanta


10/14/2002 “Clough addresses technological leadership in a changing world.” The Whistle Faculty/Staff Newspaper, Sarah Eby-Ebersole.

10/2002 Research featured in “State of the Institute Address”, President Wayne Clough, Georgia Institute of Technology.


9/2002 “Georgia Tech starts first master’s level O&P program.” NCOPE Noteworthy.


7/29/2002 “HPS becomes school of applied physiology, offers master’s degree.” The Whistle Faculty/Staff Newspaper, Sean Selman.


6/12/2002 “Board of Regents approves MBA, other degree programs at Tech.” Technique, Sean Caulfield.

6/2002 “Georgia Tech hosts master’s program open house.” O&P Almanac.


1/21/2000 “Tech professor gives new hope to land mine victims.” The Whistle Faculty/Staff Newspaper, Amanda Hainsworth.


Grants

(MD Geil PI for all proposals unless otherwise noted)
Pending

Improving design and prescription of pediatric prosthetic foot/ankle mechanisms through energy transfer profiling. Emory-Georgia Tech Healthcare Innovation Program Seed Grant, submitted 11/2015, $21,840.

Funded


Assessment of Field-Based Motion Analysis as an Outcome Measure: Project Hope Belize and the World Pediatric Project. 9/2014-8/2015, Georgia State University College of Education Office of International Programs, $3,500.


Funding to Support Federal Grant Submissions. Georgia State University Special Research Initiatives. $5,000, 2013.

Prior Knowledge Inventory Test (PKIT) Grant, Georgia State University Center for Instructional Innovation, $1,000, 2012.

Fulbright Senior Specialist Grant for project at Roehampton University, London, 2/16/2012-3/1/2012.

Software for Real-Time Musculoskeletal Visualization and Analysis in Biomechanics. Georgia State University Technology Fee Grant. Geil MD and Wu J, Co-PIs, 7/1/11-6/30/12, $7,546.


Summer Physics Experience for High School Students. STEM Faculty Fellowship Grant, Georgia State University, Perera U, PI, 4/1/09-6/30/10, $7,500.

Acquisition of an Instrumented Treadmill for Biomechanical Research and Instruction. Research and Instructional Infrastructure Grant, Department of Kinesiology and Health, Georgia State University. Wu J, PI, 5/1/09-6/30/09, $20,805.
High-speed video for student biomechanics analysis projects, Georgia State University Technology Fee Grant, Geil MD and Wu J, Co-PIs. 7/1/08-6/30/09, $57,674.97.

Analysis of Locomotor Adaptations During Early Walking in Children with Transfemoral Limb Loss. Research Initiation Grant, Georgia State University. Geil MD, PI. 7/1/08-6/30/09. $9,916.70


Professional Continuing Education Course Development for Outcome Measures in Prosthetics, Prosthetics Research Study (from Department of Education funds), 8/14-10/30/06, Geil MD and Kistenberg RS, co-PIs, $30,338.

Professional Continuing Education Course Development for Clinical Standards of Practice on Prosthetic Ankle/Foot Mechanisms, Prosthetics Research Study (from Department of Education funds), 1/06 to 7/06, Geil MD and Kistenberg RS, co-PIs, $28,540.

Class Response System for Anatomical and Biomechanical Review, Georgia State University Technology Fee Grant Program, 7/1/05 to 6/30/06, $23,006. (Funded in kind through donation of class-response system.)

Professional Continuing Education Course Development for Clinical Standards of Practice on the Orthotic Management of the Neuropathic Foot, Prosthetics Research Study (from Department of Education funds), 5/05 to 9/05, Geil MD and Hovorka CF, co-PIs, $26,997.

Research Collaboration in Lower Extremity Prosthetics, Georgia State College of Education Travel Award, 4/05, $608.

Rehabilitation for Children with Transfemoral Amputations, Georgia State College of Education Proposal Development Grants for GRA Support, 3/05 to 5/05, $6,000.

Professional Continuing Education Course Development for Clinical Standards of Practice on the Orthotic Management of Deformational Plagiocephaly, Prosthetics Research Study (from Department of Education funds), 10/1/04 to 12/31/04, Geil MD and Hovorka CF, co-PIs, $20,043.

Professional Continuing Education Course Development for Orthotic Treatment of Idiopathic Scoliosis and Scheuermann's Kyphosis, Prosthetics Research Study (from Department of Education funds), 3/04 to 6/04, Geil MD and Hovorka CF, co-PIs, $21,838.

Development and Biomechanical Analysis of a Polypropylene Prosthetic Foot, Emory/Georgia Tech Biomedical Technology Research Center, 7/00 to 6/01, $23,722


Improved Prosthetic Rehabilitation for Land-Mine Survivors in the Republic of Georgia and Beyond. Georgia Board of Regents Office of International Education, 7/99-7/00, $22,000

Analysis of fencing biomechanics for injury prevention, shoe design, and athlete training. United States Olympic Committee, 8/1/98 to 12/31/99, $30,225.
Analysis of material and structural properties of dynamic elastic response prosthetic feet, Veterans Administration Rehabilitation Research and Development Center, 10/17/97 to 12/31/98, $11,107.15

Dynamic elastic response prosthetic feet: functional theoretical modeling and effectiveness evaluation by kinematic, kinetic, and electromyographic gait analysis. Department of Surgery Medical Research and Development Fund, The Ohio State University, 11/15/96 to 5/31/98, $9,990

Meetings and Symposia

Research Presentations


Fanchiang H, Geil MD. “Stance-Controlled Ankle-Foot Orthosis for Equinus Gait.” World Association for Chinese Biomedical Engineers World Congress on Bioengineering, Singapore, 7/7/2015.


Geil MD. “Multi-site comparison of treatment protocols for young children with lower limb loss”. Center for Research on Atypical Development and Learning, Atlanta, Georgia, 10/17/2014. [INVITED]


Geil MD, Ramstrand N. “Gait Analysis in the Clinical Setting”. 1.5 hour presentation/workshop. American Orthotic & Prosthetic Association O&P World Congress, Orlando, FL, 9/21/2013. [INVITED]


Russell B, Geil MD, Wu J. “Variability of vertical ground reaction forces in adults with chronic low back pain, before and after a limited protocol of chiropractic care”. American Society of Biomechanics Annual Meeting, Omaha, NE, July 7, 2013.


Geil MD. “Experience with online course development from State of the Science Conference Proceedings.” SSC Review Meeting, Chicago, IL, July 26, 2013. [INVITED]


Geil, MD. “Selective joint control in the orthotic treatment of pediatric Idiopathic Toe Walking.” Georgia Institute of Technology School of Applied Physiology Seminar Series, Atlanta, February 9, 2011. [INVITED]


Geil, MD. “Human Biomechanics and Lower Limb Prosthetics.” Full day seminar, Ohio Willow Wood Corporation, Mt. Sterling, Ohio, September 9, 2010. [INVITED]


Geil, MD (Chair), Hafner B, Hall M. “Evidence Based Practice: Justifying Patient Care.” New England Chapter of the American Academy of Orthotists and Prosthetists Annual Meeting, Manchester, New Hampshire, October 15-16, 2009. [INVITED]


Geil, MD (Chair), Stevens, P.. “Evidence Based Practice: Justifying Patient Care.” Northern Plains Chapter of the American Academy of Orthotists and Prosthetists Annual Meeting, Vadnais Heights, Minnesota, September 11, 2009. [INVITED]


Geil, MD (Chair), Gard, S., Michael, JM. “Evidence Based Practice: Justifying Patient Care.” Midwest Chapter of the American Academy of Orthotists and Prosthetists Annual Meeting, Lake Geneva, Wisconsin, June 12-13, 2009. [INVITED]


Geil, MD (Chair), Hafner B, Stevens P. “Evidence Based Practice: Justifying Patient Care.” Northwest Chapter of the American Academy of Orthotists and Prosthetists Annual Meeting, Bellevue, Washington, April 30, 2009. [INVITED]


Geil MD. “Motion Biomechanics and Prosthetic Rehabilitation in Children with Lower Limb Loss.” College of Education Advisory Board Meeting, Atlanta, March 3, 2009. [INVITED]

Geil MD. “Biomechanics of Functional Movement and Prosthetic Rehabilitation in Children with Lower Limb Loss.” CRADL Works-In-Progress, Center for Research on Atypical Development and Learning, Georgia State University, Atlanta, January 23, 2009. [INVITED]

Geil MD. “Understanding and Improving Movement in Individuals with Lower Extremity Loss.” Atlanta Clinical and Translational Science Institute Exercise Research Symposium, Emory University. Atlanta, October 2, 2008. [INVITED]


Geil, MD (Chair), Hafner B, Stevens P. “Evidence Based Practice: Justifying Patient Care.” American Academy of Orthotists and Prosthetists Annual Meeting and Scientific Symposium, Orlando, Florida, March 1, 2008. [INVITED]


Geil, MD (Chair), Neumann E, Gard S, Campbell J, Stevens P, Fish D. “Evidence Based Practice: Justifying Patient Care.” Hanger Prosthetics and Orthotics Education Fair. Reno, Nevada, January 30, 2008. [INVITED]


Geil, MD (Chair), Katz D, Neumann E, Gard S, Hafner B, Campbell J, Stevens P, Fish D. “Evidence Based Practice: Justifying Patient Care.” American Academy of Orthotists and Prosthetists One-Day Seminar. Chicago, October 26, 2007. [INVITED]


Geil MD. “Elements of a Peer Reviewed Manuscript.” Evidence Based Practice: Justifying Patient Care, Chicago, 12/1/06. [INVITED]

Geil MD. “Statistics: What the Current Practitioner Needs to Know and Possible Ways to Teach that Content.” Evidence Based Practice: Justifying Patient Care, Chicago, 12/1/06. [INVITED]
Geil MD. “Improving locomotion of persons with transfemoral limb loss through low-cost prosthetic knee design.” State-of-the-Science Conference on Improved Technology Access for Landmine Survivors, Chicago, 8/17/06. [INVITED]

Geil MD. “Biomechanical and developmental implications of prosthetic knee prescription in children with limb loss.” Kinesiology and Health Research Symposium, Georgia State University, 4/5/06. [INVITED]

Coulter-O’Berry C, Geil MD. “Comparisons of knee, shoulder, and pelvic movements during crawling in infants and toddlers with knee disarticulation or transfemoral amputation levels who are fitted in prostheses with and without articulating knee components.” Southeast Biomechanics Conference, Atlanta, 3/30/06.


Geil MD. “Computer Aided Design Finds a Clinical Purpose: Digital Shape Capture and Anthropometrics in Transtibial Amputees.” Ohio State University Department of Mechanical Engineering Seminar, 2/4/05. [INVITED]

Orendurff M, Geil MD. “Clinical interpretation of cerebral palsy gait analysis data: models, measures, and meaning.” 11th World Congress of the International Society for Prosthetics and Orthotics, Hong Kong. Instructional Course, 8/6/04. [INVITED]

Geil MD. “Accuracy and reliability of amputee anthropometrics measured with traditional techniques versus CAD/CAM technologies.” 11th World Congress of the International Society for Prosthetics and Orthotics, Hong Kong, 8/6/04.


Geil MD. “Innovation in Prosthetics: Restoring Function and Hope.” Featured Speaker, Innovation Celebration, Fernbank Science Center, Atlanta, 2/17/2004. [INVITED]


Geil MD. “Neuromotor accommodation to multiple transfemoral prosthesis alignments.” IV World Congress of Biomechanics, Calgary, Alberta, 8/4/02.


Geil MD. “The Role of Gait Analysis in Dynamic Prosthetic Alignment.” American Academy of Orthotists and Prosthetists CEC Conference, Savannah, Georgia, 6/1/01. [INVITED]


Geil MD. “Frontiers in Prosthetic and Orthotic Research and Education.” Georgia Society of Orthotists and Prosthetists, Atlanta, 2/24/01. [INVITED]


Geil MD. “Biomechanics of Fencing.” Science and Medicine in Fencing Seminar held at Junior/Cadet World Championships, South Bend, Indiana, 4/16/2000. [INVITED]


Invited Attendance at Research-Related Meetings

10/12/12 – 10/13/12 2013 Orthotics and Prosthetics World Congress Planning Committee, American Orthotic and Prosthetic Association, Orlando.


6/9/10 – 6/11/10 Priorities in Biomechanics Conference, University of Delaware, Newark. (Only representative from state of Georgia)

8/16/06 State-of-the-Science in Improved Technology Access for Landmine Survivors, Chicago.

10/3/05 Annual Meeting, RERC on Improved Technology Access for Landmine Survivors, Chicago.

10/1/04 Annual Meeting, RERC on Improved Technology Access for Landmine Survivors, Chicago.

5/17/02 State-of-the-Science in Prosthetics and Orthotics NIDRR Meeting, Chicago.

Invited Education-Related Presentations

Geil, MD, Perera, AGU, He, X, Morrow, C. “Research framework for summer physics camp.” Institute for the Scholarship of Teaching and Learning, Amicalola Falls, Georgia, June 1-2, 2009. [INVITED]

Geil MD. “The State of Research and Education in Prosthetics and Orthotics.” Seminário Internacional de Ortopedia Técnica, Sao Paulo, Brazil, 4/26/2003. [INVITED]

Geil MD, Hovorka CF. “Higher education and the future of orthotics and prosthetics.” American Academy of Orthotists and Prosthetists CEC-1, New Orleans, 6/14/02. [INVITED]

Geil MD. “Master’s Level Education in Prosthetics and Orthotics.” American Academy of Orthotists and Prosthetists CEC Conference, Savannah, Georgia, 6/2/01. [INVITED]

Invited Attendance at Education-Related Meetings

3/14/2011 Residency Mentor and Director Training Module Development Meeting, National Commission on Prosthetic and Orthotic Education, Orlando, FL.

9/26/2010 Residency Director Training Committee Meeting, National Commission on Prosthetic and Orthotic Education, Orlando, FL.

2/7/02 National Association of Prosthetic and Orthotic Educators Annual Meeting, Dallas

2/3-2/4 2000 Georgia Conference on Teaching and Learning, Kennesaw, Georgia.


11/6/98 Board of Regents Conference on Teaching and Learning, Atlanta, Georgia.

Other

8/14/2015 Keynote Address, White Coat Ceremony, Georgia Institute of Technology Master of Science program in Prosthetics and Orthotics. [INVITED]

10/15/08 Presentation and Book Review: “Reveal: Where are You?” by Greg Hawkins and Cally Parkinson, Georgia State University Christian Faculty Forum.


4/16/98 National Center for Medical Rehabilitation Research Movement Analysis Workshop, San Diego, California.

Patents

STANCE-CONTROLLED ARTICULATED ANKLE-FOOT ORTHOSIS

U.S. Provisional Patent 61/715,800, filed October 18, 2012 Geil MD, FanChiang H.
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*New Course Preparation

Participation in Other Courses:

2/2012 Lectures in undergraduate and graduate biomechanics modules at Roehampton University, London, as part of Fulbright Senior Specialist program

Participation in Other Georgia State Courses:

10/6/14 PT 7620 Movement Science II. Guest Lecture
9/29/14 PERS 2001 Perspectives, Guest Lecture
10/2/12 PT 7620 Movement Science II. Guest Lecture
11/12/09 CPRS 8410 Medical and Psychological Aspects of Disability. Guest Lecture
9/15/2009 KH 3360 Disability, Sport, and Physical Activity. Guest Lecture
5/13/08 PT 7825 Prosthetics and Orthotics. Guest Lecture
2005-present KH 2130, Biomechanics presentations
2/28/07 PT 8720 Lifespan III - Pediatric Applications. Guest Lecture and Laboratory Demonstration
10/28/05 PT 8763 Advanced Practice in Pediatric Physical Therapy. Lecture: “Pediatric Gait Analysis and Cerebral Palsy Case Study”
Georgia Institute of Technology

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Notes:
¹ Summer 1999-Fall 2002 Curriculum Development for new Master of Science program in Prosthetics and Orthotics, including initial development of 14 new courses
² Taught in Oxford, England with Georgia Tech summer study abroad program

New Georgia Tech Courses Developed:

Biomechanics of Musculoskeletal Injury (HPS 3803) details the physiological loading of tissues in the muscular and skeletal system and mechanisms of injury to these tissues.

Kinesiology (HPS 3803) was developed for the Oxford summer study abroad program. Describes human movement from a mechanical and developmental sense over the lifespan.

Clinical Gait Analysis (APPH 6202) is a lecture/lab course focusing on clinical analysis of normal and pathological locomotion, including anatomical descriptions and instrumentation. 

CAD/CAM in Prosthetics and Orthotics (APPH 6223) is a laboratory-based course analyzing theoretical and applied function of computer-aided design and manufacture in the prosthetics and orthotics industry.

In addition, designed curriculum for a total of 19 new MSPO courses.
Other Courses Taught:

Kinesiological Basis of Human Movement (HPS 4200) is a lecture/lab course focusing on system-level mechanics of normal and pathological human movement

Special Problems (HPS 3901-3904) is a variable-credit offering (usually 1-2 credit hours) in which selected students assist with laboratory-based studies. Prior permission of instructor is required. Over the past few years, I have averaged 2-3 students per year in this course.

Participation in Other Courses:

2000-2001 ME 4182, Supervisor of research projects for 3 semesters of ME Capstone Design students. One project awarded best design for College of Engineering.

1/25/00 ME 6783, Lecture: “Gait Analysis.”

8/21/99 Scottish Rite Children’s Medical Center Residents, Lecture: “Prosthetics and Gait.”

1/14/99 Emory University Center for Rehabilitation Medicine Residents, Lecture: “Hip Biomechanics.”

Academic Advising

Doctoral Committee Chair

Susan Basile 2013-present
Dean’s Doctoral Fellow
Department of Kinesiology and Health, Georgia State University

Hsin-Chen FanChiang 2009-2013
Department of Kinesiology and Health, Georgia State University
The effects of surface and vibration on the gait pattern and vibration perception threshold of typically developing children and children with Idiopathic Toe Walking

Colleen Coulter-O’Berry 2005-2009
Rocky Mountain University of Health Professions
Provo, UT
Functional and kinematic advantages of providing knee components in the first prosthesis of infants and toddlers with high level lower limb amputations.

Doctoral Committee Member

Toyin Ajisfae 2009-2014
Department of Kinesiology and Health, Georgia State University
Adaptive locomotor strategies during raised surface negotiation

Li-Shan Chang 2005-2009
Department of Kinesiology and Health, Georgia State University
Effects of Stroke Patterns on Shoulder Joint Kinematics and Electromyography in Wheelchair Propulsion
Brad Hodgson 2004-2006
Department of Kinesiology and Health, Georgia State University
The effect of the Prevent Injury and Enhance Performance program on selected kinetic and kinematic variables associated with landing from a vertical jump in women’s collegiate soccer players

Weerawat Limroongreungrat 2004-2005
Department of Kinesiology and Health, Georgia State University
Biomechanics of racing wheelchair propulsion: Development of an instrumented wheel force measurement system and its applications

Stephen Cobb 2004-2005
Department of Kinesiology and Health, Georgia State University
The kinematic effects of custom molded orthotics on the stance phase of gait using a multi-segment foot model

**Additional Doctoral Advising**

Andrea Lay 2004
Department of Biomedical Engineering, Georgia Tech

Justin Fleming, Lily Pan 2003
Emory University DPM
Research project: Soft Tissue Strain in Evans’ Calcaneal Osteotomy

**Master’s Committee Chair**

Brittany Balsamo 2014-present
Department of Kinesiology and Health, Georgia State University

Mohammad Gharai 2013-present
Department of Kinesiology and Health, Georgia State University

Jenna Closner 2012-present
Department of Kinesiology and Health, Georgia State University

Jacob Meyer 2012-present
Department of Kinesiology and Health, Georgia State University

Patrick Broadus 2012-present
Department of Kinesiology and Health, Georgia State University

Alison Brock 2010-2012
Department of Kinesiology and Health, Georgia State University
The effects of backpack loading on gait in children with transtibial amputations

Megan Meurer 2010-2012
Department of Kinesiology and Health, Georgia State University
The effects of prosthesis alignment over uneven terrain

Katherine Miller 2011-present
Department of Kinesiology and Health, Georgia State University

Kayamma M Lewis 2011-present
Department of Kinesiology and Health, Georgia State University

Harry Sowieja 2009-2011
Department of Kinesiology and Health, Georgia State University
Frontal motion analysis of the knee during bicycle pedal revolutions

Brent Russell 2005-2011
Department of Kinesiology and Health, Georgia State University
Variability of vertical ground reaction forces in patients with chronic low back pain, before and after chiropractic care

Kevin Wasco 2006-2008
Department of Kinesiology and Health, Georgia State University
The effect of posterior backpack loads on postural sway in children with lower-limb amputations

Markita Reid 2006-2008
Department of Kinesiology and Health, Georgia State University
Comparison of ground reaction force in children with and without lower limb amputation performing a drop landing

Leah Nelson 2005-present
Department of Kinesiology and Health, Georgia State University

Master’s Committee Member

Joshua Villalobos 2013-2014
Department of Kinesiology and Health, Georgia State University
Relationship between Tactical Formations and In-Game Activity Profiles of Youth Soccer Players

Non-Thesis Master’s Advising

Georgia Tech

Vibhor Agrawal MSPO 2003-2005
Daniel Elseroad MSPO 2003-2005
Ellen Frick MSPO 2003-2005
David Fritz MSPO 2003-2005
Kimberly Hill MSPO 2003-2005
Joey Koblasz MSPO 2003-2005
Benjamin Lucas MSPO 2003-2005
Sarah Parsons MSPO 2003-2005
Richard Welling MSPO 2003-2005
Walter Moreno Mechanical Engineering 2003-2004
Kristin Andrews MSPO 2002-2004
Mark Holowka MSPO 2002-2004
Susan Kestner MSPO 2002-2004
Andrew Sawers MSPO 2002-2004
Alejandro Aviles MSPO 2002-2004

Undergraduate Research Assistants/Independent Study Students

Undergraduate Research Interns, Kennesaw State University:

Lee Johnson Spring 2009
Georgia Tech

Undergraduate Research Assistants:
Nicholas Kelling 2004
Kaizad Mehta 2003
Michael Davis 1999
Raquelle Thigpen 1998

Independent Study Students:
Kyle Elliot 2004
Michael Howard 2000
Ward Altman 2000
Carly Scholttman 1999
Trisha Frederick 1998

Service

Editorial Boards

Applied Bionics and Biomechanics
Journal of Prosthetics and Orthotics

Professional Memberships

Past member of: American Society of Mechanical Engineering
American Society of Engineering Education
Phi Kappa Phi, Tau Beta Pi, Pi Tau Sigma
National Association of Prosthetic and Orthotic Educators
Gait and Clinical Movement Analysis Society

Current member of: American Society of Biomechanics
American Academy of Orthotists and Prosthetists
International Society for Prosthetics and Orthotics
Association of Children’s Prosthetic and Orthotic Clinics

Invited Journal Reviewer

American Journal of Physical Medicine & Rehabilitation
Archives of Physical Medicine and Rehabilitation
Annals of Biomedical Engineering
ASME Journal of Biomechanical Engineering
Assistive Technology
Clinical Biomechanics
Gait and Posture
IEEE Transactions on Biomedical Engineering
IEEE Transactions on Robotics (2007)
International Journal of Solids and Structures
Journal of Applied Biomechanics
Journal of Biomechanics
Journal of Medical Devices
Journal of Rehabilitation Research and Development
Medical Engineering and Physics
Prosthetics and Orthotics International
Scientia Iranica (2006)
Sensors
Sports Biomechanics

**Invited Book Reviewer**

John Wiley and Sons
Lippincott, Williams, and Wilkins
   “ACSM’s Research Methods”, February 2013
McGraw-Hill
Thompson Brooks/Cole
Wadsworth Publishing Company

**Invited Grant Reviewer**

Department of Veterans Affairs
Scientific Merit Review
Rehabilitation Research and Development Service, 2006-2014

National Science Foundation
Ad-hoc review, NSF 04-36 solicitation
November 2006

Arthritis Foundation
Technology and Biomechanics Study Section
Vice Chair, 2005
Chair, 2006

National Institute on Disability and Rehabilitation Research
US Department of Education
Program Grant Review Study Section 2005, 2007, 2009
Switzer Fellowship Review Study Section 2009
Field Initiated Proposal Study Section – Panel Chair – 2011

Congressionally Directed Medical Research Programs
US Army, 2005
US Department of Defense
Hypothesis Development Award, Surgical Intervention and Rehabilitation 2009
Orthopedic Research – Device Development 2013
SPIRE, 2014

**Invited Abstract Reviewer**

International Society for Prosthetics and Orthotics
American Orthotic and Prosthetic Association
Gait and Clinical Movement Analysis Society
American Society of Biomechanics
Southeast American College of Sports Medicine
Referee, American Academy of Orthotists and Prosthetists “Best of” Residency Research Project Review

Invited Promotion and Tenure Reviewer

2013 Northwestern University
2013 University of Washington
2008 Northwestern University
2006 Queen’s College, NY

Institute/College/Department Service

2015 Chair, Search Committee, Biomechanics/Strength and Conditioning Clinical Assistant Professor position, Department of Kinesiology and Health, Georgia State University
2015 Academic Programs Consolidation Operational Working Group, Georgia State University and Georgia Perimeter College
2014-present Chair, SEI Subcommittee, Senate Faculty Affairs Committee
2/5/2014 Invited College of Education Representative at GSU Day at the Capitol, Atlanta
2013-present Chair, Committee for Research and Scholarship, College of Education, Georgia State University
2013 Chair, Committee on Cumulative Review of Tenured Faculty, College of Education, Georgia State University
2012-2013 Search Committee, Sports Medicine faculty position, Department of Kinesiology and Health, Georgia State University
2012 Faculty Annual Review Task Force, Department of Kinesiology and Health
2012-present University Senate Planning and Development Committee
2012 Faculty Affairs Committee
2012 Search Committee, Associate Dean for Research and Graduate Education, College of Education, Georgia State University
2011 Among 30 faculty members selected university-wide to participate in a retreat to prioritize action items in the Georgia State University Strategic Plan
2010-2011 Department Coordinator, State Charitable Contributions Program
2008-present Faculty member, Center for Research on Atypical Development and Learning, Georgia State University
2007-present Committee for Research and Scholarship, College of Education, Georgia State University
2006-present GSU Intellectual Property Committee
Chair, 8/2007-present
<table>
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<tr>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>2006-2012</td>
<td>GSU Kinesiology and Health Teaching Effectiveness Committee</td>
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<tr>
<td>2008-2009</td>
<td>Chair, Search Committee, Sports Medicine faculty position, Department of Kinesiology and Health, Georgia State University</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Committee on Cumulative Review of Tenured Faculty, College of Education, Georgia State University Chair, 2009</td>
</tr>
<tr>
<td>2007</td>
<td>Search Committee, Biomechanics faculty position, Department of Kinesiology and Health, Georgia State University</td>
</tr>
<tr>
<td>7/2/2007</td>
<td>Chair, Appeal Panel, Student Affairs Committee, College of Education</td>
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<tr>
<td>2007</td>
<td>Search Committee, Sports Medicine clinical faculty position, Department of Kinesiology and Health, Georgia State University</td>
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<tr>
<td>1/9/2007</td>
<td>Research Demonstrations, College of Education at Georgia Leadership Event, Atlanta</td>
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<tr>
<td>2005-2008</td>
<td>Coordinator, MS program in Exercise Science, Department of Kinesiology and Health, Georgia State University</td>
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<td>2004-2007</td>
<td>GSU College of Education Graduate Admissions and Appeals Committee</td>
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<td>2004-2006</td>
<td>GSU College of Education Advisory Committee on International Programs</td>
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<td>2004</td>
<td>Georgia State Department of Kinesiology and Health Search Committee, PC Specialist position</td>
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<tr>
<td>2001-2004</td>
<td>Academic Coordinator and Chair, Coordinating Committee, Master of Science program in Prosthetics and Orthotics, Georgia Tech</td>
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<tr>
<td>2001-2004</td>
<td>Director of Teaching Effectiveness, School of Applied Physiology, Georgia Tech</td>
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<tr>
<td>2000</td>
<td>Chair, National Symposium on Prosthetics and Orthotics: “Prosthetics and Orthotics for a New Millennium”, Atlanta, GA</td>
</tr>
<tr>
<td>1999</td>
<td>Faculty Search Committee, Department of Health and Performance Sciences, Georgia Tech</td>
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<tr>
<td>1999-2001</td>
<td>Faculty Senate, Georgia Tech</td>
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<tr>
<td>1998</td>
<td>Faculty Search Committee, Department of Health and Performance Sciences, Georgia Tech</td>
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<tr>
<td>1997-1998</td>
<td>Admissions Volunteer: Presidential Scholarship applications essay grader, Georgia Tech</td>
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</table>

**Service to Professional Organizations**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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</table>
2013  Member, Task force to develop guidelines for State of the Science Conferences, American Academy of Orthotists and Prosthetists

2013-present  Clinical Content Committee member and abstract reviewer, 2013 O&P World Congress, American Orthotic and Prosthetic Association

2012-present  Inaugural member, O&P Alliance Research Subgroup, for the initial purpose of providing comment to PCORI (Patient-Centered Outcomes Research Institute) regarding research topics for Federal Funding

2012-2013  Planning Committee Member, 2013 O&P World Congress, American Orthotic and Prosthetic Association

2012  Research Council Task Force on Systematic Literature Review Selection, American Academy of Orthotists and Prosthetists Research Council

2011  Session Moderator: American Academy of Orthotists and Prosthetists Annual Meeting and Scientific Symposium, Orlando, FL

2008-present  Chair, Research Education Committee, American Academy of Orthotists and Prosthetists

2004-present  Member, Clinical Panel, Center for International Rehabilitation Advisory Council

2009  Session Moderator: American Academy of Orthotists and Prosthetists Annual Meeting and Scientific Symposium, Atlanta, GA

2007  Judge, Best Paper, 12th World Congress of the International Society for Prosthetics and Orthotics, Vancouver, British Columbia

2006-2008  Project Lead and Symposium Chair, Evidence Based Practice: Justifying Patient Care, American Academy of Orthotists and Prosthetists Master Agenda

2006  Session Chair, Southeast Biomechanics Conference, Atlanta, GA

2006  Judge, Student Research Award, Southeast Biomechanics Conference, Atlanta, GA

2005-2008  Research Education Committee, American Academy of Orthotists and Prosthetists

2002-2008  Communications Committee member, Gait and Clinical Movement Analysis Society

2002-2005  E-mail list-serv Moderator, gcmas-news, Gait and Clinical Movement Analysis Society

2005  Session Moderator, combined meetings of the American Academy of Orthotists and Prosthetists and the Association of Children’s Prosthetic-Orthotic Clinics


Service to Profession/Industry
2011, 2012 Awards Committee, Outstanding Capstone Research Award, Prosthetic Orthotic Research Symposium, Georgia Institute of Technology School of Applied Physiology

2010-present Member, Practitioner Advisory Council of O&P Business News

2008-2012 Member, advisory board and proposal reviewer, The Orthotic and Prosthetic Education and Research Foundation, Inc.

2008-present Member, School of Applied Physiology Advisory Board for Prosthetics and Orthotics at Georgia Tech

2000-present Member, United States Fencing Association Sport Science and Technology Committee

2000 Presenter, Atlanta Public Science Day

2000 Founder, Global Partnership for Amputee Land Mine Survivors


Community

2014 Research Mentor, North Cobb High School Magnet School for International Studies Advanced Scientific Research Program

2014 Science Fair judge, Acworth Elementary School

2013 Research Mentor, Fulton County Schools Talented and Gifted Internship Program

2012-present Middle School Teacher, Summit Baptist Church, Acworth, GA

2011 Medical mission, Project Hope Belize, Orange Walk Town, Belize

2011-present Judge, Senior Research Presentations, North Cobb Magnet School for International Studies

2005-2011 Lab Tours, Grady High School, Kennesaw Elementary School

2004-2005 Chairman, Pastor Search Committee, Summit Baptist Church

2000-2001 Speaker, Phoenix High School “Math in the Workplace” Day, Atlanta, GA

1999-present Coach, Legacy Park Soccer League

1998-present Adult Sunday School Teacher, Summit Baptist Church, Acworth, GA

1998-2012 4th and 5th Grade Teacher, Summit Baptist Church

1997-present Camp Counselor, KidVenture for 3rd-5th grade students

1998 Coach, Butler Creek Soccer Association, State GYSA Certified
Honors, Awards, and Recognition

2016 Awarded Certificate of Appreciate for dedication and work on the Research Education Committee by the American Academy of Orthotists and Prosthetists, March 11.

2015 Named to inaugural edition of The O&P News 175, “an elite group of 175 professionals identified as leading innovators in the field of orthotics and prosthetics.”

2014 Member, Fulbright Minds, Institute of International Education

2013 Outstanding Faculty Research Award, Georgia State University College of Education

2013 Research Award, American Academy of Orthotists and Prosthetists


2012 Fulbright Senior Specialist Grantee


2010 Selected as Fulbright Senior Specialist

2009 Selected as Center for Teaching and Learning Mentor, Georgia State University

2009 Named STEM Faculty Fellow, Georgia State University.


2005 Honorary Membership Award, American Academy of Orthotists and Prosthetists

2002 Howard R. Thranhardt Lecture Award Winner: “The impact of articulated knees on infants and toddlers”, Giavedoni B, Geil MD

2002 Howard R. Thranhardt Lecture Award Finalist: “Quantification of dynamic prosthetic alignment similarities among multiple practitioners”, Geil MD

1998 Class of 1969 Teaching Fellows, Georgia Institute of Technology

1997 Winner, Whitaker Student Scientific Paper Competition Award, RESNA 1997

1994-1997 National Science Foundation Graduate Fellow
1993 Ohio State University Graduate Fellow

1989-1993 North Carolina State University John T. Caldwell Scholar (University’s highest scholarship)

1992 North Carolina State University Golden Chain Society (“The Golden Chain is the highest honor that can be bestowed upon a rising senior at N.C. State.”)

1993 Mechanical Engineering Senior Award: Humanities, North Carolina State University

1991 Outstanding Mechanical Engineering Sophomore, North Carolina State University

1989-1993 North Carolina Fellow
Benjamin M. Goerger, PhD, ATC  
Assistant Professor  
Department of Kinesiology and Health  
College of Education and Human Development  
Georgia State University

**A. EDUCATION**

**PhD**  

**MS**  

**BA**  

**B. PROFESSIONAL EXPERIENCE**

2013 –  
Assistant Professor, Department of Kinesiology and Health, College of Education and Human Development, Georgia State University, Atlanta, Georgia

2012 – 2013  
Assistant Professor, CAATE accredited undergraduate athletic training program, Division of Health and Human Performance, School of Recreation, Health and Tourism, George Mason University, Fairfax, Virginia

2007 – 2012  
Instructor and Teaching Assistant, Department of Exercise and Sports Science, College of Arts and Sciences, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

2007  
Teaching Assistant, School of Health and Rehabilitation Sciences, University of Pittsburgh, Pittsburgh, Pennsylvania

2016 –  
Program Director, Graduate Sports Medicine Program, Department of Kinesiology and Health, Georgia State University, Atlanta, GA

2013 – 2015  
Clinical Coordinator, Graduate Sports Medicine Program, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia

**C. CLINICAL EXPERIENCE**

2005 – 2007  
Certified Athletic Trainer – Graduate Assistant, University of Pittsburgh, Pittsburgh, Pennsylvania
Awards and Honors

2013 Graduate Education Advancement Board Impact Award Recipient, The University of North Carolina at Chapel Hill
2006 Free Communications Undergraduate Poster Winner, National Athletic Trainers’ Association Research and Education Foundation
2005 Outstanding Student Award, Undergraduate Athletic Training Education Program, The University of North Carolina at Chapel Hill

D. SCHOLARSHIP

PUBLICATIONS

Books and Chapters


Refereed Journal Publications


**Refereed Journal Publications – In Review:**

Goerger BM, Allred CD, Campbell DE, Beutler AI. The effect of cadet basic training on bilateral peak vertical ground reaction force in patients with prior anterior cruciate ligament injury and reconstruction. *Clinical Biomechanics*.


**Presentations at National and International Conferences – Refereed Presentations/Published Abstracts**


Presentations at National and International Conferences – Invited Presentations


Presentations at Regional Conferences – Invited Presentations

Goerger BM. The Association Between Quadriceps Strength and Lower Extremity Kinematics in Patients with ACLR. 2015 Southeast Athletic Trainers’ Association Annual Meeting, Atlanta, Georgia.

Goerger BM, Kuenz C. Neuromuscular and Biomechanical Outcomes of ACLR: Strategies for Improving Rehabilitation. 2014 Southeast Athletic Trainers’ Association Annual Meeting, Atlanta, Georgia.

External Grant Awards

Federal Agencies:


National Foundations:


Regional Foundations:

Private Corporations:


Internal Grant Awards


Georgia State University Technology Fee Grant, College of Education (2014). $25,000. Funded. Co-Investigator. PI: Linens (Georgia State University). Application to secure purchase of diagnostic ultrasound. (Funded)

George Mason University Summer Research Funding For Tenure-Track and Tenured Faculty (2013). $4,900. Funded. Primary Investigator. The Effect of Cadet Basic Training on Lower Extremity Movement Patterns of Midshipmen with Prior Anterior Cruciate Ligament Injury. (Funded - Award Returned)

George Mason University College of Education and Human Development Seed Grant Program (2013). $3,000. Funded. Primary Investigator. The Effect of a Group Exercise Intervention on Lower Extremity Movement and Loading Patterns of Military Cadets with Prior Anterior Cruciate Ligament Injury. (Funded - Award Returned)

E. INSTRUCTION, INCLUDING ADVISING

Courses Taught
*Indicates Graduate Level Course
†Indicates Undergraduate Level Course

Georgia State University - Instructor
KH 7660 – Practicum in Athletic Training *
KH 7580 – Concepts of Rehabilitation*
KH 8300 – Orthopedic Basis of Injury*
KH 8780 – Biomechanics of Sports Medicine*
KH 7820 – Research Design*
KH 8640 – Laboratory Techniques*
KH 7500 – Physiology of Exercise*

George Mason University - Instructor
ATEP 350 – Therapeutic Modalities†
ATEP 355 – Clinical Techniques 3: Therapeutic Modalities†
ATEP 260 – Physical Assessment of the Upper Body†
ATEP 300 – Functional Anatomy†
PRLS 450 – Research Methods†

The University of North Carolina at Chapel Hill – Instructor
EXSS 275L – Human Anatomy Cadaver Laboratory†
EXSS 265 – Fundamentals of Athletic Training†

The University of North Carolina at Chapel Hill – Teaching Assistant
EXSS 385 – Biomechanics of Sport†
EXSS 265 – Fundamentals of Athletic Training†
EXSS 366 – Evaluation of Athletic Injuries†
EXSS 367 – Therapeutic Modalities†
EXSS 705 – Applied Statistics and Research Methods Lab*

Graduate Student Advising

Georgia State University

Doctoral Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Role</th>
<th>Status</th>
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<tbody>
<tr>
<td>Mary Spencer Cain</td>
<td>Chair</td>
<td>2016-</td>
</tr>
<tr>
<td></td>
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<td>In Progress</td>
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Masters’ Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Role</th>
<th>Status</th>
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<tbody>
<tr>
<td>Rebecca Ban</td>
<td>Chair</td>
<td>2015-2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed</td>
</tr>
</tbody>
</table>
Thesis Title: *Abdominal hollowing and a single leg balance task in subject with and without anterior cruciate ligament reconstruction*

Jason Thomas, Chair, 2014–2016, In Progress

Thesis Title: *Relationship between quadriceps muscle strength and knee joint kinematics in patients with anterior cruciate ligament reconstruction*

Adam Yurevich, Member, 2016, Completed

Thesis Title: *Effects of prolonged sitting on hamstring muscle function and fatigability*

Jennifer Harvey, Member, 2014–2015, Completed

Thesis Title: *The effect of mild heat stress on postprandial high fat meal microvascular endothelial function*

F. SERVICE

Service to the Profession

*Grant Reviewer*
2015  Grant Reviewer National Athletic Trainers’ Association Research and Education Foundation
2014  Grant Reviewer Eastern Athletic Trainers’ Association Reviewer

*Journal Reviewer*
2014 – 2015  Journal of Biomechanics
2014 – 2015  Sport Biomechanics
2009 – 2015  Journal of Athletic Training

Service to the College of Education and Human Development
Department Representative, College of Education and Human Development Technology Fee Committee (2014 – Present)

Service to the Department of Kinesiology and Health
Chair, Search Committee – Assistant Professor, Biomechanics (2016)

Professional Memberships and Certifications
2013 – 2015  Virginia Board of Medicine: License # 0126001968
2009 – 2012  North Carolina Board of Athletic Trainers Examiners: License # 1734
2009 – 2012  CAATE Approved Clinical Instructor: The University of North Carolina at Chapel Hill
2009 – 2015  American College of Sports Medicine: Member
2006 – 2007  CAATE Approved Clinical Instructor: University of Pittsburgh
2005 – 2016  Board of Certification for the Athletic Trainer #08050214
2004 – 2016  National Athletic Trainers’ Association: Member
VITAE

Rachel (Gurvitch) Gurewicz,  Ed.D.

Georgia State University
Department of Kinesiology and Health
Atlanta, GA 30302-3975
rgurvitch@gsu.edu

EDUCATION

2001-2004  West Virginia University, Morgantown, WV.
Doctor of Education in Physical Education Teacher Education (Ed.D.), completed: August, 2004
Cognate area: Technology Education
Dissertation Title: The Development and Validation of Computer Mediated Simulation Instrument Designed to Enhance Appropriate Decisions among Pre-service Physical Education Teachers.
Committee Chair: Professor Andrew Hawkins

2000-2001  West Virginia University, Morgantown, WV.
Master of Science in Physical Education Teacher Education

1996-2000  Zinman College of Physical Education and Sport Sciences at the Wingate Institute, Israel.
Bachelor of Education in Physical Education
Specialization: Sport Media, Swimming
Certified Physical Education Teacher
Summa Cum Laude

EMPLOYMENT

2009- present  Georgia State University, Atlanta, GA.
Associate Professor with Tenure

2004-2009  Georgia State University, Atlanta, GA.
Assistant Professor

2004 (6 mt)  Georgia State University, Atlanta, GA.
Instructor

2000-2004  West Virginia University, Morgantown, WV.
Graduate Teaching Assistant

Physical Education Teacher (10-12)

1993-1995  Israeli Defense Force (IDF); Honorably discharged with rank of Sergeant
Physical Education Instructor
1994-1999  Maccabi-Elizur Swimming Club, Rishon Le Zion, Israel.
**Instructor and Manager**
Taught and Supervised a wide range of school-aged children, swimming instructors and swimming coaches engaged in aquatic activities.

**AREAS OF SPECIAL INTEREST**

- Physical Education Teacher Education Program Effectiveness
- Innovation Technology as a facilitator of learning
- Teacher Education Supervision
- Implementation and Assessment of Instructional Models

**RESEARCH AND SCHOLARLY ACTIVITY**

**Publications (Refereed)**


Gurvitch, R., Carson, R.L., & Beale, A. (2008). Being a Protégé: An Autoethnographic View from Within Three Teacher Education Doctoral Programs. *Mentoring and tutoring: Partnership in learning*, 16(3), 246-262. [http://www.tandfonline.com/eprint/B3TV3CDAGwqxyYgAs8Mg/full](http://www.tandfonline.com/eprint/B3TV3CDAGwqxyYgAs8Mg/full)


**Abstract publications (Refereed)**


Wiegand, R., Pritchard, T., & Gurvitch, R. (March, 2004). Relating changes across a PETE curriculum in teacher behavior to changes in professional beliefs. *Research Quarterly for Exercise and Sport, Vol. 75, No. 1*


**Book Chapters**

**Manuscripts in progress**


Jackson, J., Gurvitch, R. (in progress). Improving the quality of your own teaching: A suggested guide to inservice teachers

**International conferences presentations (Refereed)**


**International conferences presentations (Invited)**


**National conference presentations (Refereed)**


Teacher Education. Paper presented at the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). Tucson, AZ.


Regional/State conferences (Refereed)


Gurvitch, R. (2013). The Educational Change is (not yet) Here! Paper presented at the GSU Center of Instructional Effectiveness Pedagogy Conference. Atlanta, GA.


**External proposal (Funded)**

<table>
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<tr>
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<tbody>
<tr>
<td>Title:</td>
<td>The Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed)</td>
<td></td>
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<tr>
<td>Amount:</td>
<td>7.5 Million dollars</td>
<td></td>
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<tr>
<td>Status:</td>
<td>Funded</td>
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<tr>
<td>Principal Investigator:</td>
<td>Dr. Gwen Benson</td>
<td></td>
</tr>
<tr>
<td>My role:</td>
<td>Representing the “Wellness and whole child initiative” section</td>
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</table>

<table>
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<tr>
<th>Agency:</th>
<th>GeoFitness</th>
<th>April, 2008</th>
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<tbody>
<tr>
<td>Amount:</td>
<td>school fitness equipment at $10,000</td>
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<tr>
<td>Status:</td>
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<tr>
<td>Principal Investigator:</td>
<td>Angela Carmon (Beecher elementary school)</td>
<td></td>
</tr>
<tr>
<td>CO-PI:</td>
<td>Rachel Gurvitch</td>
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**Internal proposals (Funded)**

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<tr>
<th>Agency:</th>
<th>Georgia State University</th>
<th>May, 2014</th>
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<tr>
<td>Title:</td>
<td>Mini IPADs for EdTPA</td>
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<tr>
<td>Amount:</td>
<td>$ 66,125</td>
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<tr>
<td>Status:</td>
<td>Funded @ 50%</td>
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<tr>
<td>Principal Investigator:</td>
<td>Rachel Gurvitch</td>
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<tr>
<td>CO-PI:</td>
<td>Brendan Calandra, Mary Ariel, Carla Tanguay</td>
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<tr>
<td>Agency: Georgia State University</td>
<td>May, 2012</td>
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<tr>
<td>Title: Field-based IPads for Educators</td>
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<td>Amount: $9,232.00</td>
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<td>Status: Funded at 75% ($)</td>
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<tr>
<td>Principal Investigator: Rachel Gurvitch</td>
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<tr>
<td>CO-PI: Shannon Williams</td>
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<tr>
<td>Agency: Georgia State University</td>
<td>May, 2009</td>
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<tr>
<td>Title: Kinesiology Multimedia Computer Kits Replacement to Avoid Obsolescence</td>
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<tr>
<td>Amount: $62,208.49</td>
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<td>Status: Funded at 75% ($41,104)</td>
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<tr>
<td>Principal Investigator: Rachel Gurvitch</td>
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### Internal proposals (Unfunded)

<table>
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<tr>
<th>Agency: Georgia State University – Tech Fee</th>
<th>March, 2008</th>
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<tbody>
<tr>
<td>Title: Student Outcome Assessment: Instruction &amp; Reflection in the Digital Generation</td>
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<td>Amount: $67,030.36</td>
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<td>Principal Investigator: Rachel Gurvitch</td>
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<table>
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<tr>
<th>Agency: Georgia State University – Tech Fee</th>
<th>March, 2007</th>
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<tbody>
<tr>
<td>Title: Technology as an integral tool in teaching, learning, and supervising</td>
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<tr>
<td>Amount: $97,157.85</td>
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<td>Status: Unfunded</td>
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</table>
Principal Investigator: Rachel Gurvitch  
CO-PI: Jackie Lund, Michael Rivers

Agency: Advancement of Women at Georgia State University  
Title: Faculty scholarship mentoring grant  
Amount: $6000  
Status: Unfunded  
Principal Investigator: Rachel Gurvitch  
CO-PI: Michael Metzler

### Media Products

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>GSU HPE Observa (systematic observation software)</td>
<td></td>
</tr>
</tbody>
</table>
Development date: 2005-2006  
Initiator: Rachel Gurvitch, Mike Metzler, Jackie Lund  
Developer: Prospects Marketing sales  
Purpose: Unique observation software designed for live and recorded Physical Education supervision purposes  
Intended Audience: Undergraduate and graduate students; Cooperating teachers; University faculty; university supervisors; researchers |
| Instructional models teaching vignettes |  
Development date: 2005-2006  
Initiator: Rachel Gurvitch  
Developer: Rachel Gurvitch; Undergraduate and graduate students  
Purpose: A Bank of different short instructional models teaching vignettes were created and stored. These teaching vignettes are designed to assist pre-service teachers to better their understanding on the process if instructional models implementation.  
Intended Audience: Undergraduate and graduate students |
| Computer Mediated Personal Fitness course |  
Development date: 2006  
Initiator: Rachel Gurvitch; Gavin Colquitt  
Developer: GSU; University Educational Technology Services  
Purpose: Personal fitness course designed based on the PSI instructional models benchmarks  
Intended Audience: High school students; college level students |

### TEACHING EXPERIENCE

#### University Teaching Experience

2004 (August) Georgia State University, Atlanta, GA.  
- Present  
  
  Designing and teaching a variety of courses in the department of Kinesiology and Health, conducting research, and contributing to professional committees

#### Accomplishments:

- Supervise student teachers (K-12)
- Instruct several undergraduate Physical Education and Physical Education Teacher Education courses.
- Submit several papers for publication and presentations at national and regional education conferences.
- Serve on several department, school, and national committees.

Courses Taught:

**Doctoral level Theory courses**

- **KH8685**  
  *Course Aim:* To provide an understanding and critique of the nature and scope of preservice teacher supervision and the structure and function of the fieldwork.

**Curriculum and Instruction Theory courses**

- **KH3030**  
  *Course Aim:* To introduce prospective physical education teachers to instructional techniques, concepts and strategies for teaching school-age children team related sports while utilizing the tactical games model of instruction.

- **KH3040**  
  *Course Aim:* To introduce prospective physical education teachers to instructional techniques, concepts and strategies for teaching school-age children lifetime related sport activities while utilizing the sport education model of instruction.

- **KH 3200**  
  *Course Aim:* To introduce effective classroom management, teaching skills, and instructional models for health, physical education in grades p-12.

- **KH 3410**  
  *Course Aim:* To introduce traditional and authentic assessment methods currently in use in Health, Physical Education, and Adapted Physical Education settings.

- **KH 4520**  
  *Course Aim:* To introduce the theory and application of different instructional teaching models utilized in secondary physical education settings.

- **KH 7230 (M.Ed program)**  
  *Course Aim:* To introduce the theory and application of effective classroom management and teaching skills.

- **KH 7250 (M.Ed program)**  
  *Course Aim:* To introduce the theory and application of different instructional teaching models utilized in physical education settings.

- **EDUC 8360 (M.Ed program)**  
  *Course Aim:* To provide education and training in the skills, knowledge and attitudes needed by a student teacher supervisor, mentor, and coach.
• **KH 7831 (M.Ed program)**  
  *Course Aim:* To allow advanced physical education teacher candidates (ATC) to reflect and share with others their personal development throughout the M.Ed program.

*Research Design courses*

• **KH 7820 (M.Ed program)**  
  *Course Aim:* To provide research based support through the process of research project design.

*Pedagogical Supervision*

*Supervision responsibilities:* Employed a systematic observation protocol consisting of observations, data analyses and interpretations, goal setting and strategy development for the purpose of enhancing the instructional effectiveness of prospective physical education teachers in a variety of pedagogical context.

• **KH 4520 (6-12)**  
  *Responsibility:* Teachers’ candidates’ Supervisor  
  *Context:* Secondary School field experience

• **KH 4710 Student Teaching Health and Physical Education (P-5)**  
  *Responsibility:* University Supervisor  
  *Context:* Elementary (P-5)

• **KH 4720 Student Teaching Health and Physical Education (6-12)**  
  *Responsibility:* University Supervisor  
  *Context:* Middle school (6-8), high school (9-12)

2004 (January) - 2004 (August)  
**Georgia State University, Atlanta, GA.**  
**Clinical Instructor**  
Designing and teaching a variety of courses in the department of Kinesiology and Health

**Accomplishments:**

- Supervise student teachers (K-12)  
- Instruct several undergraduate Physical Education and Physical Education Teacher Education courses.  
- Submit several papers for publication and presentations at national and regional education conferences.

**Courses Taught:**

*Foundation courses*

• **KH 2130**  
  *Course Aim:* To provide a historical, philosophical, and sociological introduction to sport, physical education and fitness in the United States.

*Curriculum and Instruction Theory courses*

• **KH 3200**
Course Aim: To introduce effective classroom management, teaching skills, and instructional models for health, physical education in grades p-12.

Pedagogical Supervision

Supervision responsibilities: Employed a systematic observation protocol consisting of observations, data analyses and interpretations, goal setting and strategy development for the purpose of enhancing the instructional effectiveness of prospective physical education teachers in a variety of pedagogical context.

- **KH 3200 (K-12)**  
  **Responsibility:** Physical Education Specialist, Supervisor  
  **Context:** Elementary, Middle and High School Microteaching

- **KH Student Teaching Field Placements (K-12)**  
  **Responsibility:** University Supervisor  
  **Context:** Elementary (K-5), Middle (6-8), and High (9-12) schools

2000 – 2003 West Virginia University, Morgantown, WV.  
**Graduate Teaching Assistant**  
Designing and teaching a variety of courses spanning the entire undergraduate Physical Education Teacher Education (PETE) curriculum.

Accomplishments:

- Supervised student teachers (K-12)
- Collaboratively instructed and supervised a community based pre-swimming program for children.
- Instructed several undergraduate Physical Education and Physical Education Teacher Education courses.
- Submitted several papers for publication and presentation at international, national and regional education conferences.
- Served as a graduated representative on several school committees.

Courses Taught:

Foundation courses

- **PET 106 Behavioral Principles**  
  **Course Aim:** To introduce prospective physical education teachers to behavioral principles, theory and concepts of human behavior with orientation to physical education settings.

- **PET 175 Motor development**  
  **Course Aim:** To introduce prospective physical education teachers to basic terminology and concepts from theoretical perspectives. To utilize evaluation tools and techniques associate with motor development assessment, and focus on developmentally appropriateness.

Curriculum and Instruction Theory courses

- **PET 233 Instructional Design and Implementation**
Course Aim: To develop competencies in the design and implementation of instructional system and in effective interactive pedagogical skills in elementary physical education settings.

Pedagogical Content Knowledge Activities Courses

- PET 339 Teaching Volleyball
  Course Aim: To introduce prospective physical education teachers to instructional techniques, concepts and strategies for teaching school-age children the sport of Volleyball.

Basic Instruction Activities Courses

- PE 40 Kinder Splash
  Course Aim: To provide university students with opportunities to acquire experience, knowledge and enthusiasm while working with preschool children and their parents in an instructional pool environment.

Pedagogical Supervision

Supervision responsibilities: Employed a systematic observation protocol consisting of observations, data analyses and interpretations, goal setting and strategy development for the purpose of enhancing the instructional effectiveness of prospective physical education teachers in a variety of pedagogical context.

- PET 233 Teaching Physical Education (K-5)
  Responsibility: Coordinator, Physical Education Specialist Cooperating Teacher
  Context: Elementary School Microteaching

- PET 233 Teaching Physical Education (K-12)
  Responsibility: Instructor
  Context: Peer Teaching, Labs, Simulations, and Filed based Clinical Experiences.

- PET 339 Teaching Volleyball (K-12)
  Responsibility: Instructor, Coordinator, Physical Education Specialist, Cooperating Teacher
  Context: Secondary School Field Experience

- PET Student Teaching Field Placements (K-12)
  Responsibility: University Supervisor
  Context: Elementary (K-5), Middle (6-8), and High (9-12) schools

- PET 177 Adapted Physical Education Clinical Laboratory
  Responsibility: Clinical Site Supervisor
  Context: Developmental, aquatic and sports clinical labs for persons of varying degrees of abilities and challenges

- PE 40 Kinder Splash
  Responsibility: Instructor/Supervisor
  Context: Field based Clinical Experiences

1999-2000 Zinman College of Physical Education and Sport sciences at the Wingate Institute, Israel.
Teaching Assistant
Curriculum and Instruction Theory courses

- **Teaching Methods Course**
  
  *Course Aim:* To develop competencies in proactive and interactive instructional skills in physical education settings.

- **Teaching Swimming**
  
  *Course Aim:* To introduce the prospective physical education teachers to instructional techniques, concepts and strategies for teaching school-age children swimming.

**Basic Instruction**

- **Swimming**
  
  *Course Aim:* To provide university students with the opportunity to acquire competency, and physical literacy via swimming skill development

**SERVICE**

- Member, Clinical partnership and Induction Committee, 2014- 2015
- Member, Committee on Cumulative Review for Tenured Faculty, 2013-2014, 2016-
- Member, University Graduate Assessment Committee, 2011-2013
- HPE MED Graduate Program Coordinator 2010-2011, 2011-2012, 2012-2013
- AAHPERD Professional Preparation and Research Steering Committee (PPRSC), Curriculum and Instruction Representative, 2009-2012.
- Member, PETE conference planning committee, National Association for Sport and Physical Activity (NASPE), Myrtle Beach, SC, 2008-2009.
- Member, COE Strategic planning retreat, Georgia State University, 2008
- Chair, Search committee (PC intermediate specialist), GSU Department of Kinesiology and Health, 2008.
- Member, Search committee (Health and Physical Education, Clinical instructor position), GSU Department of Kinesiology and Health, 2007.
- Reviewer, grant application to the National Research Foundation (NRF) (Sep, 2006), South Africa.
- Member, Search committee (Psychology of Physical Activity position), GSU Department of Kinesiology and Health, 2007
- Member, Technology committee, National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE), 2005-2008
- Member, Assessment committee, GSU CEHD, 2004-2008, 2008-2012, 2012-2014, 2016-
- Member, search committee (HPE position), GSU Department of Kinesiology and Health, 2004.
- Chair, Graduate advisory board member, WVU School of Physical Education, 2002-2003.
- Teacher, Hebrew language and culture, Tree of Life congregation, Morgantown, WV, 2000- 2003.
- Coordinator, Students exchange program with Paderborn University, Israel-Germany, 1998-1999.

**ACADEMIC ADVISING**

**Ph.D Dissertation Committee Member**
Margaret Trent  
Title: …..  
20013-2016  Graduated …. 

Andy Yao  
Title: ….  
2013-2016  Graduated …. 

Lena Chng  
Title … 
2015-2018  Graduated … 

Jarrett Burgess  
Title … 
2015-2016  Gradated … 

M.Ed CAR (Collaborative Action Research) Chair 

John Warhol  
2004-2005  Graduated Dec 2005  
Title: Urban/Suburban Physical Education Content Survey 

Gavin Colquitt  
Title: The Impact of a Computer-Mediated Personal Fitness Course on Student Learning in High School Students 

M.Ed CAR (Collaborative Action Research) Committee Member 

Tom Lillis  
2005-2006  Graduated Dec 2006  
Title: The validation of the Computer-Mediated Personal Fitness Course as a PSI instructional model. 

RELATED SKILLS 

   Computer skills 
   • Command of word processing, spreadsheet, charts and flows, PowerPoint presentations with video clips, web-search and web-base instructional materials, and movie-maker. 

   Certifications 
   • K-12 Physical Education Teacher (2000, Israel) 
   • Swimming Coach (1999, Israel) 
   • Weight Room Instructor (1999, Israel) 
   • Physical Fitness Instructor (1999, Israel) 
   • Swimming Instructor (1995, Israel) 

Honors & Awards 

   • The GAHPERD College/ University physical Education teacher of the Year (2013)- for achieving recognition as an educator, role model and community leader. 
   • Mabel Lee Award (2011) – for achieving national recognition as a professional leader prior to reaching age thirty-six 
   • AAHPERD Research Consortium Fellow (2009) - demonstrating an ongoing commitment to research and a high level of achievement in their field 
   • GAHPERD Young scholar Award (2008) – recognizing professional scholarly growth of young professionals in the field. 
• Innovative ETD (open format) Award (2005) – International prize awarded for exemplary work that has created a unique model of digital media research that will encourage further endeavors in this area.

• Outstanding Graduated Student (2002-2003) – awarded for exceptional achievement in teaching, research and service, West Virginia University, School of Physical Education.

• Outstanding Graduated Student (2001-2002) – awarded for exceptional achievement in teaching, research and service, West Virginia University, School of Physical Education.

• Phi Kappa Phi National Honor Society (2002)


• Dean’s List (1998-1999) – awarded to top 5% of all undergraduate majors displaying excellence in academia, Zinman College, Israel.

• Outstanding Undergraduate Student (2000) - awarded to top undergraduate students displaying excellence in academia, Zinman College, Israel.

Professional Associations

• Georgia American Alliance for Health, Physical Education, Recreation and Dance (GAHPERD)

• National Association of Kinesiology and Physical Education in Higher Education (NAKPEHE)

• West Virginia American Alliance for Health, Physical Education, Recreation and Dance (WVAAHPERD)

• American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

• American Education Research Association (AERA)
Christopher Paul Ingalls, Ph.D.
Professor
Department of Kinesiology and Health
Georgia State University

EDUCATION

Doctor of Philosophy, Kinesiology: 1994
Texas A&M University, College Station, TX
Dissertation: “The effects of clenbuterol and interval training on exercise performance and myosin light chain isoform expression in mouse skeletal muscle”
Committee: William S. Barnes, Ph.D. (Advisor)
Stephen B. Smith, Ph.D.
John M. Lawler, Ph.D.
Homer Tolson, Ph.D.

Master of Science, Kinesiology: 1990
Texas A&M University, College Station, TX
Thesis: “The role of sarcoplasmic free calcium availability in staircase twitch potentiation”
Committee: William S. Barnes, Ph.D. (Advisor)
James G. Anderson, Ph.D.
Charles Shea, Ph.D.

Bachelor of Science, Health and Sport Science, 1988
Wake Forest University, Winston-Salem, NC

PROFESSIONAL CREDENTIALS

Professor
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
2012-Present

Associate Professor
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
2005-2012

Assistant Professor
(Adjunct)
Department of Physical Therapy
Georgia State University
Atlanta, GA
2001-2005
Assistant Professor  Department of Kinesiology and Health  Georgia State University  Atlanta, GA  1999-2005

Associate Research Scientist  Department of Molecular Physiology & Biophysics  1999  Baylor College of Medicine  Houston, TX

Associate Research Scientist  Muscle Biology Laboratory  Department of Health and Kinesiology  Texas A&M University  College Station, TX  1998-1999

Assistant Research Scientist  Muscle Biology Laboratory  Department of Health and Kinesiology  Texas A&M University  College Station, TX  1997-1998

Post-Doctoral Research Associate  Muscle Biology Laboratory  Department of Health and Kinesiology  Texas A&M University  College Station, TX  1994-1997

Graduate Assistant  Department of Health and Kinesiology  Texas A&M University  College Station, TX  1989-1994

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Research

Refereed Journal Articles

*Research papers have been cited 1,821 times in peer reviewed research as of February 2016*


(Cited 1 time; ISI Journal Impact Factor 4.60)

(Cited 4 times; ISI Journal Impact Factor <1.80)

(Cited 3 times, ISI Journal Impact Factor <1.80)

(ISI Journal Impact Factor <1.0)

(Cited 1 time; ISI Journal Impact Factor 2.3)

(Cited 3 times, ISI Journal Impact Factor 2.3)

(Cited 18 times, ISI Journal Impact Factor 6.2)

(Cited 5 times, ISI Journal Impact Factor 1.2)

(Cited 4 times, ISI Journal Impact Factor 2.3)

(Cited 38 times, ISI Journal Impact Factor 3.8)


(Cited 93 times, ISI Journal Impact Factor 2.0)

(Cited 43 times, ISI Journal Impact Factor 2.1)

(Cited 58 times, ISI Journal Impact Factor 2.1)

(Cited 46 times, ISI Journal Impact Factor 2.1)

(Cited 3 times; ISI Journal Impact Factor <1)

(Cited 158 times, ISI Journal Impact Factor 2.1)

(Cited 109 times, ISI Journal Impact Factor 1.3)

(Cited 4 times, ISI Journal Impact Factor 2.1)

(Cited 26 times, ISI Journal Impact Factor 2.6)
Journal Articles in Review or Preparation


Published Abstracts


Ingalls C.P. Excitation contraction coupling failure in contraction-induced muscle injury. 6th World Congress of Biomechanics. 121: SPKA00044-00243, 2010.


**Grants**

**Funded**


**Ingalls, C.P.** GSU College of Education Doctoral Student Stipend Award. ($12,000). August 2008 to July 2009.


Submitted:

Jo H, J Calvert, J Otis, CP Ingalls, J Dahlman. Pre-clinical animal study site (PASS) at Emory, Georgia State, Georgia Tech. National Institutes of Health ($2,525,006 total costs; Ingalls and Otis: $669,536 total costs). Submitted March 18, 2016.

Grant Consultant

Zhang Y and M Ghovanloo. Thermal management of implantable medical devices. National Science Foundation (Georgia Institute of Technology; proposal submitted Fall 2015).
Unfunded Proposals


Burkholder, T.J. and C.P. Ingalls. Arachidonic acid metabolism contributes to cellular mechanical damage. National Institutes of Health ($1,448,689 direct costs; subcontract to C.P. Ingalls for $300,000 direct costs). Submitted June 2007.


Presentations

**Oral Presentations at National/International Conferences**


Ingalls, C.P. Excitation contraction coupling failure in contraction-induced muscle injury. 6th World Congress of Biomechanics and 14th International Conference on Biomedical Engineering. Singapore. August 2, 2010. (Invited Symposium Speaker)


**Poster Presentations at National/International Conferences**


Invited Presentations

Ingalls, C.P. Do eccentric contractions in cardiac myocytes induce heart failure after acute myocardial infarction? Kinesiology and Health Spring Research Symposium. Atlanta GA. April 5, 2011.

Ingalls, C.P. Ryanodine receptor complex: Role in movement, fatigue, injury, and disease. Dean’s Advisory Board Meeting, College of Education. Atlanta GA. September 14, 2010.

Ingalls, C.P. and Benjamin T. Corona. The role of Ca^{2+} dysregulation in eccentric contraction-induced skeletal muscle injury. The Atlanta Calcium Club, Department of Chemistry, Georgia State University. Atlanta, GA. June 17, 2008.


Ingalls, C.P.  Temporal changes in calcium, protein, and strength in mouse soleus muscle after hindlimb suspension.  Department of Kinesiology and Health Spring Research Symposium, Georgia State University. April 12, 2000.


**INSTRUCTION AND ADVISING**

**Teaching**

**Graduate Courses:**

- Practicum in Exercise Science (KH 7710)  
  Georgia State University  
  Atlanta, GA

- Internship in Exercise Science (KH 7750)  
  Georgia State University  
  Atlanta, GA

- Directed Readings and Research (KH 7810)  
  Georgia State University  
  Atlanta, GA

- Research Design (KH 7820)  
  Georgia State University  
  Atlanta, GA

- Advanced Topics in Exercise Physiology (KH 8270)  
  Georgia State University  
  Atlanta, GA
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Cardiopulmonary Physiology (KH 8290)</td>
<td>Georgia State University</td>
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<tr>
<td>Seminar in Exercise Physiology (KH 8970)</td>
<td>Georgia State University</td>
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<td>Advanced Exercise Physiology:</td>
<td>Georgia State University</td>
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<tr>
<td>Myocellular Physiology (KH 9550)</td>
<td>Atlanta, GA</td>
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<tr>
<td>Research in Kinesiology (KH 9820)</td>
<td>Georgia State University</td>
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<tr>
<td>Advanced Research Seminar in Kinesiology (KH 9960)</td>
<td>Atlanta, GA</td>
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<tr>
<td><strong>Undergraduate Courses:</strong></td>
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<tr>
<td>Cardiopulmonary Physiology (KH 4290)</td>
<td>Georgia State University</td>
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<tr>
<td>Neuromuscular Physiology and Plasticity (KH 4300)</td>
<td>Atlanta, GA</td>
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<tr>
<td>Cardiac Fitness Assessment and Rehabilitation Exercise Prescription</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>(KH 4360)</td>
<td>Atlanta, GA</td>
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<tr>
<td>Practicum in Exercise Science I (KH 4750)</td>
<td>Georgia State University</td>
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<tr>
<td>Research Fellowship in Exercise Science (KH4800)</td>
<td>Atlanta, GA</td>
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<tr>
<td>Directed Readings in Exercise Science (KH4810)</td>
<td>Georgia State University</td>
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<tr>
<td><strong>Guest Lecturer:</strong></td>
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<tr>
<td>Introduction to the Allied Fields of Health, Physical Education, and</td>
<td>Georgia State University</td>
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<tr>
<td>Fitness (KH 2130)</td>
<td>Atlanta, GA</td>
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<tr>
<td>Physiology of Exercise (KH 3650)</td>
<td>Georgia State University</td>
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<tr>
<td>Cardiac Fitness Assessment and Rehabilitation Exercise Prescription</td>
<td>Georgia State University</td>
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<td>(KH 4360)</td>
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</table>
Physiology of Exercise (KH 7500)  
Georgia State University  
Atlanta, GA

Neuromuscular Adaptations Laboratory (PT 8871)  
Georgia State University  
Atlanta, GA

Exercise Physiology (KINE 437)  
Texas A&M University  
College Station, TX

Exercise Physiology Laboratory (KINE 637)  
Texas A&M University  
College Station, TX

**Curriculum Development:**


(Note: Program name changed to Kinesiology)


(Note: course name changed to Advanced Exercise Physiology: Myocellular in 2006)

Academic Advising:

Doctoral Advisory Committee Chair

Benjamin Corona 2005-2009
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“Junctophilin damage contributes to early strength deficits and EC coupling failure after eccentric contractions.”

Doctoral Committee Member

Russell Rogers 2012-2016
Department of Kinesiology and Health
Georgia State University
Atlanta, GA

Cory Baumann 2011-2014
Department of Kinesiology and Health
Georgia State University
Atlanta, GA

Ryan Luke 2010-2012
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“Effect of anti-oxidant supplementation on recovery from eccentric muscle injury”

Katherine Heimburger Ingram 2006-2009
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“Skeletal muscle lipid peroxidation and its relationships with intramyocellular lipids and peripheral insulin sensitivity in mildly- to morbidly-obese subjects”

Eric Arnold 2000-2008
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“Mechanical overload induced skeletal muscle plasticity in the obese Zucker rat (Lepr\textsuperscript{fa})”
Michael Green  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
“Effect of a repeated bout of eccentrically biased contractions on insulin resistance”

**Master’s Thesis Committee Chair**

Adam Yurevich  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
“Effects of prolonged sitting on hamstring muscle function and fatigability”

Clement Rouviere  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
“Aerobic endurance exercise does not exacerbate muscle injury in a mouse model of Malignant Hyperthermia”

Benjamin T. Corona  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
“Exercise-induced muscle injury results in elevations in aerobic and anaerobic metabolism during submaximal treadmill running”

**Master’s Non-Thesis Committee Chair**

Shelley Taylor  
Department of Biology  
Georgia State University  
Atlanta, GA  
“Reactive oxygen and nitrogen modifications to ryanodine receptor and Malignant Hyperthermia episodes”

**Master’s Thesis Committee Member**

Joshua Villalobos  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
“The relationship between tactical formations and in-game activity profiles of youth soccer players.”
Denise Myers 2013-Present
Department of Kinesiology and Health
Georgia State University
“Self-selected Lyrical Music vs Non-Lyrical Music and its Effect on Running Performance”

Kel Bond 2011-2012
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“Echinacea Purpurea Supplementation Does Not Increase VO2max in Trained Male Runners”

Megan Meurer 2011-2012
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“The Effect of Uneven Terrain on Gait Adaptations”

Cory Baumann 2010-2011
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“The Influence of Anaerobic Metabolism on 5-km Race Performance in Collegiate Female Runners”

Harry Sowieja 2010-2011
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“Frontal motion analysis of the knee during a bicycle pedal revolution”

Jessica Lee 2007-2008
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“The effects of three different rest periods between sets to fatigue in recreationally trained females”

Donavan Almond 2007-2008
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“The effects of three different rest periods between sets to fatigue in recreationally trained females”
Joshua Hopper 2003-2004
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“The effect of impulse training on shoulder torques and throwing velocities.”

Rijuta Dhere 2002-2003
Department of Physical Therapy
Georgia State University
Atlanta, GA
“The relative contributions of neural and muscular mechanisms to the repeated bout effect associated with eccentric contraction-induced muscle injury.”

Brian LaBudde 2001-2003
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“The Effect of Heat Stress on Metabolic Alterations During 10km Running.”

Michael Rodgers 2000-2002
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
“The Effect of Inspired Air Humidity on the Airway Response of Asthmatics to Submaximal Exercise.”

Monica Hubal 1998-1999
Department of Health & Kinesiology
Texas A&M University
College Station, TX
“Effects of eccentric exercise training on bone in the estrogen-deficient mouse.”

SERVICE

Professional Memberships:

American College of Sports Medicine, Fellow

Southeast Chapter of American College of Sports Medicine, Member
American Physiological Society, Member

Phi Kappa Phi Honor Society
**Professional Service:**

**Scientific Advisory Board / Invited Grant Reviewer**

American Federation for Aging Research, 2009-2014

United States Civilian Research and Development Foundation
Sponsored by the National Science Foundation and U.S. Department of State, 2001

National Space Biomedical Research Institute (NSBRI) Workshop. Developed program announcement and research themes related to skeletal muscle alterations and atrophy for the inaugural NSBRI Grants Program. NSBRI is charged with solving all physiological limitations of a long-term manned mission to Mars. November 1999

**Invited Journal Reviewer**

American Journal of Physiology: Cell Physiology

American Journal of Physiology: Regulatory, Integrative and Comparative Physiology

Experimental Physiology

Journal of Applied Physiology

Advances in Physiology Education

Medicine and Science in Sports and Exercise

Aviation, Space, and Environmental Medicine

Muscle & Nerve

International Journal of Sports Medicine


**Invited External Reviewer for Promotion and Tenure**

The University of Texas Rio Grande Valley, Department of Health and Human Performance, October 2015

The College of William & Mary, Department of Kinesiology, September 2008
National/Regional Meetings

Symposium Chair, Inflammation after acute musculoskeletal injury: Basic science and clinical perspectives. Southeast Chapter of the American College of Sports Medicine Regional Meeting, February 9, 2007

Abstract Reviewer
Southeast Chapter of the American College of Sports Medicine Regional Meeting, 2006-2007

Session Chair, Skeletal Muscle Damage
American College of Sports Medicine Annual Meeting, June 3, 2006

Session Chair, Skeletal Muscle Genomics/Gene Expression II
American College of Sports Medicine Annual Meeting, June 3, 2004

Session Chair, SEACSM Basic Science Lecture
Southeast Chapter of the American College of Sports Medicine Regional Meeting, January 31, 2003

Session Chair, Skeletal Muscle Injury
American College of Sports Medicine Annual Meeting, May 31, 2002

Session Chair, Cellular Regulatory Mechanisms and Skeletal Muscle
Southeast Chapter of the American College of Sports Medicine Regional Meeting, February 1, 2002

Academic Service:

University

<table>
<thead>
<tr>
<th>Role</th>
<th>Institution</th>
<th>Years</th>
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<tbody>
<tr>
<td>Chair</td>
<td>Institutional Animal Care and Use Committee</td>
<td>2014-present</td>
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<tr>
<td></td>
<td>Georgia State University</td>
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<tr>
<td>Vice-Chair</td>
<td>Institutional Animal Care and Use Committee</td>
<td>2008-2014</td>
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<tr>
<td>Member</td>
<td>Georgia State University Search Committee for Clinical Laboratory Veterinarian</td>
<td>2014</td>
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<tr>
<td>Interim Chair</td>
<td>Institutional Animal Care and Use Committee</td>
<td>2009 (summer)</td>
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<td>Georgia State University</td>
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<td>Atlanta, GA</td>
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Member University Research Internal Grant Review Committee  2006-2009
Georgia State University
Atlanta, GA

Member Institutional Animal Care and Use Committee-Occupational Health and Safety Subcommittee  2005-2007
Georgia State University
Atlanta, GA

Member Institutional Animal Care and Use Committee  2002-2008
Georgia State University
Atlanta, GA

Member Georgia State University Search Committee for Attending Veterinarian  2005-2006

Alternate Member Institutional Animal Care and Use Committee  2001-2002
Georgia State University
Atlanta, GA

College/School

Member Advisory Committee on Clinical Faculty Promotion  2015
College of Education
Georgia State University
Atlanta, GA

Member Doctoral Initiatives Committee  2009-2011
College of Education
Georgia State University
Atlanta, GA

Member Graduate Student Appeal Committee Hearing  2010, 2006
College of Education
Georgia State University
Atlanta, GA

Member Dissertation Quality Review Committee  2006-2007
College of Education
Georgia State University
Atlanta, GA
<table>
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<tr>
<th>Role</th>
<th>Position</th>
<th>Years</th>
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<tr>
<td>Member</td>
<td>Information Systems and Instructional Technology Committee</td>
<td>2004-2006</td>
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<td>College of Education</td>
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<tr>
<td>Member</td>
<td>Ad Hoc Committee to reorganize the Center for Sports Medicine, Science</td>
<td>2002</td>
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<td>and Technology</td>
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<tr>
<td>Associate Faculty</td>
<td>Graduate Faculty Committee</td>
<td>1998-1999</td>
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<td>Member</td>
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<td>Texas A&amp;M University</td>
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<td><strong>Department</strong></td>
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<tr>
<td>Coordinator</td>
<td>Doctoral Program in Kinesiology</td>
<td>2008-p resent</td>
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<tr>
<td>Chair</td>
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<td>Member</td>
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<td>Chair</td>
<td>Faculty Search Committee for Department Chair</td>
<td>2015</td>
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<tr>
<td>Coordinator</td>
<td>Master’s of Science Program in Exercise Science</td>
<td>2008-2013</td>
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<td>Role</td>
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<tr>
<td>Member</td>
<td>Faculty Search Committee for Exercise Physiology</td>
<td>2012-2013</td>
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<tr>
<td>Member</td>
<td>Faculty Search Committee for Sports Administration</td>
<td>2010-2011</td>
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<td>Advisor</td>
<td>B.S. Exercise Science Program</td>
<td>2006-2009</td>
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<td>Chair</td>
<td>Academic Program Review Committee</td>
<td>2006-2008</td>
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<td>Member</td>
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<tr>
<td>Joint Appointment</td>
<td>Department of Physical Therapy</td>
<td>2001-2005</td>
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<tr>
<td>Member</td>
<td>Faculty search committee for Biomechanics program</td>
<td>2003</td>
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<tr>
<td>Member</td>
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<td>2000</td>
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<tr>
<td>Provisional Member</td>
<td>Graduate Faculty Committee</td>
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Community Service:

M.U.S.C.L.E.S. Faculty Advisor, Georgia State University, 2010-2011

Triathlon Club Faculty Advisor, Georgia State University, 2007-2009

Assistant soccer coach, Georgia Futball Club, 2005-2006

Snellville, GA

Committee member, Dominion Walk community neighborhood common grounds management, 2004, Snellville, GA

Volunteer, Dominion Walk community spring festival, 2004

Snellville, GA

Volunteer, Dominion Walk community fall festival, 2002, 2003

Snellville, GA

Volunteer, Dominion Walk community summer festival, 2000, 2001, 2002

Snellville, GA

Volunteer, Dominion Walk community fund raising festival honoring the New York Firefighters Fund commemorating the September 11 attack in New York City, 2001

Snellville, GA

Volunteer, Wake Forest University Cardiac Rehabilitation Program, 1986-1987, Winston-Salem, NC

Certifications

Biomethodology of Rat Workshop, Department of Animal Resources, Georgia State University, 2011

American Association for Laboratory Animal Science Online Learning Library Workshop on Introduction to the IACUC, Mice, and Surgery, 2010

Biomethodology of Mice Workshop, Department of Animal Resources, Georgia State University, 2008

Cardiopulmonary resuscitation, Emory University, 2007

Mice breeding strategy, Emory University, 2006

The Humane Care and Use of Laboratory Animals. Online computer course sponsored by the Laboratory Animal Training Association, 2004
Essentials for IACUC Members course on ResearchTraining.Org. Online computer course sponsored by VA Office of Research and Development, 2004

Working with the IACUC course on ResearchTraining.Org. Online computer course sponsored by VA Office of Research and Development, 2004

Post-Procedure Care of Mice and Rats in Research: Reducing Pain and Distress course on ResearchTraining.Org. Online course sponsored by VA Office of Research and Development, 2004

Applied Research Ethics National Association Institutional Animal Care and Use Committee 101, Co-Sponsors National Institutes of Health Office of Laboratory Animal Welfare and Emory University School of Medicine, 2002
Atlanta, GA

Confocal Microscopy and Imaging Training Course, 1995
NORAN Instruments, Inc.
Madison, WI

Basic Transmission Electron Microscopy Operation Workshop, Electron Microscopy Center, 1994
Texas A&M University
College Station, TX

Radiological Safety Short Course, Office of Radiological Safety, 1993
Texas A&M University
College Station, TX

Asepsis and Aseptic Techniques, Animal Care and Use Training Program, 1993
Texas A&M University
College Station, TX

Rats: Basic Handling and Techniques, Animal Care and Use Training Program, 1993
Texas A&M University
College Station, TX

Mice: Basic Handling and Techniques, Animal Care and Use Training Program, 1991
Texas A&M University
College Station, TX
Honors and Awards

Invited author for the American Physiological Society’s Essays on Classic Papers Series, 2004

Fellow, American College of Sports Medicine, 2002
Georgia State University
Atlanta, GA

Distinguished Dissertation Award, 1994
Department of Health and Kinesiology
Texas A&M University
College Station, TX

Dissertation Research Proposal Award, 1992
American College of Sports Medicine Foundation
Texas A&M University
College Station, TX

Graduate Student Research Awards, 1992, 1994
Texas Region, American College of Sports Medicine
Texas A&M University

Phi Kappa Phi Honor Society, 1991
Texas A&M University Chapter
College Station, TX

Athletic Scholarship, Cross Country and Track and Field, 1983-1988
Wake Forest University
Winston-Salem, NC
Curriculum Vitae

Timothy B. Kellison

Georgia State University

Department of Kinesiology and Health

P.O. Box 3975
Atlanta, Georgia 30302

office Sports Arena 171
phone 404-413-8363
fax 404-413-8053
email tkellison@gsu.edu

Positions

Georgia State University

Assistant Professor, Department of Kinesiology and Health
2013–2016
– Director, Sport and Urban Policy Initiative (2016–)

University of Florida

Assistant Professor, Department of Tourism, Recreation and Sport Management
2013–2015

Education

PhD, Sport Management, The Florida State University
2013

Certificate: Measurement and Statistics

Dissertation: Civic paternalism in political policymaking: The justification for no-vote stadium subsidies and the public response (Chair: Jeffrey D. James)

Global Sport Management, The Florida State University Study Centre, London
2010

MS, Sport Management, The Florida State University
2009

Thesis: Factors influencing job satisfaction of student employees in a collegiate recreational sports setting (Project advisor: Jeffrey D. James)

BS, Education, cum laude with honors and with research distinction, The Ohio State University
2007

Thesis: The newspaper, neighborhood perception, and the Steel City: The historical impact of community on professional sports as reflected and portrayed in the local press (Project advisor: Melvin L. Adelman)

Affiliations

External Fellow, Center for Sport, Health, & Equitable Development, The Florida State University
2014–

Publications

Refereed Journal Articles


**Edited Book**

Book Contributions


Book Review


Manuscripts Submitted For Review


2. Hutchinson, M., Berg, B. K., & Kellison, T. B. Political activity in escalation of commitment: Government decision making in sport facility funding. Under review. 43 pages.

1. Wendling, E., Kellison, T. B., & Sagas, M. A conceptual examination of college athletes’ role conflict through the lens of conservation of resources theory. Under review. 33 pages.

Technical Reports


**Presentations**

**Refereed**


– Winner, Outstanding Professional Paper


   – Finalist, College of Education Research Award

8. Kellison, T. B., & Kim, Y. K. (2011, October). The dynamic marketing strategies of professional sport teams engaged in pro-environmental initiatives. Presented at the annual meeting of the Sport Marketing Association, Houston, TX.
   – Finalist, Best Student Paper Award


   – First Place, Student Research Competition


   – First Place, Student Case Study Competition


Invited Talks

4. Kellison, T. B. (2016, November). Economic impact of sport, parks, and recreation on the state of Georgia. Invited speaker to International Center for Sport Management Fall 2016 Lecture Series Symposium on the Impact of Sport, Fitness, and Community Wellness Industries on the State of Georgia, University of Georgia, Athens, GA.


Workshop

Grants and Contracts


**Kellison, T. B.** (PI). *A referendum simulation for a no-vote stadium subsidy in Cobb County, Georgia.* Funded by University of Florida Eric Friedheim Tourism Institute, Bill Sims Faculty Research Award. Amount funded: $1,500. April 2014–March 2015.


**Teaching**

**Georgia State University**
- Introduction to Sport Management (Graduate)
- Seminar in Public Policy and Sport (Graduate)
- Sport Management and Leadership (Graduate)

**University of Florida**
- Seminar in Management and Sport (PhD)
- Management and Leadership in Sport (Graduate) / online (Graduate)
- Administration of Sport and Physical Activity (Undergraduate) / online (Undergraduate)

**The Florida State University**
- Human Resource Management in Sport (Undergraduate)
- Public Policy and Sport (Undergraduate)
- Golf (Lifetime Activities Program)

**Student Development**

- Doctoral Committee Chair
  - Kelly Elliot (GSU, expected 2020). In coursework.

- Doctoral Committee Member
  - Wonseok Jang (UF, 2016). PhD, Health and Human Performance. “The effects of different types of choice goal on consumers’ happiness and product evaluation depending on the levels of effort to make choices.” Assistant Professor, Texas Tech University.

Master’s Thesis Committee Member
– Meredith Flaherty (UF, 2016). MS, Sport Management. “A retroactive analysis of motivations to participate in youth sport.”

Undergraduate Honors Thesis Supervisor

Service

To the Academy

Editorial Review Board
– Journal of Global Sport Management (2016–)
– International Journal of Sport Management (2014–)
– Journal of Amateur Sport (2014–)

Ad Hoc Reviewer
– Contemporary Economic Policy
– Economic Development Quarterly
– International Journal of Event Management Research
– Journal of Brand Management
– Journal of Intercollegiate Sport
– Journal of Physical Education and Sport Management
– Journal of Sport Management
– Sport, Business and Management: An International Journal
– Sport in Society
– Sport Management Review
– Sport Marketing Quarterly
– Sustainability

Conference Abstract Section Head
– North American Society for Sport Management, Organizational Theory/Culture (2016)

Conference Abstract Reviewer
– North American Society for Sport Management (2014–)
– Sport Management Association of Australia and New Zealand (2016–)
– Sport Marketing Association (2014–)

Event Volunteer, SEVT Conference (Columbia, SC) 2011

To Georgia State University and the University System of Georgia

Georgia Board of Regents Advisory Committee for Physical Education, Health Education, and Recreation 2016–

To Previously Affiliated Institutions

Annual Performance Review (APR) Revision Committee (Departmental), UF 2015
Masters Program Admissions Committee (Departmental), UF 2014–2015
APR Service Review Committee (Departmental), UF 2014–2015
Judge, Graduate Student Research Day Poster Competition, UF 2013–2014
Faculty Search Committee, Department of Sport Management, FSU 2013
Event Volunteer, Florida State University Sport Management Conference, FSU 2009–2012
Roundtable Moderator, Florida State Summit (Statewide Recreational Sports Conference), FSU 2009

Awards

Winner, Outstanding Professional Paper, Sport Marketing Association Annual Conference 2015
Fellow, Prairie Project Sustainability Workshop, University of Florida 2015
Graduate Student Research and Creativity Award, The Florida State University Graduate School 2013
Department of Sport Management Doctoral Student Scholarship, The Florida State University 2012
Finalist, College of Education Research Award, The Florida State University 2012
Finalist, Best Student Paper Award, Sport Marketing Association Annual Conference 2011
First Place, Student Research Competition, Southern Sport Management Conference 2011
First Place, Student Case Study Competition, Sport Marketing Association Annual Conference 2010
President’s Salute to Undergraduate Academic Achievement, The Ohio State University 2007
William N. Wasson Student Leadership & Academic Award, NIRSA 2007

Media Coverage

Albuquerque Journal
Atlanta Journal-Constitution
Atlanta Magazine
Baseball Prospectus
Bloomberg Businessweek
Dallas Morning News
ESPN The Magazine
Huffington Post
Ledger-Enquirer (Columbus, GA)
Marietta (GA) Daily Journal
National Public Radio
The New York Times
Orlando Sentinel
Seattle Times
Tampa Bay Times
TCPalm (FL)

Professional Experience

Statistician, Department of Athletics, The Florida State University 2007–2013
Assistant to the Chair, Department of Sport Management, The Florida State University 2009–2010
Professional Shop Assistant, SouthWood Golf Club 2009–2010
Graduate Assistant – Intramural Sports, Campus Recreation, The Florida State University 2007–2009
Assistant Director of Merchandising, Columbus Clippers Baseball Team, Inc. 2006–2007
Office Manager and Supervisor, Department of Recreational Sports, The Ohio State University 2005–2007

**Industry Service**

Ambassador, South Florida Super Bowl Host Committee, Super Bowl XLIV 2010
Production Assistant, NFL Network, *Road to Canton: Class of 2010* Pro Football Hall of Fame Enshrinees Special 2010
Assistant to the Director of Officials, American Collegiate Intramural Sports/Western Kentucky University, Regional Flag Football Tournament 2007
Ambassador, Greater Columbus Sports Commission, NCAA Division I Men’s Basketball Tournament 2007
Event Management Assistant, Ohio High School Athletic Association, State Baseball Championships 2006
Buckeye Brigade (Men’s Ice Hockey Event Management Assistant); Men’s Ice Hockey Street Team, The Ohio State University Department of Athletics (Marketing and Promotions) 2004–2005
CURRICULUM VITA

Jacalyn Lea Lund
Dept KH
Georgia State University
jlund@gsu.edu

Department, Rank, Year of Appointment

Kinesiology and Health (Georgia State University), Professor, 2010 - present
Kinesiology and Health (Georgia State University), Associate Professor, 2004-2010
Physical Education (Ball State University), Associate Professor, 2000-2004
Physical Education (University of Louisville), Associate Professor, 1995-2000
Physical Education (University of Louisville), Assistant Professor, 1990-1995

Education

1990 The Ohio State University Ph.D.
Major: Sport Pedagogy
Minor: Applied Behavior Analysis

1974 University of Northern Colorado M.S.
Major: Physical Education

1971 Michigan State University B.S.
Major: Physical Education
Minor: Physical Science

RESEARCH/SCHOLARSHIP INTEREST

General areas of interest include teacher preparation and teaching. Specific areas of interest include authentic assessment, teacher accountability, evaluation methods used by teachers, and student field experience supervision.

Publications

Books


Chapters in books


Chapters in preparation


Refereed articles


**Peer reviewed national publications**


**Conference proceedings**


Published abstracts (Refereed)


**Government Policy Paper**


**Invited articles**


**Non-refereed articles**


Articles in press

Articles in Review


Poster sessions

Refereed


**Lund, J.** & White, H. "Comparative Analysis of the Effects of Selected Components on Physical Education Teacher Education Programs as Perceived by Physical Education Teacher Education Faculty.” Annual Conference for the American Alliance for Health Physical Education Recreation and Dance, April, 1987.

**Papers presented and/or lectures to professionals within the discipline**

**Refereed**


**Lund, J.** “Assessment: Aligning assessment with student learning outcomes.” Annual conference for the Georgia Association for Health, Physical Education, Recreation, and Dance October 27-29, 2013 in Atlanta, GA.


Gurvitch, R., **Lund, J.**, & Greene, B. “The Implementation of the Tactical Model in Physical Education.” Annual conference for the Georgia Association for Health, Physical Education, Recreation, and Dance November 1-2, 2009 in Atlanta, GA.


Gurvitch, R., Lund, J., & Greene, B. “Everything you wanted to know about the sports education model: Implementation and assessment.” Annual conference for the Georgia Association for Health, Physical Education, Recreation, and Dance November 2-3, 2008 in Savannah, GA.

Gurvitch, R., Lund, J., & Greene, B. “All about the tactical model: Implementation and Assessment.” Annual conference for the Georgia Association for Health, Physical Education, Recreation, and Dance November 2-3, 2008 in Savannah, GA.


Kirk, M. & Lund, J. “Integrating Alternative Performance Based Assessment with Learning Activities in Middle and Secondary Physical Education Classes.” Annual


Lund, J. "Writing a Razzle-Dazzle Resume." Annual Conference of the Kentucky Association for Health, Physical Education, Recreation and Dance, Louisville, KY. November, 1996.


Lund, J. & Veal, M.L. "Writing Rubrics for Alternative Assessments - Adding Another 'R' to Your Educational Vocabulary." Annual Conference for the American Alliance for Health, Physical Education, Recreation, and Dance, Atlanta, GA. April, 1996. Note: Wrong person is listed in the documentation. J. Rowe was the presider.


Lund, J. "Clap and Tap as we Sit and Be Fit." Annual Meeting, Kentucky Association for Educators of Young Children, Louisville, KY. April, 1991.

Brunelli, J. & White, H. "An Examination of the Effects of Selected Components on Physical Education Teacher Education Programs.” Annual Conference for the Central
District Association for the American Alliance for Health, Physical Education, Recreation and Dance, Kansas City, KS. April, 1987.


Invited


Heidorn, B. & Lund, J. “National Association for Sport and Physical Education Update.” Annual conference for the Georgia Association for Health, Physical Education, Recreation, and Dance, October 25, 2011 in Atlanta, GA.


Lund, J. Getting Smart about Assessment. Annual conference for the Tennessee Association for Health, Physical Education, Recreation, and Dance November 1. 2010 in Murfreesboro, TN.


Lund, J. PETE Honors luncheon speaker: Improving Teacher Education: Responding to Reform Initiatives at the 2010 Annual Conference for the American Alliance for Health, Physical Education, Recreation, and Dance March 2010 in Indianapolis, IN.


Sponsored by the Middle East Technical University and Hacettepe University in Ankara, Turkey, January 30-31, 2009.

**Lund, J.** “New tools for physical education program evaluation.” Annual conference for the Georgia Association for Health, Physical Education, Recreation, and Dance November 2-3. 2008 in Savannah, GA.

**Lund, J.** “Giving the gift that keeps on giving.” Keynote address presented at the annual conference for the annual conference of the South Carolina Association for Health, Physical Education, Recreation, and Dance. Myrtle Beach, SC. November 2007.


Lund, J. "Authentic Assessment: Have We Finally Found User-friendly Assessment.” World Congress Physical Education and Sport ’94 for the Association Internationale des Ecoles Superieures d’Education Physique (AIESEP), Berlin, Germany, June 1994.

Non-refereed


Lund, J. “Using concept maps to enhance student learning.” Presented at the Kinesiology and Health Spring Research Symposium, April 2009.

Lund, J. “Understanding the conceptual development of pre-service teachers’ knowledge of assessment.” Presented at a Works in Progress conference at the University of Georgia, October 31-November 3, 2008.


Lund, J. “NASPE Standards for Physical Education.” Annual Conference for the Kentucky Association for Health, Physical Education, Recreation and Dance, Louisville, KY. November, 1996.


Presentations accepted

Creative endeavors

Assisted in the development of Computerized Observation System (COS), a software package that allows the observer to code Academic Learning Time in Physical Education (ALT-PE) (Copyright 1998)
Grants

Title: The Effect of Physical Education Assessment Policy on Increasing Physical Activity
Agency: Active Living Research/RW J Foundation
Amount: $399,838 (over 3 years).
Status: Pending (external, national, competitive) April 2009
PI/Project Director: Dr. Judith Rink
Co-PI: Dr. Jacalyn Lund

Title: The Jordan Initiative
Amount: $42,000,000.
Status: Not funded (external, international, competitive) November 2008
Co-Principal Investigators: Gwen Benson and Susan Ogletree
(Was listed as a consultant for a portion of the grant and helped with writing that part)

Title: Learning to Teach with Portable Multimedia Laboratories
Agency: Submitted to Georgia State University
Amount: $76,319
Status: Funded (internal, competitive) March 2005
Principal Investigator: Rachel Gurvitch

Title: Summer School Marketing Plan.
Agency: Submitted to Ball State University
Amount: $800
Status: Funded (internal, competitive) December 2003
Principal Investigator: Jackie Lund

Title: Developing Assessments for Elementary Physical Education Academic Content Standards.
Agency: Submitted to Indiana Department of Education
Amount: $20,000
Status: Funded (external, non-competitive) August 2003
Principal Investigator: Jackie Lund

Title: Developing Curriculum for Promoting Quality Physical Activity.
Agency: Submitted to FIPSE, U.S. Department of Education
Amount: $1,483,314
Status: Not funded (external, competitive) February 2003
Principal Investigator: Jackie Lund

Title: Developing a Standardized Assessment Tool for Middle School Physical Education.
Agency: Submitted to the Indiana Department of Education
Amount: $66,626
Status: Funded (external, non-competitive) November 2001
Principal Investigator: Jackie Lund
Co-principal investigator: Marilyn Buck

Title: Survey of Teacher Perceptions of Content Knowledge in Physical Education.
Agency: Submitted to the Indiana Association for Health, Physical Education, Recreation, and Dance
Amount: $1109
Status: Funded (external, competitive) Submitted May 2001
Principal Investigator: Jackie Lund
Co-principal investigator: Rebecca Woodward
Title: Project PACE: The Impact of Participation in and the Conceptual Understanding of Physical Activity on Academic Progress of Middle School Children.
Agency: Submitted to the U.S. Department of Education, Field-Initiated Studies
Amount: $817,921
Status: Not Funded (external, competitive) Submitted September 2000
Principal investigator: Rebecca Woodward
Co-principle investigators: Marilyn Buck, Valerie Wayda, and Jackie Lund

Title: Project PACE
Agency: Submitted to the American Honda Foundation
Amount: $47,050
Status: Not funded (external, competitive) Submitted July 2000
Principal investigator: Rebecca Woodward
Co-principle investigators: Marilyn Buck, Valerie Wayda, and Jackie Lund

Title: Impacts of KERA on Physical Education in Kentucky
Agency: Research and Faculty Development Committee of the School of Education
Amount: $3290.10
Status: Funded (internal, competitive) December, 1998
Principal investigator: Jackie Lund

Title: The Effects of Class Size in Elementary School Physical Education
Agency: Research and Faculty Development Committee of the School of Education
Amount: $448
Status: Funded (internal, competitive) October 1997
Principal investigator: Jackie Lund

Title: Longitudinal Study of Critical Thinking Acquisition
Agency: Research and Faculty Development Committee of the School of Education
Amount: $4,000
Status: Funded (internal, competitive) March 1996
Principal investigator: Pat Leitsch
Co-principle investigators: Jackie Lund and Kai Kirby.

Title: Fun, Fitness and Physiology for Future U of L Freshmen
Agency: JCPS/U of L Coordinating Committee for the 1996-97 Collaborative Ventures Grant
Amount: $3,450
Status: Not funded (internal, competitive) June 1996
Principal investigator: William Weinberg
Co-principle investigators: Jackie Lund and Ann Swank

Title: Survey of Physical Education in Kentucky
Agency: Research and Faculty Development Committee of the School of Education.
Amount: $1,800
Status: Funded (internal, competitive) February, 1994
Principal investigator: Jackie Lund

Title: Physical Education and Sport 94: World Congress Meeting for AIESEP
Agency: Research and Faculty Development Committee of the School of Education
Amount: $2,500
Status: Not funded (internal, competitive) February, 1994
Principal investigator: Jackie Lund

Title: Give Them a Dream - Creating New Horizons for Elementary Children
Agency: JCPS/U of L Collaborative Ventures Coordinating Committee
Amount: $2,600
Status: Not funded (competitive, internal) July, 1993.
Principal investigator: Jackie Lund
Co-principle investigator: Margaret Pentecost

Title: Adventure for Learning: Expanding Horizons for Cooperation and Collaboration
Agency: JCPS/U of L Collaborative Ventures Coordinating Committee.
Amount: $2,550
Status: Not funded (internal, competitive) July, 1992
Principal investigator: Jackie Lund

Title: Skill Analysis Through Instructional Video
Agency: JCPS/U of L Collaborative Ventures Coordinating Committee
Amount: $3,100
Status: Not funded (internal, competitive) July, 1992
Principal investigator: Jackie Lund

Title: Adventure for Learning: A Collaborative - Cooperative Initiative
Agency: JCPS/U of L Collaborative Ventures Coordinating Committee
Amount: $2,600
Status: Funded (internal, competitive) July, 1991
Principal investigator: Jackie Lund

Title: Improving Feedback for Physical Education Student Teachers
Agency: Research and Faculty Development Committee of the School of Education
Amount: $1,345
Status: Funded (internal, competitive) April, 1992
Principal investigator: Jackie Lund

Title: Survey of Physical Education in Kentucky
Agency: Research and Faculty Development Committee of the School of Education.
Amount: $600
Status: Funded (internal, competitive) October, 1992
Principal investigator: Jackie Lund

Reviewer/Referee for professional journals

Reviewed “Creating an inclusive climate in middle school physical education for overweight students” for Physical Education and Sport Pedagogy (October 2014).

Reviewed PE Pre-service teachers taking reading and writing in the content areas: Making meaningful connections” for Strategies (October 2014).

Reviewed “Implementation of a values training program: Perspectives from physical education teachers, coaches, students, and athletes” for Physical Education and Sport Pedagogy (May 2014). Reviewed a second time (July 2014).

Reviewed “The role of social capital in a comprehensive school-based health project” for Physical Education and Sport Pedagogy (July 2014).

Reviewed “The fitness revolution. Historical transformations in the global gym and fitness culture” for Sage Open Review.

Reviewed the manuscript entitled “Moving online physical education from oxymoron to efficacy” Quest (2014); reviewed second time September 2014
Reviewed “P.E. pre-service teachers taking reading and writing in the content areas: Making meaningful connections” for Strategies (July 2014).

Reviewed “The role of social capital in a comprehensive school-based health project” for Physical Education and Sport Pedagogy (July 2014).


Reviewed the manuscript entitled “Assessing elementary school students’ performance in motor skills: Achieving national physical education content standard 1” for RQES (November 2013).

Reviewed the manuscript entitled “Advocating the development of a pedagogical model for outdoor and adventurous activities” Quest (November 2013).

Reviewed “Killer jobs” for Strategies (3 rounds of review starting October 2013).

Reviewed “Student physical activity outcomes from one physical education curricular model” for Physical Education and Sport Pedagogy (September 2013).

Reviewed “Teaching strategies and models for youth softball” for Strategies (July 2013). Article was reviewed on 2 other occasions under the title of “Batter’s choice and differentiated pitch levels in softball/baseball: A student-centered approach.”

Editorial Board for Physical Education and Sport Pedagogy. March 2014 to present.

Editorial Board for Quest. October 2013 to present.

Editorial Review Board for SAGE Open, February 2013 to present.

Reviewed the manuscript and revision of a manuscript entitled “Middle school teacher compliance and accuracy in state assessment of student motor skill performance” for RQES (March 2013).

Reviewed the manuscript entitled “Movement-related play: A ‘hedge hog concept’ for physical education” Quest (March 2012 and September 2012).

Reviewed the manuscript and revision of a manuscript entitled “Skill acquisition in physical education: A speculative perspective” Quest (summer 2011).

Reviewed the manuscript entitled “The significance of physical education content: ‘Sending the message’ in physical education teacher education” Quest (2011).

Reviewed the revision of a manuscript entitled “An Examination of Pre-Service Teachers Dispositions in Physical Education Teacher Education” for the Physical Education and Sport Pedagogy (January 2011).

Reviewed a manuscript entitled “Rethinking PETE Program Admissions to Include Teacher Candidate Dispositions” for Quest (August 2010).

Reviewed a manuscript entitled “An Examination of Pre-Service Teachers Dispositions in Physical Education Teacher Education” for the Physical Education and Sport Pedagogy (June 2010).

Reviewed “Physical education teachers’ fidelity to and perspectives of a standardized curricular model” for Physical Education and Sport Pedagogy (May 2011).
Reviewed a manuscript entitled “Coaching Teachers to Integrate Formal Assessment into Their Daily Teaching” for the *Physical Education and Sport Pedagogy*.

Reviewed a manuscript entitled “Systematic Observation of Formal Assessment of Students by Teachers (SOFAST)” for the *Physical Education and Sport Pedagogy* (November 2009).

Reviewed a manuscript entitled “A Comparison of Efficacy Among Students at Different Points in Teacher Education” for the *Journal of Teaching in Physical Education* (JTPE).

Reviewed a manuscript entitled “What Pre-Service Teachers Perceive About Assessment and It’s Implementation” for the *Journal of Teaching in Physical Education* (JTPE) on two different occasions.


Reviewed manuscript entitled “K-12 physical educators perspective toward curriculum change” for the *Journal of Teaching in Physical Education*, 2005. (Actually reviewed this three times: initial submission and submissions after revision)

Reviewed manuscript entitled “A survey of urban physical education teachers’ health-related fitness assessment practice” for the *Journal of Teaching in Physical Education*, 2005.

Reviewed manuscript for the *Journal of Teaching in Physical Education*, 2003.

Reviewed article for *Strategies*, 2001

Reviewed article for *Strategies*, 2000

Reviewed article for *Strategies*, 1999

**Reviews for books and book chapters**

*33 approaches to individualizing your teaching*. Reviewed for the National Association for Sport and Physical Education, July 2013.

*Designing practice tasks*. Chapter reviewed for the National Association for Sport and Physical Education, September 2013.

*Plato’s physical education*. Reviewed for Routledge, a Taylor and Francis Group.


“The Use of Heart Rate Monitors in Assessment.” Monograph for the National Association for Sport and Physical Education (NASPE) Assessment Series (July 2000).


*Physical Activity and Sport for the Secondary School Student* by NASPE. Book reviewed for NASPE. (December 1999).

Teaching Basic Gymnastics by Cooper and Trnka. Book reviewed for Allyn & Bacon. (July 1999).


Dance-a-While by Harris, Pittman, Waller (7th Ed.) (May, 1996).


Reviews for other endeavors

Reviewed abstracts submitted for presentation at the 2015 AAHPERD National Convention for Research Consortium. (June, 2014)


Reviewed abstracts submitted for presentation at the 2010 AAHPERD National Convention for Research Consortium. (July, 2009)

Reviewed abstracts for 2009 NASPE Research Grant ($30,000) for the NASPE Board Research Coordinator (November 2008)


**2002-2009** Editor, NASPE Assessment Series

“Assessment for Everyone: Modifying NASPE assessments to include all elementary school children.” (2011). Monograph for the National Association for Sport and Physical Education (NASPE) Assessment Series edited and written by Lauren Leiberman and Ellen Kowalski.


Other Research Endeavors

Reviewed video tapes for a research study sponsored by the Texas Woman’s University April 2001

Helped develop a video for the Kentucky Department of Education for training teachers to use the Performance-based assessments for evaluating teacher education graduates. This involved writing the script for myself and filming the session (making the video). August 1998

COURSES TAUGHT

Research Design for Kinesiology and Health
Research Methods in Physical Education
Curriculum Development for K-12 Schools
Assessment for K-12 Schools
Secondary Methods of Teaching Physical Education
Elementary Methods of Teaching Physical Education
Elementary Methods of Teaching Physical Education to Elementary Classroom Teachers
Issues and Trends in Physical Education
History and Foundations of Health and Physical Education
Introduction to Health, Physical Education, Exercise Science and Sport Studies
Methods of Teaching Dance and Gymnastics
Methods of Supervision in Physical Education
Achievement Based Curriculum
Student Teaching Seminar in Physical Education
Skill Analysis in Team Sports
Skill Analysis in Individual Sports
Pedagogical Methods in Physical Education
Country Western Line Dance

Workshops taught


Lund, J. “Assessment Strategies: K-12 Physical Education.” PIPEline workshop presented for the Wisconsin Association for Health and Physical Education. April, 2011.


Lund, J ”Moving Into the Future: How Does Teacher Education Use the New Standards?” Workshop for the Indiana Physical Education Teacher Educators, McCormick's Creek State Park, IN. February, 1996.


Workshop facilitator for breakout sessions on KERA at the state convention for the Kentucky Association for Health, Physical Education, Recreation, and Dance, Louisville, KY. October, 1992.

**Doctoral Committees**

Doctoral committee member

Colleen Saringer (in progress). Investigating the Effectiveness of Workplace Physical Activity Policy and Environmental Strategy for Adults in the Workplace.

Caroline Conner (in progress). Study on teacher coach role conflict for social studies teachers.


**Master’s theses/research papers/creative projects**

Chair


Committee member thesis


Research papers

Advisor for a research paper by Ansley Evans entitled “GSU Observation Instrument: A descriptive study of behaviors specific to the Sport Education Model of Instruction.” June 2008

Advisor for a research paper by Jonathan Moore entitled “What Types of Assessments Do Student Teachers Use When Teaching Instructional Models?” July 2008


Advisor for a research paper by LaKeisha Brown entitled “Are rubrics a reliable assessment for evaluating skill proficiency of striking with hands/arms (volleying)? April 2008

Advisor for a research paper by Barbara Greene entitled “So, you’ve got the skills, but can you play the game? Establishing the Reliability of a Performance Based Assessment in Physical Education.” May 2007

Advisor for a research paper by Haley Rogers entitled “Establishing the Validity and Reliability of a Performance-Based Assessment Instrument in Elementary Physical Education.” May 2007


Advisor for a research paper by Patrick Caufield entitled “Gymnastics Assessment Reliability.” July 2007

33

Advisor for a research paper by Chad Ludwig entitled “Criteria Evaluated by NCAA Division III Prospects When Choosing a College.” December, 2002.


Advisor for a research paper by Jason Orr entitled “Should NCAA Division I-A Institutions Implement A Mandatory Drug Education Program for Their Athletes?” May 2001

Creative projects


Other Teaching Endeavors

Graduate advisor (7 Students) – Academic year 2009-2010  Georgia State University
Graduate advisor (36 Students) – Academic year 2008-2009  Georgia State University
Graduate advisor (28 students) – Academic year 2007-2008  Georgia State University
Graduate advisor (35 students) – Academic year 2006-2007  Georgia State University
Graduate advisor (27 Students) – Academic year 2005-2006  Georgia State University
Graduate advisor (8 Students) – Academic year 2004-2005  Georgia State University
Undergraduate advisor (37 students) - Academic year 2003-2004  Ball State University
Undergraduate advisor (25 students) - Academic year 2002-2003  Ball State University
Undergraduate advisor (18 students) - Academic year 2001-2002  Ball State University
Undergraduate advisor (7 students) - Academic year 2000-2001  Ball State University
Undergraduate advisor (34 students) – Academic year 1999-2000  University of Louisville

SERVICE

Contracted professional work/consulting outside the university

Fellow for the Ministry of Education, Singapore, July 8 – August 8, 2013.

External program reviewer for Sultan Qaboos University, Muscat, Oman. September 2012

Reviewed the rubric for the PETE Senior/Professional Portfolio Southern Illinois University (SUIE) September 2009

Reviewer for the School of Sport and Exercise Science at the University of Northern Colorado (October 2009).

Reviewer for the State Standards for Physical Education for the State of Louisiana (May 2009)

Chair, review team for the Department of Physical Education at the Indiana University Purdue University in Indianapolis (IUPUI). (March 2009)

Chair, Committee to develop the Georgia Performance Standards for Physical Education (May 2008-June 2009)

Reviewer for the Voluntary Standards for Physical Education State of Maryland (May 2008)

Reviewer for the Physical Education Content Standards for the State of Indiana (2008)

Huntington North High School in Huntington, IN. Curriculum consultant. (October 2001)

Samford University in Birmingham, AL Review of phase II of Donna Dunaway’s Problem-Based Learning Project. (August 2000).

Samford University in Birmingham, AL. Reviewed Problem-Based learning Project for Donna Dunaway (July 1999).


University of Nebraska at Lincoln (October 1996) Review of Physical Education program

Professional Service

Institutional service

Department

Georgia State University

2009-present Chair, Department of Kinesiology and Health

2008-09 Coordinated the development of the Teacher Support Specialist Folio for the PSC review

2007 APACE review writing team (represent Health and Physical Education)

2006-7 Department Committee on Teacher Effectiveness

2006-7 Sport Administration Search Committee

2007 Chair, Health and Physical Education Clinical Position Search Committee

2004 - 2009 Graduate Program Coordinator for Health and Physical Education

2005 - 2006 Wrote the PSC Accreditation report for the Health and Physical Education Masters Program
Ball State University

2001-2003 MARC (Majors Admission and Retention Committee)

2002-2003 MARC Committee Chair

2001 - 2004 Assisted with spring/fall fitness testing

2000-2003 Member of the School of Physical Education Pedagogy Committee

2001 Presented the Outstanding Community Service Award at the 2002 Spring Awards Reception

2002 Chaired the Department Student Awards Committee

2002 Represented Physical Education faculty on CAST (College for Arts and Sciences) Committee for UniverCity

2000-present Graduate Coordinator for the Teacher Education Specialization

2002 Member of the School of Physical Education Salary Appeals Committee

2001-2002 Member of Search Committee for faculty position in psychology

2001 Met with potential football recruits about the physical education teacher education program

2002 Participated in summer orientation breakfasts

2002 Met with Shoji Ichino and Yoshitaka Yoneda and the Aichi University of Education (Japan)

2002 Represented department at International Week, University College Worcester

2001-2002 Co-chair MARC Committee

2001-2002 Mentor for new faculty member (Adam Havice)

2001 Presented the Outstanding Senior Award and the Katherine Hamilton King Scholarship award at the 2001 Spring Awards Reception

2001 Member of the School of Physical Education Salary Appeals Committee

2001 Chaired the Department Student Awards Committee

2001 Coordinated committee who wrote the NCATE Syllabus for the new dance course (PEP 157 Dance and Gymnastics for Elementary Students)

University of Louisville

1998 Chair, Search committee for a lecturer position - HPES Department

1995-1996 Personnel Committee - HPES Department

1995-1998 Curriculum Committee - HPES Department

1996-1997 Search Committee for Pedagogy position vacancy - Department of Health Promotion, Physical Education, and Exercise Science
1996  Chair, Search committee for a lecturer position - HPES Department
1990-1991  Member, Search Committee for the Health Position vacancy, Department of HPER.
1992  Chair, Search committee for a full time lecturer position, Department of HPER

College

**Georgia State University**

Member, Ad Hoc Committee to develop an undergraduate minor in human development (2011-2012)

Chair, Ad Hoc Committee on “Student Evaluation of Course and Faculty” formed by the Faculty Affairs Committee February 2008

Screened doctoral candidates for the incoming Urban Graduate Research Collaborative (UGRC) cohort, College of Education

2007-09 Member, Standards and Accreditation Committee

2007 Planning committee for the COE New Teachers Induction Conference entitled “Building Bridges” held December 5, 2007 at Georgia State University

2006- present Department representative to the PDS Committee for COE

2004-2009 Member, Professional Education Committee

2004-6 Member, Induction Committee

**Ball State University**

2001 Represented Ball State University at The Ohio State University’s Graduate and Professional School Expo 2000 (October 2000)

**University of Louisville**

1998-2000  Chair, School of Education Personnel Committee

1996-1999  School of Education Liaison to Metro United Way

1996-2000 Personnel Committee - School of Education

1998  Presentation on Personnel Policies at New Faculty Orientation

1996-1998 Research and Faculty Development Committee - School of Education

1995-1999 Evaluation Doctoral Admissions Committee - School of Education

1994  Represented the HPER Department on the SOE Committee to redesign alumni evaluation

1994  Participated in a Focus Group for the School of Education Strategic Planning effort

1991-1994 Curriculum Committee - School of Education

1991-1992 Ad Hoc Committee on Teacher Education Redesign - School of Education
1991-1993  Administration Doctoral Admissions Committee - School of Education University

**Georgia State University**

Ad hoc Committee on Mentoring New Leaders formed by the Provost Fall 2010.

2007-2009 Department Ambassador for the Critical Thinking through Writing (CTW) Initiative

2007-present  member of the Undergraduate Assessment Committee

**Ball State University**

2002-2004  Department Representative to Teacher College PEC (Professional Education Committee)

**Professional service outside the university**

**National**


**Local**

2005  Presented a lecture on developing rubrics at Kennesaw State University to a test and measurement class

2001  Assisted with the Fall Preview Event for the Maring-Hunt Library. Muncie, IN. (September)

1999  Judge for the Holy Trinity Science Fair (February)

1997  Assisted with the Lassiter Middle School Health Fair (November)

1997  Coordinated the Northeast YMCA Family Fun Olympics (September)

1997  Judge for the Holy Trinity Science Fair (February)

1990-1996  Member of the Northeast YMCA Board of Directors, Louisville, KY.

1996  Chair, Share the Care Campaign, Northeast YMCA

1995  Taught dance classes for Rutherford Elementary (January)

1995  Chair, Share the Care Campaign, Northeast YMCA

**State**

Professional Standards Commission, Georgia Assessments for the Certification of Educators; GACE Bias review for Educational Testing Service
2010 Member of the Committee to develop Health and Physical Education Standards for P-12 teachers for the Georgia Professional Standards Committee

2009-2010, Member of the committee to revise the Health and Physical Education Teacher Standards in Georgia for the Professional Standards Commission.

2008-2009 Chair, Committee to Develop Physical Education Standards for the State of Georgia

Chair, Grant Review Committee for the Georgia Association for Health, Physical Education, Recreation, and Dance. Fall 2005.

2002 Developed Middle School Assessments for the Indiana Physical Education Academic Content Standards.

1995-1998 Kentucky Department of Education Committee for writing assessments for beginning Physical Education Teachers

1993-1995 Vice-president, General Division, Kentucky Association for Health, Physical Education, Recreation, and Dance

1978 Organized a folk dance/rope skipping workshop in Boulder, CO for the Colorado Association for Health, Physical Education, Recreation and Dance (CAHPERD)

1978 Organized and presented a folk and jazz dance workshop in Sterling, CO for the Colorado Association for Health, Physical Education, Recreation and Dance (CAHPERD)

Offices held for Colorado Association for Health, Physical Education, Recreation, and Dance:
- Past President 1987
- President 1986
- President-elect 1985
- Treasure/treasurer-elect 1982-1984
- Secretary/secretary-elect 1979-1980
- Dance Chair/chair-elect 1977-1978

Regional/District

2013-14 Taylor Dodson Young Professional Award Committee for Southern District AAHPERD

1998 Developed a protocol for Southern District AAHPERD Placement Service

1998 Organized and administered the Southern District AAHPERD Placement Bureau

1994 – 1997 Member, Applied Strategic Planning Committee, Southern District Association for the American Alliance for Health, Physical Education, Recreation, and Dance

1995 – 1997 Chair-elect, College Area Council, Physical Education Division, Southern District Association for the American Alliance for Health, Physical Education, Recreation, and Dance

1997 Selection committee for Southern District AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance) High School Teacher of the Year

1997-1998 Chair, College Area Council, Physical Education Division, Southern District Association for the American Alliance for Health, Physical Education, Recreation, and Dance

1980 Chairperson for Dance, Central District Association for the American Alliance for Health, Physical Education, Recreation and Dance
1980 Organized a pre-convention dance workshop for Annual Meeting of the Central District Association for the American Alliance for Health, Physical Education, Recreation, and Dance. Grand Forks, ND


National

Revised workshop manuals for the PIPEline Assessment workshop for K-12 level (2014)

Lead reviewer for a NASPE/NCATE Initial Review for Indiana University Purdue University Indianapolis, May 2014.

Lead reviewer for a NASPE/NCATE Initial Review for Louisiana State University Alexandria, May 2014.

Reviewer for a NASPE/NCATE rejoinder for Limestone College, May 2014.

Reviewer for a NASPE/NCATE Initial Review for Oral Roberts University (Initial Review) April 2013

Reviewer for a NASPE/NCATE Initial Review for University of Louisiana at Lafayette (Initial Review) November 2013

Lead Reviewer for an NASPE/NCATE Review for Baldwin Wallace University, November 2012

Member of the Political Action Committee AAHPERD (2010-2012)

Member Criteria for Success Committee AAHPERD (2010-2012)

Chair, Committee to develop a Mission Statement for AAHPERD reorganization (2011-2012)

Chair, Future Directions Committee NAKPEHE 2012-2013

Lead Reviewer for an NASPE/NCATE Review for University of Central Missouri (Rejoinder) November 2011

Lead Reviewer for an NASPE/NCATE Review for Malone University (Rejoinder) November 2011

Discussion leader at the PE 2020 workshop AAHPERD, 2011

Lead Reviewer for an NASPE/NCATE Review for Queens College of the City University of New York (Rejoinder) May 2011

Lead Reviewer for an NASPE/NCATE Review for Saginaw Valley State (MI) University (Rejoinder) May 2011

Member, Future Directions Committee NAKPEHE (2011-2014)

Member of the Criteria for Success Committee for AAHPERD (2010-2012)

Lead Reviewer for an NASPE/NCATE Review for Wesley (Delaware) College (Rejoinder) November 2010
Revised workshop manuals for the PIPEline Instructional Models workshop (2010)

Reviewed proposals for the 2009 NASPE Research Proposal grant

Reviewed proposals for the development of the NASPE PE Metrics Web Application (July 2009)

Reviewed proposals for the NASPE ING Run for Something Better School Awards Program. (June 2009)

Lead Reviewer for an NASPE/NCATE Review for University of Toledo (Rejoinder) May 2010

Lead Reviewer for an NASPE/NCATE Review for Southern University and A & M College (Rejoinder) May 2010

Board of Governors Representative for the National Association for Sport and Physical Education (NASPE), April 2009-2012

NASPE Board member (April 2009-2012)

Lead Reviewer for an NASPE/NCATE Review for Jackson State University (Response to Conditions) Fall 2009


Lead Reviewer for an NASPE/NCATE Review for Louisiana Tech University (Response to Conditions) Spring 2009

Lead Reviewer for NASPE/NCATE Review for Stephan F. Austin University of Toledo (Rejoinder) Spring 2009.

Lead Reviewer for an NASPE/NCATE Review for University of Toledo (Revised) Fall 2008

Lead Reviewer for an NASPE/NCATE Review for Muskingum University (Initial) Fall 2008

Lead Reviewer for an NASPE/NCATE Review for Louisiana Tech University (Initial) Fall 2008


Chaired the committee to develop the Unsung Hero Past Presidents’ award for NASPE (2008-2009)

Revised workshop manuals for the PIPEline Assessment workshop for elementary level (2009)

Revised workshop manuals for the PIPEline Assessment workshop for secondary level (2009)

Revised workshop manuals for the PIPEline Assessment workshop for K-12 level (2009)


Hostess, NASPE 2008 Hall of Fame Banquet

Member, NASPE Committee to Develop a Rubric for Assessing Physical Education Curricular Materials 2008-2009

Member, NASPE Finance Committee 2008-2009

Chair, NASPE Finance Committee 2007-2008
Reviewed a manuscript entitled “Assessment for Adaptive Physical Education” for the NASPE publication committee.

Reviewed the NASPE Appropriate Practices Documents (January 2008).

NASPE Finance Committee chair 2007-8

NASPE Nominating Committee chair 2007-8

President, National Association for Sport and Physical Education (3 year commitment, 2005-2008)

Spoke at Senator Tom Harkin’s press conference introducing the Partnership for Play Every Day bill. Washington DC. February 2007. (Note: also cited in the accompanying press release)

Revised the NASPE PIPELine materials for the K-12 Curriculum workshop (2007)

Chair, NASPE Awards Committee 2005-2006

Nominated Governor Huckabee for the AAHPERD Anderson Award (2005).

Developed workshop manual for the PIPEline Assessment workshops for elementary level (2005).

Developed workshop manual for the PIPEline Assessment workshops for secondary level (2005).

Developed workshop manual for the PROLINK workshop for NASPE/NCATE reviewers with Terry Senne (2005-2006)

Developed workshop manual for the PIPEline workshop for K-12 Curriculum Development; Revised 2007


NCATE Review for South Carolina State University (Initial folio) March 2003

NCATE Review for Sam Houston University (Initial folio) October 2002

2002-2006 Executive Secretary/Treasurer for NAPEHE

2002 Assumed an interim secretary position for NAPEHE

2002-present NCATE Adjudicator for NASPE

2001 Presided at the round table wrap up sessions at the NASPE conference, Catch the Thrill of the Skill, Kansas City, MO. July 2001
2001 Presented the Joy of Effort Award at the 2001 Hall of Fame Banquet. Annual conference for the American Alliance for Health, Physical Education, Recreation, and Dance, Cincinnati, OH.

2000-2001 Chair, Middle and Secondary School Physical Education Council (MASSPEC) for the National Association for Sport and Physical Education (NASPE)

1999-2001 Secretary, National Association for Physical Education in Higher Education (NAPEHE)

1998-2001 Representative, Southern District to the Middle and Secondary School Physical Education Council (MASSPEC) for the National Association for Sport and Physical Education (NASPE)

1998-2001 Coordinated the selection process for the NASPE High School Teacher of the Year (TOY) Program (3 years)


Delegate, National Association for Sport and Physical Education Representative Assembly 2001.

1999-2000 P.E. Central Assessment Advisory Board


Session Presider, “Interpreting the Standards” (General Session), Linking Physical Activity and Fitness national conference, sponsored by National Association for Sport and Physical Education, Baltimore, MD, July 2000


Session Presider, “Collegiate Learning OUTSIDE the Classroom of the 21st Century,”
National Association for Physical Education in Higher Education National Conference,
Austin, TX, January 2000

1999 Facilitator, National Workshop for Teacher Education sponsored by the National Association for Sport and Physical Education (NASPE). Conference held in Bloomingdale, IL, October 1999

Session Presider, “A Grassroots Professional Development School: The Kent Academy of physical Educators,” National Workshop for Teacher Education sponsored by the National Association for Sport and Physical Education (NASPE), Bloomingdale, IL, October 1999

Session Presider, “University of Wisconsin-LaCrosse partnership,” National Workshop for Teacher Education sponsored by the National Association for Sport and Physical Education (NASPE), Bloomingdale, IL, October 1999

Session Presider, “Systematic Workplace Problems Require Systemic Solutions: A Talk about the Focus of Professional Development Efforts in Physical Education,” National Workshop for Teacher Education sponsored by the National Association for Sport and Physical Education (NASPE), Bloomingdale, IL, October 1999

Session Presider, “Cooperation Can Work: Establishing Partnerships to Enhance PETE,” National Workshop for Teacher Education sponsored by the National Association for Sport and Physical Education (NASPE), Bloomingdale, IL, October 1999

Session Presider, “Developing a Home-schooled Clinical Teaching Program,” poster session on Professional Development Schools. National Workshop for Teacher Education sponsored by the National Association for Sport and Physical Education (NASPE), Bloomingdale, IL, October 1999

NCATE Review for University of Delaware (Rejoinder), June 1998

NCATE Review for Elizabeth City State University; Initial folio, November 1997

NCATE Review for Winthrop University; Initial folio, November 1997

NCATE Review for Slippery Rock University; Rejoinder, November 1997

NCATE Review for Elizabeth City State University; Initial folio, November 1997


NCATE Review for Delaware State University; Initial folio, December 1996

NCATE Review for Slippery Rock University; Initial folio, June 1996

NCATE Review for Mississippi Valley State University; Rejoinder, June 1996


NCATE Review for Sam Houston State University; Rejoinder, July 1995

1992-1995  Member, NASPE Committee to write National Standards and Assessments in Physical Education sponsored by NASPE and the National Alliance for Health, Physical Education, Recreation, and Dance.

1991-1998 Reader, NCATE portfolios for NASPE

2001-2002 Reader, NCATE portfolios for NASPE

Honors, awards

Distinguished Scholar Award recipient for the National Association for Kinesiology in Higher Education (January 2014)

2013 National Association for Sport and Physical Education (NASPE) Hall of Fame Inductee for Physical Education.


Fellow, Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), March 2010.

Presidential Scholar for Conference U.S.A. Presidential Visiting Scholar Program. Invited to visit West Point, N.Y. United States Military Academy (October 1999)

Nominated for the Disability Awareness Award for University of Louisville. (April, 1999)

Distinguished Service Award recipient for the National Association for Kinesiology and Physical Education in Higher Education (January 2009)

NASPE Presidential Recognition recipient (April 2009)

Professional memberships

1971-present  Life Member American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

1974-present  Life Member Colorado Association for Health, Physical Education, Recreation, and Dance (CAHPERD)

1988-2010  American Educational Research Association

1987-present  Member Research Consortium for AAHPERD

2004- present  Member Georgia Association for Health, Physical Education, Recreation, and Dance (GAHPERD)

2005-present Member International Council for Health, Physical Education, Recreation, Sport, and Dance
2000-2004  Member Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD)

1988-present Member of the National Association for Physical Education in Higher Education (NAPEHE/NAKPEHE)

1990-2001 Member Kentucky Association for Health, Physical Education, Recreation, and Dance (KAHPERD)

Other Service Endeavors

Letter of support for Dr. Jody Langdon, GAHPERD Young Scholar Award, August 2014

Judged events at the International Career Development Conference for DECA. May 2014. Atlanta, GA.

Nominated Marilyn Buck for an AAHPERD Honor Award, October 2011

Reviewed web pages and offered feedback to the Centers for Disease Control January 2011

Submitted a proposal with other COE Chairs to edit the Journal of Teacher Education (2011-2013)

Reviewed documents for Terry Senne promotion to Professor at Texas Women’s University (August 2010).

Reviewed documents for Mark Urtel promotion to associate professor and tenure at Indiana University Purdue University at Indianapolis (IUPUI) (August 2010).

Reviewed documents for Kathy Davis tenure decision at East Carolina University (August 2010).

Reviewed documents for Connie Fox promotion to Professor at Northern Illinois University (September 2010).

Reviewed documents for Pam Bechtel promotion to associate professor and tenure at Bowling Green State University (June 2010).

Wrote a letter of support for Tammy Brandt for Midwest Teacher of the Year nomination (October 2010)

Nominate Dr. Judith Rink for the AAHPERD Gulick Award 2011

Letter of support for Fran Cleland Donnelly for the Margie R. Hanson Elementary Physical Education Distinguished Service Award 2011.

Reviewed the NASPE Appropriate Practices documents for elementary, middle school, and high school (December 2007)

Reviewed the NASPE Advanced Teaching Standards document (August 2007)

Reviewed the NASPE Beginning Teacher Standards document (June 2007)

2007 Successfully nominated Beverly Mitchell for an AAHPERD Honor Award

2007 Cited in the January 2007 Family Circle article about children fitness (page 66)

2007 Reviewed tenure and promotion materials for an assistant professor at Adelphi University
2006 Participated in a phone symposium with Mary Haley and Craig Buschner for the Action for Healthy Kids Alliance (December 2006)

2002 Helped Ball State University Teachers’ College edit Student Teaching Handbook

2001 Presentation to teachers from Huntington North High School about curriculum planning

Consultant for an article published by Fort Wayne Gazette on Physical Education Standards in Indiana (June, 2001). (Article was also published in several other Indiana papers including the Muncie Star Press).

Nominated Beverly Mitchell for the Joy of Effort Hall of Fame Award October 2000

Completed a review of materials as an external reviewer for Allison Colvin, Ed.D., University of Kentucky (November 2000).

Met with faculty to explain procedures for assembling Tenure and Promotion Documents (October 1999) University of Louisville

1999-2001 Advisory board member for PE Central (Assessment area)

2000 Met with the Occupational Training and Development Department about Tenure and Promotion changes (March 2000) University of Louisville

2000 Participated in Patt Dodds’ research study. Involved an interview, questionnaire, etc.

1999 Nominated Dr. Judith Rink for NASPE’s (National Association for Sport and Physical Education) Hall of Fame Award (Category C)

1999 Nominated Dr. Daryl Siedentop for AAHPERD’s (American Alliance for Health, Physical Education, Recreation, and Dance Gulick Award. Requested letters from former graduates around the world and combined these into the nomination letter.

1999-2001 Chaired the selection committees for the National Teacher of the Year (TOY) Selection process for High School Teachers for the National Association for Sport and Physical Education

Received a Community Service Certificate of Appreciation by the University of Louisville (April, 1999)

Received a Certificate of Appreciation by NASPE (National Association for Sport and Physical Education (April 1999)

1998 Nominated Dr. John Massengale for NASPE’s Hall of Fame Award (Category A).

1998 Reviewed candidates for position of Southern District President-elect


Professional growth

Attended Leadership Development Workshop (July 2010 and July 2011) sponsored by the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE)

Webinar: Reviewing NCATE Reports (April 2008)
Webinar: NASPE Training for talking with the media (Public Relations)

Postdoctoral work/visiting scholar

Presidential Scholar for Conference U.S.A. Presidential Visiting Scholar Program. Invited to visit West Point, N.Y. United States Military Academy (October, 1999).

Non-degree study, continuing education

ASCD Conference on Assessment and Grading that works. Atlanta, GA. October 2007.


NCATE Folio Reader’s Training, (at AAHPERD Convention) San Diego, CA, April 2002

National Forum on P-16 Physical Education, The Ohio State University hosted by the Sport and Exercise Education doctoral students, June 9, 2001

Office of Teaching and Learning Advancement’s Alpha/Beta Program, Ball State University Spring 2001

Providing Positive Recognition, Ball State University Workshop sponsored by Training and Development, October 26, 2000

Grantsmanship: Getting Started, Ball State University Workshop sponsored by the Office of Academic Research and Sponsored Programs, December 2000

Attended a class on evaluation taught by Dr. Tom Guskey at the University of Kentucky in Lexington, KY Spring semester 2000

Learning in Motion. Workshop presented by Dr. Linda Carson at Oldham County Middle School, June 1999

Attended a 2 day workshop presented by curriculum specialists from Oldham County on developing a standards-based curriculum, June 1999

Participated in the Collegis Faculty Development/Instructional Technology Initiative at the University of Louisville, designed to teach faculty how to develop web-assisted classes, 1999-2000

University of Louisville Student Affairs Conference, October 1998

Training for Kentucky Teacher Internship Program (KTIP), June 1998

Faculty Advising Enhancement Seminar, April 1998

Selected for and participated in the Mentoring Program at the University of Louisville, designed to encourage women to assume administrative roles/positions at the University of Louisville 1997-1999

Technology Boot Camp, University of Louisville, May 1996
Quality Distance Education: Lessons Learned, University of Louisville session on video teleconferencing, April 1996

June 2014
Curriculum Vitae

Michael W. Metzler, Ph.D.

AFFILIATION: Georgia State University

POSITION: Professor, Kinesiology and Health
University Faculty Teaching Fellow

OFFICE: P.O. Box 3975
Georgia State University
Atlanta, GA 30302-3980

OFFICE PHONE: 404.413.8373
FAX: 404.413.8053
E-MAIL ADDRESS: mmetzler@gsu.edu

EDUCATION

GRADUATE: The Ohio State University, Columbus, Ohio

DATES: September 1977 to December 1979
MAJOR AREA: Physical education teacher education
MINOR AREA: Applied behavior analysis
ADVISOR: Dr. Daryl Siedentop
DISSERTATION: "The Measurement of Academic Learning Time in Physical Education"
DEGREE: Doctor of Philosophy

GRADUATE: East Stroudsburg (PA) State College

DATES: September, 1974 to May, 1976
MAJOR AREA: Physical education teacher education
ADVISOR: Dr. Paul Darst
THESIS: "The Effects of a Planned Intervention Strategy on Student Teacher and Pupil Behaviors"
DEGREE: Master of Education

BACHELOR: Tufts University, Medford, Massachusetts

DATES: September, 1970 to June, 1974
MAJOR: English literature
MINOR: Education
DEGREE: Bachelor of Arts
HIGHER EDUCATION EXPERIENCE

2014, Visiting Canterbury Fellow, University of Canterbury, Christchurch, NZ

Appointment as Visiting Canterbury Fellow, February 2 to April 7, 2014, in the Department of Physical Education and Sports, College of Education.

1994-present, Georgia State University

August 2008-present, Professor, Kinesiology and Health Department. Instruct undergraduate and graduate courses in the Health and Physical Education teacher education programs. Program Coordinator for Physical Education Teacher Education doctoral concentration. Member of the University Senate, 2010-2013. Affiliated Faculty, Partnership for Urban Health Research, 2010-present. Appointed University Faculty Teaching Fellow, 2015-2016.

December 2003-August 2008, Associate Dean for Academic Programs, College of Education. Main responsibilities included assessment of professional education programs for internal and external reporting, unit NCATE Coordinator, Coordinator of Graduate Studies in the COE, Director of the Instructional Technology Center, and Director of the College of Education Office of Academic Assistance.

July 2004-October 2005, Chair of the Department of Kinesiology and Health.

July 1994-December 2003, Associate Professor in Kinesiology and Health Department. Coordinator of Teacher Certification. Promoted to Professor, April 1996. NCAA Faculty Athletics Representative, 2001-2007. Responsibilities included overseeing Initial and Advanced Certification Programs in Health and Physical Education. Committee assignments included: KH Promotion and Tenure; College of Education NCATE Steering; College of Education Promotion and Tenure; Professional Education Council; Professional Education Council Curriculum Committee; GSU P-16 Initiative for Co-reform; and CBE/AACTE Task Force. Teaching assignments included undergraduate activity/pedagogy, P-12 curriculum and instructional methods, student teaching supervision, graduate teaching methods, graduate research methods courses, and Introduction to Behavior Modification. Appointed as an Associate in the Center for Teaching and Learning, 1999.

1981-1994, Virginia Polytechnic Institute and State University

Appointment as Assistant Professor, Division of Health and Physical Education, September 1981. Promotion to Associate Professor, September 1986. Promotion to Professor, April 1994. Undergraduate teaching included generic instructional skills, secondary curriculum and methods, and a pre-student teaching practicum experience. Served as Coordinator of Student Teaching, in charge of placements, on-site supervision, and periodic seminars. Graduate courses included research methods for direct observation, instructional design for physical education, and supervision.

1979-1981, Iowa State University

Appointment as Assistant Professor, Department of Physical Education. Teaching assignments included supervising student teaching, teaching methods, perspectives of physical education introductory course, graduate level analysis of teaching, and a variety of activity courses.
INSTRUCTIONAL CONTENT EXPERTISE

Research on Teaching and Learning in Physical Education
Educational Research Methods
Teacher Education Program Assessment
Education Program Evaluation
Behavioral Research Methods
Introduction to Physical Education (History & Principles)
Instructional Supervision
Instructional Models for Physical Education

PROFESSIONAL AFFILIATIONS AND OFFICES HELD

- National Association for Kinesiology in Higher Education
  Editor, *Quest*, 2013-2015
  Past-President, 2011
  President, 2010
  Member, Board of Directors, 2004-2012
  Editor, *NAKHE Chronicle*, 2008-2009
  Chair of Publications Committee, 2012
  Chair of Awards Committee, 2008
  Chair of Future Directions Committee, 2004-2008

- Society for Health and Physical Educators -- America
  Chair, Curriculum and Instruction Special Interest Group (2015-present)
  NASPE Research Academy Coordinator (Member, NASPE Cabinet), 2001-2003
  NASPE Coordinator of Publications (Member, NASPE Cabinet), 1994-1997
  Chair, NASPE Curriculum & Instruction Academy, 1992-1993

- AERA Special Interest Group, Research on Learning and Instruction in Physical Education
  Chair, 1989-1991

- Georgia Alliance for Health, Physical Education, Recreation & Dance

- International Association for Physical Education in Higher Education (AIESEP)
PUBLICATIONS

Books Authored or Edited


Research Monographs Edited


**Refereed and Invited Articles in Journals**


Other Publications


Metzler, M. (2001, September). Once in a while you can get shown the light, in the strangest of places if you look at it right. The Chronicle of the National Association for Physical Education in Higher Education.

INVITED KEYNOTES AND PRESENTATIONS


Metzler, M. (2015, October). Plausibility and Feasibility of a 2-Year HOPE Middle School Program. Invited presentation at the Closing General Session of the SHAPE America HETE & PETE Conference, Atlanta, GA.


Metzler, M. (2010, April). When opportunity knocks, open the door: Reflections and confessions of a blue collar scholar. Scholar Award Lecture for the AERA Special Interest Group Research on Learning and Instruction in Physical Education, Denver, CO.

Metzler, M. & Housner, L. (2009, October). That was then, this is now: Celebrating PETE’s past while facing challenges for its future. Invited speech at the NASPE PETE Conference, Myrtle Beach, SC.


Metzler, M. (2008, November). Darned if we do, darned if we don’t: Tough decisions about jumping on the fitness bandwagon. Invited presentation at the Alabama State Association for Health, Physical Education, Recreation and Dance. Birmingham, AL.

Metzler, M. (2008, October). A research career as a Work In Progress. Invited presentation at the University of Georgia Sport Instruction Laboratory Works In Progress Conference. Athens, GA.

Metzler, M. (2008, May). Commencement address to the School of Education at North Georgia College and State University. Dahlonega, GA.


**Metzler, M.** (2003, March). Understanding the Boyer scholarship model within a professional school. Lecture to the faculty of the National Institute of Education of Nanyang Technical University, Singapore.


**Metzler, M.** (2003, January). Program assessment in HPER. West Virginia University School of Physical Education Distinguished Lecturer. Morgantown, WV.


**Metzler, M.** (2001, March). Once in a while you can get shown the light in the strangest of places, if you look at it right. Address at the NASPE Curriculum & Instruction Academy Honor Awards Breakfast, Cincinnati.

**Metzler, M.** (2001, February). Speaker for the Graduate Research Colloquium, Department of Physical Education and Sport Science, University of North Carolina at Greensboro.


**Metzler, M.** (1998, April). Faculty and administrator evaluations: No more smokescreens, mirrors, or slight of hand. Invited presentation at the AAHPERD National convention, Reno.


Metzler, M. (1986, June). Everything you ever wanted to know about children’s physical education, but were afraid to ask. Lecture at the Joy Kistler Conference, Louisiana State University, Baton Rouge.


REFEREED PAPERS, PRESENTATIONS, SEMINARS & WORKSHOPS


Metzler, M., Hastie, P., Harvey, S., & Dyson, B. (2014, February). Model-Based Instruction for Physical Education. Chair and presenter for an invited symposium at the AIESEP International Congress. Auckland, NZ.


**Metzler, M.** & Blankenship, B. (2006, April). Connecting research on teaching, teacher education, and research on teacher education with program assessment. Poster presented at the Colloquium for the Center for the Advancement of the Scholarship of Teaching and Learning. Madison, WI.


Metzler, M. (1986, December). Teaching and management in physical education with the microcomputer. Workshop presented at the Virginia AHPERD Annual Convention, Richmond, VA.


Metzler, M., Magliaro, S., & Reif, G. (1985, August). Using micro computers for teaching research in sport pedagogy. Teaching seminar conducted at the World Congress of the International Association for Physical Education in Higher Education, Adelphi University, Garden City, NY.


**GRANTS and CONTRACTS**


CONSULTING

- Advisory Board, Emory-HealthMPowers Research Collaboration, 2015-present
- Program assessment consultant for HealthMPowers of Georgia, 2010-2011, 2013-present
- Evaluator, Carol M. White PEP Grant, Newton County Schools, 2012-2015
- Evaluator, 21st CCLC After School Academic Program Grants Newton County Schools, 2012-present
- Consultant for GA Department of Education Pilot Testing for implementation of HB 229, 2010-2012
- Grant reviewer for Research and Dissemination Social Sciences and Humanities Research Council of Canada, 2010
- Consultant for assessment of teacher education, Nara University of Education, Japan. 2009-2012
- Member of the Scientific Advisory Board for the Georgia Health Policy Center for the Community Health Initiative Cross-Site Evaluation Project, 2004-2008.
- External program reviewer, National Institute of Education, Singapore, 2001-2006
- Research consultant, International Life Sciences Institute, Atlanta, GA, 2001-2007
- Grant review panelist, Carol M. White PEP Grant, US Department of Education, Safe and Drug Free Schools, 2001-2003

PROFESSIONAL AND SCHOLARLY SERVICE ACTIVITY (SELECTED)

Member, President’s Council on Fitness, Sports and Nutrition Science Board (1/2014-present)
Editor, Quest. The journal of the National Association for Kinesiology in Higher Education (2013-2015)
Member, Georgia Department of Education Fitness Advisory Committee, 2009-present.
Editor, the Chronicle of Kinesiology and Physical Education in Higher Education, 2008-2009
Member, Organizing Committee for the History and Future Directions of Research on Teaching and Teacher Education in Physical Education Conference, Pittsburgh, PA. (2007, October)
Georgia State University NCAA Faculty Athletics Representative, 2001-2007
NASPE 1999 and 2002 Conferences on Physical Education Teacher Education, Planning Committees
Chair, Policy Board, Journal of Physical Education, Recreation & Dance, 1996-97
Past Co-editor (and co-founder), The Journal of Teaching in Physical Education
<table>
<thead>
<tr>
<th>Year</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Presidential Award, National Association for Kinesiology in Higher Education</td>
</tr>
<tr>
<td>2015</td>
<td>Selected as a Georgia State University Faculty Teaching Fellow</td>
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<tr>
<td>2015</td>
<td>Inducted into the Hall of Fame for the Society for Health and Physical Educators America</td>
</tr>
<tr>
<td>2015</td>
<td>Inducted as Charter Fellow #8 of the National Association for Kinesiology in Higher Education</td>
</tr>
<tr>
<td>2014</td>
<td>Inducted into the East Stroudsburg University Athletics Hall of Fame</td>
</tr>
<tr>
<td>2013</td>
<td>Distinguished Service Award, National Association for Kinesiology in Higher Education</td>
</tr>
<tr>
<td>2012</td>
<td>Inducted as a Fellow in the North American Society of Health, Physical Education, Recreation, Sport and Dance Professionals</td>
</tr>
<tr>
<td>2011</td>
<td>University System of Georgia Board of Regents Scholarship of Teaching and Learning Award</td>
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<tr>
<td>2010</td>
<td>Scholar Award, AERA Special Interest Group Research on Learning and Instruction in Physical Education</td>
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<tr>
<td>2009</td>
<td>Journal of Teaching in Physical Education Metzler-Freedman Exemplary Paper Award</td>
</tr>
<tr>
<td>2009</td>
<td>Elected as Fellow #493 in the National Academy of Kinesiology. Inducted October 2009</td>
</tr>
<tr>
<td>2008</td>
<td>Southern District Scholar, Southern Association of the American Alliance for Health, Physical Education, Recreation &amp; Dance</td>
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<tr>
<td>2005</td>
<td>Physical Education Teacher Education Honor Award, Council on Professional Preparation in Physical Education, National Association for Sport and Physical Education</td>
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<tr>
<td>2005</td>
<td>Distinguished Scholar Award, National Association for Kinesiology and Physical Education in Higher Education</td>
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<tr>
<td>2003</td>
<td>Honor Award, Curriculum and Instruction Academy, National Association for Sport and Physical Education</td>
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<tr>
<td>2003</td>
<td>College/University Physical Education Teacher of the Year, Georgia Association for Health, Physical Education, Recreation &amp; Dance</td>
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<tr>
<td>1999</td>
<td>Outstanding Faculty Teaching Award, Georgia State University College of Education</td>
</tr>
<tr>
<td>1997</td>
<td>Research Award, Georgia Association for Health, Physical Education, Recreation &amp; Dance</td>
</tr>
<tr>
<td>1994</td>
<td>Selected among &quot;Who's Who in International Sport Pedagogy&quot; by the International Association of Physical Education in Higher Education.</td>
</tr>
</tbody>
</table>
JEFFREY S. OTIS, PhD
Assistant Professor
Department of Kinesiology and Health
Georgia State University
125 Decatur Street
G19 Sports Arena
Atlanta, GA 30303
Phone: (404) 413-8378
Email: jotis@gsu.edu

EDUCATIONAL BACKGROUND

2003 Doctor of Philosophy: Skeletal Muscle Physiology and Biochemistry
Virginia Polytechnic Institute and State University, Blacksburg, VA
Department of Human Nutrition, Foods, and Exercise
Dissertation: Skeletal muscle adaptations in cachectic, tumor-bearing rats
Advisor: Jay H. Williams, PhD

2000 Master of Science: Skeletal Muscle Physiology and Biochemistry
Virginia Polytechnic Institute and State University, Blacksburg, VA
Department of Human Nutrition, Foods, and Exercise
Dissertation: Metabolic profile of myosin heavy chain-based fiber types in
the rat soleus after spinal cord transection
Advisor: Robert J. Talmadge, PhD

1996 Bachelor of Science: Biology
The Pennsylvania State University, University Park, PA
Major: Biology with emphasis in Vertebrate Physiology
Minor: Exercise Science

PROFESSIONAL CREDENTIALS

2013-present Assistant Professor (tenure-track)
Georgia State University, Department of Kinesiology and Health
Atlanta, GA
• Affiliate faculty, Partnership for Urban Health Research
• Affiliate faculty, Honors College
• Graduate faculty

2009-2013 Assistant Professor of Medicine (tenure-track)
Emory University School of Medicine
Division of Pulmonary, Allergy, and Critical Care Medicine
Atlanta, GA
2008-2009  **Instructor of Medicine (tenure-track)**  
Emory University School of Medicine  
Division of Pulmonary, Allergy, and Critical Care Medicine  
Atlanta, GA

**ADVANCED POSTGRADUATE TRAINING**

2005-2008  **Post-doctoral Fellow**  
Emory University School of Medicine  
Division of Pulmonary, Allergy, and Critical Care Medicine  
Atlanta, GA  
*Advisor:* David M. Guidot, MD

2003-2005  **Post-doctoral Fellow**  
Emory University School of Medicine  
Department of Pharmacology  
Atlanta, GA  
*Advisor:* Grace K. Pavlath, PhD

**GRADUATE TRAINING**

1997-2003  **Graduate Research/Teaching Assistant**  
Virginia Polytechnic Institute and State University  
Department of Human Foods, Nutrition, and Exercise  
Blacksburg, VA  
*Investigator:* Robert J. Talmadge, PhD and Jay H. Williams, PhD

**SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

The primary focus of my research is to identify the impact of chronic diseases such as long-term alcohol abuse or HIV-1 on skeletal muscle structure and function. In parallel, my research investigates the ability of skeletal muscle to regenerate in these diseased populations following significant injury. We routinely use pharmacologic or exercise-based interventions to improve overall skeletal muscle health and to hasten the recovery process.

**PUBLICATIONS**

Authorship is identified, in part, according to the APA Publications Manual (6th edition) in order of their contributions. Authorship includes researchers who do the writing, who make substantial contributions to the research hypotheses and experimental design, collect and analyze the data, and interpret the results.
Significant contributors are listed first (generally PhD students or post-doctoral fellows), collaborators are listed as middle authors (generally MS students or PIs not directly affiliated with the laboratory), and the principal or senior author is listed last. Authors playing equal roles are listed alphabetically.

**REFEREED JOURNAL PUBLICATIONS**

*In reverse chronological order*


JOURNAL ARTICLES IN REVIEW


**JOURNAL ARTICLES IN PREPARATION**

CW Baumann, RG Rogers, **JS Otis**, CP Ingalls. *Effects of rapamycin on skeletal muscle torque generation during regeneration.*

**JS Otis**, CW Baumann, JL Sarvas, SJ Lees. *Influence of fasudil on skeletal muscle regeneration following chemical-induced injury.*

**PUBLISHED ABSTRACTS AT PROFESSIONAL CONFERENCES/MEETINGS (italicized author represents presenter at conference)**

**RG Rogers**, CW Baumann, and **JS Otis**. Recovery of skeletal muscle function following injury is not augmented by acute resveratrol supplementation. SEACSM, 2015

**CW Baumann**, RG Rogers, SJ Lees, and **JS Otis**. Muscular strength in unaffected by short-term resveratrol supplementation in aged mouse muscle. SEACSM, 2015

CW Baumann, **KJ Brandenberger**, DA Ferrer, and **JS Otis**. Physiological parameters associated with 24 hour run performance. SEACSM, 2015

[**selected as 1 of the top 8 doctoral abstracts**]


GJ Dekeyser, CR Clary, **JS Otis**. Chronic alcohol ingestion delays skeletal muscle regeneration following injury. Research Society on Alcoholism, 2013

**JS Otis**, GJ Dekeyser, DM Guidot. Reductions to genes involved in oxidative phosphorylation are improved in muscle from alcohol-fed mice provided free access to running wheels. Research Society on Alcoholism, 2013

**GN Neigh**, C Nemeth, C Harrell, **JS Otis**. Female HIV-1 transgenic rats demonstrate depressive-like behavior during adolescence. Emory University School of Medicine, Department of Pediatric Medicine research retreat, 2013

CR Clary, DM Guidot, MA Bratina, and **JS Otis**. Chronic alcohol abuse drives P27Kip1 and REDD1 expression in atrophied plantaris muscles from otherwise healthy and HIV-1 transgenic rats. Research Society on Alcoholism, 2011

**JS Otis**. Chronic alcohol abuse delays skeletal muscle regeneration following injury. Emory University School of Medicine Faculty Research Day, 2011.


**JS Otis** and DM Guidot. Procysteine increases glutathione stores in rat plantaris following a period of abstinence. Emory University School of Medicine Faculty Research Day, 2010.

**JS Otis** and DM Guidot. IL-6 family members are sensitive to alcohol-induced oxidant stress in rat plantaris muscles. Emory University School of Medicine Faculty Research Day, 2009.


**JS Otis** and DM Guidot. Chronic alcohol ingestion induces several factors associated with skeletal muscle protein degradation in HIV-1 transgenic rats. Emory University School of Medicine Faculty Research Day, 2008.


PRESENTATIONS
(LISTED IN REVERSE CHRONOLOGICAL ORDER)

LECTURESHIPS AND INVITED PRESENTATIONS

2013  Georgia State University, Department of Kinesiology and Health
       *Chronic alcohol ingestion alters skeletal muscle regeneration following injury*

2011  Georgia Tech, Department of Applied Physiology
       *Effects of alcohol-induced oxidant stress on skeletal muscle*

2009  Research Society on Alcoholism, Alcohol-induced tissue injury symposia
       *Procysteine stimulates expression of key anabolic factors in plantaris muscles from alcohol-fed rats*

2009  University of Virginia, Berne Cardiovascular Research Center
       *Effects of alcohol-induced oxidant stress on skeletal muscle*

SEMINARS

2012  Emory University School of Medicine
       Pulmonary, Allergy, and Critical Care Medicine research symposium
       *Chronic alcohol abuse delays skeletal muscle regeneration following injury*

2012  Emory University School of Medicine
       Pulmonary, Allergy, and Critical Care Medicine Fellows’ Research Day
       *Overview of alcoholic and HIV-1 associated myopathies*

2010  Emory University School of Medicine
       Pulmonary, Allergy, and Critical Care Medicine research symposium
       *Procysteine to improve muscle regeneration following blunt force injuries in alcohol-fed rats*

2009  Emory University School of Medicine
       Pulmonary, Allergy, and Critical Care Medicine research symposium
       *Alcoholic myopathy: effects of glutathione restoration using procysteine*

2008  Emory University School of Medicine
       Pulmonary, Allergy, and Critical Care Medicine research symposium
       *Potential mechanisms that regulate alcoholic myopathy*
GRANT ACTIVITY
(LISTED IN REVERSE CHRONOLOGICAL ORDER)

FUNDED EXTRAMURAL PROJECTS

National Institutes of Health PA-13-360: $100,000
Status: PENDING REVIEW
JS Otis (2015) Role of resveratrol on KLF15 in alcoholic rats following myocardial infarction
Role: Principal Investigator

National Institutes of Health K01 Career Development Research Grant: $579,171
Status: COMPLETED
JS Otis (2008-2014) Chronic alcohol-induced skeletal muscle myopathy: etiology and physiology
Role: Principal Investigator

National Institutes of Health Individual NRSA Postdoctoral Fellow Grant: $98,224
Status: COMPLETED
JS Otis (2005-2007) Stretch-mediated myoblast proliferation and/or survival
Role: Principal Investigator

NON-FUNDED EXTRAMURAL PROJECTS

National Institutes of Health PA-12-208: $1,750,000
JS Otis, D Boreham, SJ Lees (2014) Role of immune system in muscle repair during senescence
Role: Co-Principal Investigator

American Heart Association Grant-in-Aid: $175,000
B Wong and JS Otis (2014) Microvascular dysfunction and insulin sensitivity in human obesity
Role: Co-Investigator

National Institutes of Health PA-12-208: $1,250,000
JS Otis and SJ Lees (2013) Impact of immune response on satellite cells during aged muscle regeneration
Role: Co-Principal Investigator

National Institutes of Health PA-10-086: $175,000
JS Otis and CP Ingalls (2013) Alcoholic myopathy: altered SR function and calcium handling in HIV-1 transgenic rats
Role: Co-Principal Investigator
Canadian Institutes of Health Research 2013-09-16: $649,000
SJ Lees, D Boreham, **JS Otis** (2013) *Aging and immunity in skeletal muscle satellite cell function*
Role: **Co-Principal Investigator**

National Institutes of Health AT-08-002: $1,000,000
DM Guidot, PC Joshi, **JS Otis**, R Sutliff (2012) *Preventing HIV complications with dietary zinc and glutathione*
Role: **Co-Investigator**

US Army Medical Research and Materiel Command: $456,557
**JS Otis** and SJ Lees (2013) *SuGAR: Suramin and glutathione to improve regeneration following trauma*
Role: **Principal Investigator**

National Institutes of Health PA-11-260: $1,250,000
**JS Otis** (2012) *Influences of alcohol abuse and glutathione on senescent muscle regeneration*
Role: **Principal Investigator**

National Institutes of Health PA-11-261: $175,000
**JS Otis** (2012) *Alcoholic cardiomyopathy: effects of endurance exercise and whey protein*
Role: **Principal Investigator**

Muscular Dystrophy Association: $277,399
**JS Otis** (2010) *Procysteine supplementation to improve muscle regeneration*
Role: **Principal Investigator**

ABMRF/The Foundation for Alcohol Research: $100,000
**JS Otis** (2010) *Procysteine to improve muscle regeneration and function following blunt force trauma injuries in alcohol-fed rats*
Role: **Principal Investigator**

Dairy Research Institute: $50,000
**JS Otis** (2010) *Effects of whey protein supplementation on muscle regeneration in the elderly*
Role: **Principal Investigator**

ABMRF/The Foundation for Alcohol Research: $100,000
**JS Otis** (2009) *Use of glutathione replacement therapy to improve muscle regeneration and function following blunt force trauma injuries in alcohol-fed rats*
Role: **Principal Investigator**
Dairy Research Institute: $50,000
**JS Otis** (2009) *Effects of whey protein supplementation on skeletal muscle performance in chronic alcoholism and abstinence*
Role: Principal Investigator

**FUNDED INTRAMURAL PROJECTS**

GSU Research Initiation Grant: $26,400
Status: **CURRENT (2014-2015)**
**JS Otis** Effects of resveratrol in alcoholic myopathy
Role: Principal Investigator

GSU College of Education Doctoral Dissertation Support Grant: $1,000
Status: **COMPLETED**
CW Baumann and **JS Otis** (2014) *Induction of Hsp70 does not improve function following skeletal muscle injury*
Role: Faculty Advisor

Virginia Tech Developmental Grant: $1,000
Status: **COMPLETED**
**JS Otis** and **JH Williams** (2002) *Role of calcineurin in muscles from tumor-bearing rats*
Role: Principal Investigator

Virginia Tech Hepler Fellowship Grant: $3,000
Status: **COMPLETED**
**JS Otis** and **JH Williams** (2001) *Role of calcineurin in muscles from tumor-bearing rats*
Role: Principal Investigator

Virginia Tech Raville Fellowship Grant: $1,000
Status: **COMPLETED**
**JS Otis** and **JH Williams** (2001) *Role of calcineurin in muscles from tumor-bearing rats*
Role: Principal Investigator

**TRAVEL GRANTS**

Virginia Tech Graduate Student Assembly Travel Award: $500
Status: **ACCEPTED**
**JS Otis** (2002) Awarded to present at the annual conference of the American Physiological Society
Society for Experimental Biology and Medicine Travel Award: $1,000
Status: ACCEPTED
**JS Otis** (2001) Awarded to present at the annual conference of the American Physiological Society

Virginia Tech Graduate Student Assembly Travel Award: $500
Status: ACCEPTED
**JS Otis** (2000) Awarded to present at the annual conference of the American Physiological Society

**INSTRUCTION AND STUDENT ADVISING**
**GRADUATE AND UNDERGRADUATE STUDENTS**
**POST-DOCTORAL AND MEDICAL FELLOWS**

**DOCTORAL STUDENTS: CHAIR**

**Russell Rogers**, GSU, Department of Kinesiology and Health
Progress: Comprehensive Examination Passed, Prospectus in Preparation, 2015
Dissertation interest: *Role of KLF15 in myocardial infarction*

**Cory Baumann**, GSU, Department of Kinesiology and Health
Progress: Degree Conferred, 2015
Dissertation: *Induction of Hsp70 does not improve function following skeletal muscle injury*
Current role: Post-doctoral fellow at University of Minnesota

**DOCTORAL STUDENTS: COMMITTEE MEMBER**

**Calvin Cole**, GSU, Department of Kinesiology and Health
Progress: Comprehensive Examination Passed, Prospectus Completed, 2015
Dissertation: *Effects of ghrelin in obese subjects following a HIIT protocol*

**Kyle Brandenberger**, GSU, Department of Kinesiology and Health
Progress: Comprehensive Examination Passed, Prospectus in Preparation, 2015
Dissertation: *TBD*

**MASTERS STUDENTS: COMMITTEE MEMBER**

**Jenny Harvey**, GSU, Department of Kinesiology and Health
Progress: Degree Conferred, 2015
Thesis: *Effect of passive heat therapy on microvasculature following a high-fat meal*
Denise Myers, GSU, Department of Kinesiology and Health  
Progress: Data collection  

UNDERGRADUATE STUDENTS: RESEARCH ADVISOR

Kandarp Shah, GSU, Department of Kinesiology and Health  
Honors’ College Undergraduate Research (Spring-Fall 2015)  
Current role: Undergraduate student, GSU

Graham Dekeyser, Emory University School of Medicine  
Undergraduate Research Assistant (2011-2012)  
Current role: Medical student, Medical College of Georgia, Augusta, GA

Margaux Bratina, Emory University School of Medicine  
Undergraduate Research Assistant (2010)  
Current role: Physical Therapy Technician, Crochet Physical Therapy, Atlanta, GA

Caroline Clary, Emory University School of Medicine  
Undergraduate Research Assistant (2010)  
Current role: MD Fellow, Greenville Hospital System, Greenville, SC

POST-DOCTORAL AND MEDICAL FELLOWS: RESEARCH ADVISOR

Ajani Nugent, MD, Emory University School of Medicine  
Rotating medical fellow, Role of RAGE in the alcoholic trachea  
Current role: Private practice, Otolaryngology, Lawrenceville, GA

Yaroslav Ashikhmin, MD, Putin Presidential Scholar  
Visiting scholar, HIV-1 and the myocardium  
Current role: Head of medical and expert branch, Alfa Health Centre, Moscow, Russia

COURSES INSTRUCTED

GEORGIA STATE UNIVERSITY

HON 1000: Honors Freshman Seminar (Fall 2014)  
This 1-hour pass/fail course, offered fall semester only, is designed to provide first-semester students with an orientation to high-level academic work and exposure to a current topic. My course centered on the American College of
Sports Medicine initiative “Exercise is Medicine”. Delivered in seminar-style format, we discussed the development and symptoms of various disease states or chronic conditions (HIV, congestive heart failure, diabetes, depression, cancer, inactivity, obesity, aging) and explored the impact that exercise, as well as physical inactivity, have on each condition.

KH 2220: Anatomy in Kinesiology and Health (Fall: 2012)
This course is designed to help students understand basic skeletal muscle anatomy (origin, insertion, and movement) and related bony architecture and landmarks as they related to the exercise sciences.

KH 4300: Neuromuscular Physiology and Plasticity (Fall: 2015)
This course is a detailed study of the structure and function of the neuromuscular and skeletal systems. In addition, students learn the physiology of movement and fatigue, and neuromuscular adaptations to strength and endurance training, disuse, injury, and aging. Finally, students learn the etiology and functional consequence of numerous neuromuscular diseases, e.g. muscular dystrophy, central core disease, malignant hyperthermia, myasthenia gravis, multiple sclerosis, and amyotrophic lateral sclerosis.

This course focuses on detailed human anatomy and function as they relate to the exercise sciences. Students critique current research literature and discuss skeletal muscle structure-function relationships, disease, and impact of exercise.

KH 7640: Exercise Bioenergetics (Fall: 2013, 2014; Spring: 2013)
The primary goal of this course is to integrate basic concepts and relevant scientific information to provide the foundation for understanding bioenergetics, energy transfer, exercise and physical training. Within the framework of exercise and bioenergetics, this course provides students with knowledge that allows for the assessment of anaerobic power, anaerobic capacity, and the aerobic capacity.

KH 8270: Advanced Topics in Exercise Physiology (Spring 2014, 2015)
This course is designed to develop advance knowledge by synthesizing existing literature and completing research projects on selected topics in exercise physiology. Discussion, seminar, and research project reports are required as students select from topics such as metabolism and exercise, blood lipids, body composition and energy expenditure, and physiological performance.

KH 9520: Advanced Exercise Physiology: Energy Metabolism (Fall 2013)
Students gain advanced training on the influence of selected external and internal factors on the body during exercise. The focal topics include energetics of muscular activity, recovery from exercise, and the biochemical basis for muscular fatigue.
SAVANNAH COLLEGE OF ART AND DESIGN (ATLANTA CAMPUS)

**ANAT 100: General Anatomy** (Fall 2007, 2008)
This introductory science course investigates the structures found inside the human body and relates these structures to their specific functions, reviewing all 11 human organ systems. Students also learn comparative anatomy by comparing human structures to those of other animals.

GEORGIA TECH

**BIOL 1521: Honors Organismal Biology Laboratory** (Fall 2006)
Introduction to biology at the organ and organismal levels, with emphasis on biodiversity, physiological processes, and integration of growth, reproduction and development.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

(as a Graduate Teaching Assistant)

* HNFE 1164: Golf
* HNFE 1194: Tennis
* HNFE 1214: Weight Training
* HNFE 1264: Racquetball
* HNFE 3025: Metabolic Nutrition
* HNFE 3034: Methods of Human Nutritional Assessment
* HNFE 3824: Kinesiology
* HNFE 4844: Exercise and Neuromuscular Performance

COURSES DEVELOPED

GEORGIA STATE UNIVERSITY

**HON 1000: Exercise Interventions and Chronic Disease**
Status: APPROVED and taught Fall 2014
Details of this course are noted above

**KH 8375: Functional Anatomy in Exercise Science**
Status: APPROVED
Access to this course is restricted to Exercise Science graduate student and focuses on skeletal muscle structure, anatomy, and movement as they related to exercise.
**KH 8772: Advanced Topics in Exercise Physiology: Bioenergetics**  
Status: **APPROVED**  
This course focuses on energy acquisition systems (carbohydrate, lipid, and protein metabolism). Students critique current research literature on metabolism and exercise science.

**KH 8773: Advanced Topics in Exercise Physiology: Chronic Disease**  
Status: **APPROVED**  
This course identifies the impact of endurance or strength training on chronic disease progression. Students presentations include disease etiology, diagnoses and prognoses, current treatment paradigms, and impact (if any) of exercise interventions.

**KH XXXX: Scientific Writing in Exercise Science**  
Status: **IN DEVELOPMENT**  
The goal of this course is to introduce graduate students to proper scientific writing skills and techniques. Scholarly work will include original research manuscript preparation, literature reviews, and scientific poster production.

**SERVICE ACTIVITIES**  
**SERVICE TO THE PROFESSION**

**EDITORSHIPS AND EDITORIAL BOARDS**
- Bioscience
- ISRN Addiction

**REFEREE FOR SCHOLARLY JOURNALS**
- Journal of Clinical Pathology and Forensic Science
- International Journal of Clinical and Experimental Physiology
- Journal of Applied Physiology
- American Journal of Physiology: Regulatory, Integrative and Comparative Physiology
- Alcoholism: Clinical and Experimental Research

**REFEREE FOR BOOKS AND BOOK CHAPTERS**
- Chandos Publishing
- Translational Biology in Medicine
REFEREE FOR EXTRAMURAL AND INTRAMURAL GRANTING AGENCIES

- Candidate, Early Career Reviewer (ECR) program at the Center for Scientific Review (NIH)
- Oak Ridge Associated Universities: Pennsylvania Health Department
- Georgia State University Tech Fee Grant

SERVICE TO PROFESSIONAL ORGANIZATIONS

- Committee Member, Research Award Committee, American College of Sports Medicine (2015-present)
- Chair, Psychological Risk Factors in Alcoholism, NIAAA Trainee workshop (2008)

PROFESSIONAL MEMBERSHIPS

- American Physiological Society (1998-present)
- American College of Sports Medicine (ACSM: 2014-present)
- Southeast Chapter of the ACSM (2014-present)
- Research Society on Alcoholism (2005-2012)

SERVICE TO THE UNIVERSITY

GEORGIA STATE UNIVERSITY

University
- Institutional Animal Care and Use Committee Member (2014-present)

College of Education
- Reviewer for Tech Fee Grants (2014)

Department of Kinesiology and Health
- Search Committee Chair for 2 Clinical Instructor/Assistant Professor of Exercise Science positions: Hired Laura Abbott (2014) and TBD (2015)

EMORY UNIVERSITY

University
- Institutional Animal Care and Use Committee Member (2011-2013)
- Faculty Research Committee Member (2012-2013)
• Faculty Mentoring Committee Member (2012)

Division of Pulmonary, Allergy and Critical Care Medicine (PACCM)
• PACCM Faculty Research Retreat Co-Organizer (2010-2012)
• Topics in PACCM Research for Fellows Organizer (2011)
• PACCM Faculty Research Series Organizer (2010-2011)
• Fellows’ Research and Mentoring Committee (2010-2011)

SERVICE TO THE COMMUNITY


HONORS AND AWARDS

• Doctoral advisor for the Recipient (Cory Baumann) of the College of Education Disseration Research Award (2014)
• The American Physiological Society’s Gatorade Beginning Investigator Award Environmental and Exercise Physiology Section (2005)
Deborah R. Shapiro, Ph.D.

Educational Background
1999  Doctor of Philosophy (Ph.D)
      Indiana University,
      Adapted Physical Education, Motor Development, Educational Psychology.

1995  Master of Science (M.S)
      Michigan State University
      Adapted Physical Education, Motor Development.

1993  Bachelor of Arts, Honors (B.A)
      York University
      Physical Education, Psychology

Professional Experience
August 2005  Associate Professor, Department of Kinesiology and Health Present
             Georgia State University, Atlanta, Georgia
August 2007-2013 Undergraduate Health and Physical Education Program Coordinator
March 2009-Present  Affiliate Faculty Member, Center for Leadership in Disability
                     Georgia State University, Atlanta, Georgia

1999-2005  Assistant Professor, Department of Kinesiology and Health Georgia State University, Atlanta, Georgia

1995-1999  Associate Instructor, Department of Kinesiology Indiana University, Bloomington, Indiana
          • Doctoral Leadership Training Grant through the U.S. Department of Special Education (Federal) Grant authors: Paul R. Surburg and Dale A Ulrich.

1993-1995  Graduate Teaching Assistant, Department of Kinesiology Michigan State University, East Lansing, Michigan
          • Adapted Physical Education Teacher
          • Taught physical education activity classes to undergraduate students to meet degree requirements.

1993-995  Motor Performance Program: Supervisor and Instructor
          Department of Kinesiology, Michigan State University
          • Developed a sport instruction program, supervised instructors, and taught general sport skills to typically developing elementary school age children.

Shapiro CV 2014
Research Assistant

1995-1999 The effects of treadmill stepping on the onset and quality of walking in infants with Down syndrome. Motor Development Lab, Department of Kinesiology, Indiana University,
• Assisted with collection of anthropometric and 3D data and data reduction.

1993-1995 Motor Performance Study, Department of Kinesiology, Michigan State University
• Assisted with collection of motor performance data.

Awards/Honors

2014 Hollis Fait Scholarly Contribution Award, National Consortium for Physical Activity for Individuals with Disabilities.
• Awarded to a research who has demonstrated a distinguished record of scholarly productivity in the area of physical education or recreation for individuals with disabilities

2014 Nominee, College of Education Outstanding Teaching Award, Georgia State University

2005 Outstanding Faculty Service Award, College of Education, Georgia State University

2005 Taylor Dodson Young Professional Award, Southern District of the American Alliance of Health Physical Education, Recreation and Dance.
• Awarded to a young scholar in the Southern District who has demonstrated outstanding potential in scholarship, teaching, and/or professional leadership

2003 Mabel Lee Award, American Alliance of Health, Physical Education, Recreation, and Dance
• Awarded to a young scholar from across the United States who has demonstrated outstanding potential in scholarship, teaching, and/or professional leadership.

2002 Completed certification course to become an International Classifier for National Disability Sport Alliance

2002 Young Scholar Award, Georgia Alliance for Health, Physical Education, Recreation, and Dance
• Awarded to a young scholar in the State of Georgia who has demonstrated evidence of completed research, scholarly presentations, and creative works.

1997-1999 Fellowship - School of Health, Physical Education, and Recreation Indiana University

1998 Gallahue-Morris Graduate Student Award, Indiana University
• Awarded to a graduate student in motor development/motor learning

1998 Student Recognition Award, Adapted Physical Activity Council of the American Alliance for Health, Physical Education, Recreation and Dance
• Selected from graduate students in adapted physical education across the United States.

1993-1995 Janet Wessel Scholarship, Michigan State University
• Awarded to a graduate student who has demonstrated commitment to APE.
Certifications

2013  National Boccia Classifier
2010- present  Certified Disability Sport Specialist, Blazesports America
2007  American Association of Adapted Sports Programs Coaching Certification
   •  Wheelchair Handball
   •  Wheelchair Football
2006  National Disability Sport Alliance (formerly known as US Cerebral Palsy
   Sport and Recreation Association)
   •  Track and Field classifier

Scholarship and Professional Activities (*denotes student author)

Data Collection in Progress

Chen, YP. & Shapiro, D. R.  Impact of physical activity on upper body strength of children with
Cerebral Palsy: A meta analysis.

Pitts, B. G. & Shapiro, D. R.  Inclusion of disability in the Introduction course in Sport
Management.

Shapiro, D. R.  The Impact of perceived motivational climate on attainment of
moderate/vigorous physical activity of youth with physical disabilities.

* Yao. W.R. & Shapiro, D. R.  Coaches understanding of the reasons athletes play and parents
enrol their children with disabilities in youth sport.

Manuscripts in Review

related to sport participation in children and youth athletes with physical disabilities. Sport,
Exercise and Performance Psychology.

Learning Assignment in Adapted Physical Education. Journal of Physical Education,
Recreation and Dance.

Article Publications (Refereed)

persons with vision loss of all ages. Palaestra.


Abstract Publications (Refereed)


Sponsored Activities

Internal Awards

Shapiro, D. (2009). Peer relationships in adapted youth sport: Links to competence, friendship and loneliness. Proposal Development Grant, Georgia State University. $3000 (Role: Principle Investigator)

Shapiro, D. (2007, August). *Athletic identity, physical self-perceptions and mood in youth with physical disabilities involved in interscholastic adapted sports*. Proposal Development Grant, Georgia State University. $6,000 (Role: Principle Investigator)


Internal Proposals (unfunded)

Shapiro, D. (2012). Assessing physical activity in youth with physical disabilities. Research Initiation Grant, Georgia State University. $10,000 (Role: Principle Investigator)

Shapiro, D. (2005, February). Generalizability of Attitudes Across Instruments. Research Initiation Grant, Georgia State University. $5,000 (Role: Principle Investigator)


External Awards


External Proposals (unfunded)


**Presentations (Refereed)**

**International Conferences**


9. Shapiro, D. R., & Martin, J.J. (2010). Understanding the role of friendships on well being of youth athletes with physical disabilities. Oral presentation at the North American Federation of Adapted Physical Activity, Riverside, CA

10. Shapiro, D. R., & Martin, J.J. (2010). *Peer relationships and loneliness in athletes with physical disabilities.* Poster presentation at the North American Society for the Psychology of Sport and Physical Activity, Spokane, WA.
of Sport and Physical Activity, Tucson, AZ.


13. Shapiro, D. R. (October, 2006). Integrating writing and critical thinking into adapted physical activity classes. Oral presentation at the 8th North American Federation of Adapted Physical Activity Symposium, Ann Arbor, Michigan, USA.


15. Shapiro, D. R., Dummer, G. M., & Sherrill, C. (July 2005) Using curriculum goals to guide the teaching of disability sport. Oral presentation at the 15th International Symposium of Adapted Physical Activity, Verona, Italy


motivation questionnaire for persons with mental retardation. Poster presentation at the annual North American Society for the Psychology of Sport and Physical Activity, Baltimore, MD.


23. Yun, J., Chen, H., Yang, S., & **Shapiro, D. R.** (June 2001). *Relationship of fitness and gross motor skills for adolescents with intellectual disabilities.* Poster presentation at the 13th International Symposium Adapted Physical Activity, Vienna, Austria.


**National Conferences**

1. **Shapiro, D. R.,** MacDonald, M., & Obrusnikova, I. (July, 2014). *What and How do we teach APE at the undergraduate and Master’s level.* Round table symposium at the National Consortium for Physical Education for Individuals with Disabilities, Washington, DC.

2. * Yao, W., Liao, C., & **Shapiro, D. R.,** (April 2014). Is gender appropriateness of sport also haunting children with disabilities? Poster presentation at AAHPERD national convention, St. Louis, MO

3. **Shapiro, D. R.** & Pitts, B. (July 2013). *Content Analysis of Disability Sport in Sport Management Literature.* Poster presentation at the National Consortium for Physical Education for Individuals with Disabilities, Herndon, VA.


8. Sayers, K., & **Shapiro, D. R.**, & Webster, G. (September, 2001). *Identifying and using community-based transition sites for adapted physical activity*. Oral presentation at the 2nd World Congress and Exposition on Disabilities, Atlanta, GA.


10. **Shapiro, D. R.**, & Lewis, C. (September, 2001). *Modifying the task using basic biomechanical principles to facilitate inclusion in physical education*. Oral presentation at the 2nd World Congress and Exposition on Disabilities, Atlanta, GA.


Shapiro CV 2014


Regional/State Conferences

1. * Shapiro, D. R., Wales, M, Smith, J., & Thompson, K. (October, 2013). *Use of Technology in Adapted Physical Education*. Oral presentation at GAHPERD annual convention, Atlanta, GA.


3. Shapiro, D. R. (November, 2006). *Using sports for students with disabilities to teach the physical education standard*. Oral presentation at the Georgia Association for Health Physical Education, Recreation and Dance, annual conference, Jekyll Island, GA, USA.


5. Shapiro, D. R., Condry, D., & Buzeta, M. (November, 2002). *Using disability sport to facilitate inclusion of students with disabilities in general physical education*. Oral presentation at the annual meeting of the Georgia Association for Health, Physical Education, Recreation, and Dance, Calloway Gardens, GA.

6. Shapiro, D. R. (September, 2001). *Special Olympic Sport programs for athletes with mental Retardation. A motivational perspective*. Oral presentation at the annual meeting of Special Olympics Georgia, Atlanta, GA.


Invited Presentations


4. Shapiro, D. R. (September, 2004). Disability Sport and Physical Activity: Benefits and Obstacles to Participation. Presentation at “Lunch and Learn” for the American Cancer Society, Atlanta, GA.


8. Shapiro, D. (March, 1995). Aquatics for persons with a disability. Guest lecture at The University of Minnesota in a graduate adapted physical education class, Minneapolis, MN.

Teaching and Advising

Georgia State University Teaching Assignments
Undergraduate
- Sexuality Education inclusive of Students with Special Needs (KH 3700)
- Contemporary Instructional Models in Adapted and Inclusive Physical Education (KH 4540)
- Curriculum and Assessment in Adapted and Inclusive Physical Education (KH 3400)

Shapiro CV 2014
- Disability, Sport, and Physical Activity (KH 3360)
- Performance and Analysis in Disability Sport (KH 3060)
- Motor Learning and Development (KH 3610)
- Introduction to Allied Fields of Health, Physical Education, and Fitness (KH 2130)
- Performance and Analysis: Lifetime Sports (KH 3030)
- Performance and Analysis: Team Sports (KH 3040)
- Student Teaching in Health and Physical Education P-12 (KH 4710, KH 4720)

Graduate
- Curriculum and Assessment in Adapted Physical Education (KH 8665)
- Advanced Seminar in Kinesiology: Current Status and future Research Directions in Disability and Physical Activity (KH 9960)
- Physical Education for Students with Developmental, Physical and Sensory Disabilities (KH 8650)
- Inclusion through Disability Sport (KH 7655)

Courses Developed at Georgia State University

Sport Coaching and Human Performance (discipline within the undergraduate Bachelor of Interdisciplinary Studies degree)
- American Sport Education Program Coaching Principles (KH 3630)
- Special Considerations for Coaching Athletes with Disabilities (KH 3635)
- Analysis of Sport Coaching (KH 4200)
- Long Term Athlete Development (KH 4210)

Undergraduate (Kinesiology and Health)
- Sexuality Education Inclusive of Students with Special Needs (KH 3700).
- Performance and Analysis in Disability Sport (KH 3060).
- Disability Sport and Physical Activity (KH 3360).

Graduate (Kinesiology and Health)
- Advanced Seminar in Kinesiology: Disability, Physical Activity and physical Education (KH 9960).
- Curriculum and Assessment in Adapted Physical Education (KH 8665).
- Inclusion through Disability Sport (KH 8655).
- Sport and Movement Studies for Athletes with Disabilities (KH 8550).

Graduate Committees
Ph.D Degree in Kinesiology

Chairperson

Shapiro CV 2014
2013- Present  
Wei-Ru (Andy) Yao, Georgia State University

Committee Member
2011- present  
Xiang (Julia) Ke, Georgia State University

2009  
Li-Shen Chang, Georgia State University. *Effects of different stroke patterns on Shoulder joint kinematics and electromyography in wheelchair propulsion.*

Involvement in Theses/Dissertations at other institutions

Reader
2009  
Kevin Stewart, Georgia Southern University (Summer & Fall 2009). *The relationship between teacher certification and perceptions of adapted physical education program practices in metropolitan Atlanta public elementary schools.*

Master’s Degree Thesis and Collaborative Action Research (CAR) Project

Committee Chairperson
2008  

2007  
Ann VanLoo, Georgia State University. *Longitudinal analysis of attitudes of physical education teachers towards teaching students with disabilities.*

2003  
Tina LaRou, Georgia State University. *Effects of music on measures of cardiovascular performance of students with mental retardation.*

2001  
Bronwen Maskell, Georgia State University. *Effects of brain gym on overhand throwing in first grade students: A preliminary investigation.*

Committee Member
2014  
Jackie Smith, Georgia State University. *Indicators of military veteran status in intercollegiate athletics: A content analysis.*

2006  
Christine Chalberg, Georgia State University. *Physical plant employees perceptions to benefits and barriers of initiating and maintaining a physical activity plan.*

2005  
Adi Davidian, Georgia State University. *Collaboration in Preparation of NCATE documents.*

2002  
Amy Johnson, Georgia State University. *An examination of athlete alcohol use at a metropolitan university.*

2002  
Shannon Jones, Georgia State University. *Time stress factors and alcohol use in college cheerleaders.*
Independent Study/Directed Readings

**Chairperson**

Spring 2014  Kelly Wilson, Georgia State University. Advancing disability sport in sport management curriculum

Spring 2009  Darren Thomas, Georgia State University. Development of a wheelchair basketball skills assessment.

Spring 2009  Nicole Bell, Georgia State University. Understanding friendship and loneliness among children with physical disabilities.

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**Community Governance and Service**

**Reviewer/Referee for Professional Journals/Publisher**

<table>
<thead>
<tr>
<th>Date</th>
<th>Journal Title</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>Sport, Exercise and Performance Psychology</td>
</tr>
<tr>
<td>2007- present</td>
<td>Editorial Board Member <em>Adapted Physical Activity Quarterly</em></td>
</tr>
<tr>
<td>2008-present</td>
<td>Reviewer for <em>Disability and Health Journal</em></td>
</tr>
<tr>
<td>2000- present</td>
<td><em>Adapted Physical Activity Quarterly</em></td>
</tr>
<tr>
<td>2013</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>2012</td>
<td>Psychology of Sport and Exercise</td>
</tr>
<tr>
<td>2012</td>
<td>International Journal of Disability, Development and Education</td>
</tr>
<tr>
<td>2011</td>
<td>Qualitative Research in Sport, Exercise and Health</td>
</tr>
<tr>
<td>2010</td>
<td>The Sport Psychologist</td>
</tr>
<tr>
<td>2009</td>
<td>Reviewer of book submitted to NASPE</td>
</tr>
<tr>
<td>2007</td>
<td>Reviewer for book proposal submitted to NASPE</td>
</tr>
<tr>
<td>2005</td>
<td>Reviewer for <em>Journal of Teaching in Physical Education</em></td>
</tr>
<tr>
<td>2004</td>
<td>Reviewer for <em>International Journal of Sports Medicine</em></td>
</tr>
<tr>
<td>2001</td>
<td>Reviewed 14 chapters of a book titled <em>Adapted Physical Activity, Recreation, and Sport</em> for McGraw-Hill Companies</td>
</tr>
<tr>
<td>2001</td>
<td>Reviewed chapter in the book titled <em>Strategies or inclusion: A handbook for physical educators</em> for Human Kinetics</td>
</tr>
</tbody>
</table>

**Reviewer/Referee for Professional Associations**

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002- 2012</td>
<td>Member of Scientific Committee to review abstracts submitted for the North American Federation of Adapted Physical Activity conference</td>
</tr>
<tr>
<td>2004-2014</td>
<td>A reviewer of abstracts submitted to the Research Consortium for the AASHPERD National Convention</td>
</tr>
<tr>
<td>2006</td>
<td>Member of the Committee for the review of applicants for the Southern District AASHPERD Taylor Dodson Young Professional Awa</td>
</tr>
</tbody>
</table>

Shapiro CV 2014
2004 Reviewed abstracts submitted for presentation to the 2005 Southern District AAHPERD Convention
2004 Reviewed award nominees for Georgia AAHPERD

**Service to the Profession**

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization Title</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2016</td>
<td>Member at Large, National Consortium for Physical Education for Individuals with Disabilities</td>
<td>National</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Awards Committee, Adapted Physical Activity Council of AAHPERD</td>
<td>National</td>
</tr>
<tr>
<td>2007-2009</td>
<td>Committee Member, Southern District AAHPERD Taylor Dodson Award</td>
<td>Regional</td>
</tr>
<tr>
<td>2006-2008</td>
<td>President, North American Federation of Adapted Physical Activity</td>
<td>International</td>
</tr>
<tr>
<td>2004-2008</td>
<td>Newsletter Editor, International Federation of Adapted Physical Activity</td>
<td>International</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Athletics representative to the International Paralympic Committee – member of INAS-FID IDEAL Research Group on the development of a classification System for Paralympic athletes with an intellectual disability</td>
<td>International</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Chair, Adapted Physical Activity Council of the Southern District American Alliance for Health, Physical Education, Recreation, and Dance</td>
<td>Regional</td>
</tr>
<tr>
<td>2004-2006</td>
<td>President Elect, North American Federation of Adapted Physical Activity</td>
<td>International</td>
</tr>
<tr>
<td>2002-2005</td>
<td>Internet APE expert, PE Central, Adapted Physical Education section</td>
<td>National</td>
</tr>
<tr>
<td>2003-2004</td>
<td>University/College Chair, Georgia Alliance for Health, Physical Education, Recreation and Dance.</td>
<td>Local</td>
</tr>
<tr>
<td>2002-2004</td>
<td>Member-at-large, Adapted Physical Activity Council of The American Alliance for Health Physical Education, Recreation and Dance</td>
<td>National</td>
</tr>
<tr>
<td>2002-2003</td>
<td>University/College Chair Elect, Georgia Alliance for Health, Physical Education, Recreation and Dance</td>
<td>Local</td>
</tr>
<tr>
<td>2000-2002</td>
<td>Secretary, North American Federation of Adapted Physical Activity</td>
<td>International</td>
</tr>
</tbody>
</table>

**Professional Affiliations**

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization Title</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-present</td>
<td>North American Federation of Adapted Physical Activity</td>
<td>International</td>
</tr>
</tbody>
</table>

Shapiro CV 2014
1996-present  American Alliance of Health, Physical Education, Recreation and Dance/SHAPE America
  - American Association of Physical Activity and Recreation
  - Adapted Physical Activity Council
  - National Association for Sport and Physical Education
  - Research Consortium
2007-present National Consortium for Physical Education for Individuals with Disabilities (NCPEID)
2002-present National Disability Sport Alliance (formerly United States Cerebral Palsy Sport and Recreation Association)
1999-present Georgia Alliance for Health, Physical Education, Recreation, and Dance
1999-present International Federation of Adapted Physical Activity
2010-present North American Society of the Psychology of Sport and Physical Activity
1999-2004 Physical Activity

**Service to the Community**

**School System**

2014, 2012, 2007 Fulton County Schools, Atlanta, GA
  - Adapted Physical Education Teacher workshop
2009-2010 Cartersville School System, Cartersville GA
  - Adapted Physical Education Consultant
2008-2009 Georgia Department of Education, Atlanta, GA
  - Representative on State of Georgia PE Standards Committee
  - Co-Chair, Adapted physical education standards committee
2000-2007 AMIT, Community School Program, Atlanta, GA
  - Member, Board of Directors (2002-2007)
  - Teacher (2000-2004)
1998 “On-Track” Community Preschool Screening, Bloomington, IN
  - Coordinated, supervised, and trained volunteers to assess motor skills of young children.
  - Assessed and consulted with parents regarding their child’s motor performance.

**Disability Sport Related**

August, 2014 Boccia Classifier at 34th Annual Veterans Wheelchair Games, Philadelphia, PA
July 2013 Boccia Classification Training, Kansas City, Kansas
2012-Present Georgia Blind Sports Association
  - Board chairperson
2004-present American Association of Adapted Sports Programs, Atlanta, GA

Shapiro CV 2014
• Member, Board of Directors
• Secretary
• Fundraising Feasibility Study committee member

July 2007  U.S. Paralympics Track and Field National Championships
• Classifier

July 2004  American Series: North American Elite Wheelchair Racing Tour
• Volunteer

2002-2005  National Disability Sport Association – Classification
• Classifier at Junior Nationals Track&Field Championships, Tampa, FL (Summer 2005)
• Classifier at Regional Games, Atlanta, GA (Spring 2003)
• Classifier at National Games, New London, CT (Summer 2003)
• Classifier at British Columbia Games, British Columbia, Canada (Summer 2002)

2002-2007  Center for the Visually Impaired, Atlanta, GA
• Host, Goalball Camp (2007, 2008)
• Volunteer Goalball Coach (2002-2005)
• Researcher, Program impact for children with disabilities for both publication and grant procurement (2002-2003)

2000-2003  United States Disabled Athletes Fund, Atlanta, GA
• Volunteer at Sports Camp (Summer 2003)
• BlazeSports Sport Spectacular, volunteer coach (Fall 2000, 2001)

2000-present  Special Olympics, Atlanta, GA
• Trainer (aquatics) at State Conference (2000-2005)
• Aquatics Qualifier Volunteer (Spring 2002)
• Winter Games Rules Committee member (Winter 2002)

1996-1997  Buddy Baseball, Bloomington, IN
• Volunteer coach for a summer softball program for children with disabilities.

1996-1997  YMCA Adapted Aquatics, Bloomington, IN
• Volunteer swimming instructor for participants with a disability.

Spring 1995  Gymnastics Instructor, Michigan Athletic Club, East Lansing, MI
• Volunteer gymnastics instructor for children with Cerebral Palsy.

1992-1993  Special Olympics, Toronto, Ontario
• Volunteer swim coach

Spring 1991  Sports on Wheels Track and Field Day, Toronto, Ontario
• Volunteer coach

Summer 1991  Metro Toronto Wheelchair Challenge, Toronto, Ontario
• Volunteer attendant at field event stations

Spring 1989  Toronto School for the Blind, Toronto, Ontario
• Volunteer swim instructor
Service to the University

GEORGIA STATE UNIVERSITY
Department of Kinesiology and Health

2007-2013 Undergraduate Health and Physical Education Program Coordinator
2007-2013 Spring 2011 Chair, Department search committee for Clinical Assistant
2007-2013 Professor in Health Education
2006-2007 Chair, Department search committee for Sport Administration
2005-2006 Assistant Professor
2005-2006 Chair, Department search committee for Motor Development and
2004-2005 Sport Psychology Assistant Professor
2004-2005 Chair, Department search committee for HPE Associate Professor.
2003 Representative for HPE Search for Assistant Professor.
2002 Representative on Sports Administration Search for Full Professor.
2002 Representative on Sports Administration Search for Assistant Professor
2000–present KH Graduate Faculty Committee Member
2007–present Faculty Representative at Convocation
2001 KH Committee on Student Code of Conduct
2000, 2005, 2010 Presenter at KH Research Symposium

College of Education

2013-2014 Induction Committee
2013-2014 Chair
2012-2013 Strategic Plan committee
2012-2013 Represented the Department of Kinesiology and Health
2009-2013 Curriculum Committee
2009-2013 Chair
2009-2013 Represented the Department of Kinesiology and Health
2009-2013 Secretary
1999-2006 Diversity Committee
1999-2006 Representative for the Department of Kinesiology and Health
2009-2014 Professional Education Council
2009-2014 Representative of the Curriculum Committee
2006-2009 Academic Affairs Committee
2006-2009 Chairperson
2006-2009 Representative for the Department of Kinesiology and Health
2007-2008 College of Education Deans Advisory Committee
2007-2008 Representative for the Academic Affairs Committee
Spring 2005 Area F Adhoc Committee
Spring 2005 Represented the Department of Kinesiology and Health in making
recommendations to revise Area F core pre-education courses.

Shapiro CV 2014
University
Fall 2009, 2013

Disability Awareness Day
- Guest Speaker
- Coordinated wheelchair basketball event in Student Recreation Center. This was one of 3 events held in conjunction with Disability Awareness Day

2004
Office of Disability Services
- Member Scholarship Committee for Students with Disabilities

Shapiro CV 2014
CURRICULUM VITAE

Walter Rolph Thompson
Regents’ Professor and Associate Dean
College of Education
Georgia State University
Atlanta, GA 30302-3980

(404) 413-8365 (office)
(404) 413-8350 (FAX)
(770) 364-7146 (mobile)
e-mail: wrthompson@gsu.edu

EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
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<tbody>
<tr>
<td>Bachelor of Science</td>
<td>Wake Forest University</td>
<td>1978</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>Wake Forest University</td>
<td>1979</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>The Ohio State University</td>
<td>1983</td>
</tr>
</tbody>
</table>

Thesis: A comparison of two set exercise protocols to determine the necessity of the warm-up in the exercise prescription for cardiac patients.

Dissertation: Two-dimensional echocardiographic evaluation of upright exercise: comparison of left ventricular volumes in normal and post-myocardial infarction subjects.

PROFESSIONAL EXPERIENCE

1988
FELLOW, American College of Sports Medicine

1988
FELLOW, Research Consortium, American Alliance for Health, Physical Education, Recreation, and Dance

1990
FELLOW, Southern Association for Cardiovascular and Pulmonary Rehabilitation (Alabama, Arkansas, Louisiana, and Mississippi).

1996
FELLOW, American Association of Cardiovascular and Pulmonary Rehabilitation

2012 – Present
Associate Dean for Graduate Studies and Research, College of Education, Georgia State University, Atlanta, Georgia

1994 – Present
Regents’ Professor, 2008 (tenured) of Kinesiology and Health (College of Education) and Department of Nutrition (School of Nursing and Health Professions); Director, Center for Sports Medicine, Science & Technology (1994-2000); Affiliated Faculty, Partnership for Urban Health Research, Institute of Public Health, (College of Health and Human Sciences), Georgia State University, Atlanta, Georgia

1994 - Present
Executive Director, After-School All-Stars Atlanta (aka Greater Atlanta Inner-City Games), Atlanta, Georgia; Executive Director (1998 – present)

2014 – Present
Vice President (elected by the membership), American College of Sports Medicine

2013 – Present
Advisory Director, Coalition for the Registry of Exercise Professionals (member, United States Registry of Exercise Professionals; member, International Registry of Exercise Professionals).
2013 - Present  Member, Nutrition and Physical Activity (NuPA) Advisory Committee, American Cancer Society, Atlanta, Georgia

2013 – Present  Member, American Congress of Rehabilitation Medicine Spinal Cord Injury Interdisciplinary Special Interest Group Fitness & Wellness Task Force.

2015 – Present  Member, Inter-Agency Task Force on the Treatment of the Spine-Injured Athlete (athletic trainers, emergency care physicians, exercise physiologists, emergency medical technicians)

2012, 2015-2016  Member, International Coordinating Committee and Member, Scientific Committee, International Convention on Science, Education & Medicine in Sport (ICSEMIS 2012), Glasgow, Scotland (July 19-24, 2012) and ICSEMIS 2016 (Rio de Janeiro, Brazil)

2005 – 2008  Board of Trustees (elected by membership), American College of Sports Medicine; Administrative Council (elected by Board of Trustees) 2005-2006, 2007-2008

2004 – present  Committee on Accreditation for the Exercise Sciences, (Chairman, 2004-2007); Commissioner, Board of Commissioners (2004-2007), Commission on Accreditation of Allied Health Education Programs, Chicago, Illinois

2007 – Present  NSF International Joint Committee on Standards for Health/Fitness Facilities (Chairman, 2007-2014); Member, Council of Public Health Consultants

2001 – Present  Founding Advisor, Wellcoaches Corporation, Boston, Massachusetts

1998 - 2002  Licensed Clinical Laboratory Director (license #981465R), State of Georgia, Office of Regulatory Services, Georgia Department of Human Resources

1996 - 2006  Licensed Clinical Exercise Physiologist (license #CEO118), State of Louisiana State Board of Medical Examiners

1983 – Present  Certified Program Director, American College of Sports Medicine

1999 - Present  Registered Clinical Exercise Physiologist, American College of Sports Medicine

2012  Guest Editor, Thematic Issue (Volume 22, Number 1), *Clinical Journal of Sports Medicine* (Official Journal of the American Medical Society for Sports Medicine, American Osteopathic Academy of Sports Medicine, Australasian College of Sports Physicians, and Canadian Academy Sport and Exercise Medicine)

2010 – Present  Member, Editorial Board, *ACSM’s Health & Fitness Journal®*; Associate Editor (1998-2001)


1995 - 2001  Associate Editor, *Sports Medicine, Training and Rehabilitation*


1987 - 2006  Certification Director, American College of Sports Medicine Health/Fitness Instructor Certification, Georgia State University, Atlanta, Georgia; Certification Director, American College of Sports Medicine Exercise Specialist Certification, Georgia State University, Atlanta, Georgia (1994-2006); Certification Director, American College of Sports Medicine Exercise Leader Certification, Georgia State University, Atlanta, Georgia (1987-2002); Certification Director, American College of Sports Medicine Health/Fitness Director and Program Director Certification, Georgia State University, Atlanta, Georgia (1994-2002); Workshop and Certification Director, American College of Sports Medicine Exercise Leader, Health/Fitness Instructor, Exercise Specialist, Program Director, Health/Fitness Director Certifications, University of Southern Mississippi, Hattiesburg, Mississippi (1985-1994); Lecturer (1987 - 1997) and Certification Director (1988 - 1992), American College of Sports Medicine Exercise Specialist Workshop, Hammons Heart Institute, Springfield, Missouri; Workshop Coordinator, American College of Sports Medicine Preventive/Rehabilitative Exercise Test Technologist Workshop, Northeastern Illinois University, Chicago, Illinois (1981-1984).

1999 - 2001  Member, Board of Directors, Victory Charter School, Fulton County, Georgia


1980 - 1985  Program Director, Cardiac Rehabilitation and Health Enhancement Center, Swedish Covenant Hospital, Chicago, Illinois; Editor, *HEART HERALD*, monthly publication of the Cardiac Rehabilitation and Health Enhancement Center, Swedish Covenant Hospital, Chicago, Illinois (1980-1985); Member, Cardiopulmonary Resuscitation Committee, Swedish Covenant Hospital, Chicago, Illinois.

1980 - 1984  Assistant Professor and Clinical Coordinator, Human Performance Laboratory, Northeastern Illinois University, Chicago, Illinois.

1984 - 1985  Adjunct Associate Professor, Department of Health, Physical Education, and Recreation, George Williams College, Downers Grove, Illinois.


1990 - 1994  Advisory Board, Southern Association for Cardiovascular and Pulmonary Rehabilitation (Alabama, Arkansas, Louisiana, and Mississippi); 1990, 1991, 1992, Chair, Southern
Association for Cardiovascular and Pulmonary Rehabilitation Annual Meeting Spring Symposium Scientific Sessions.

1981 - 1984 Special Consultant, Department of Cardiology and Neurology, St. Joseph Hospital, Joliet, Illinois.

1983 - 1984 Special Consultant, Department of Cardiology, Gottlieb Memorial Hospital, Melrose Park, Illinois.

1981 - 1982 Graduate Teaching Associate, Department of Health, Physical Education, and Recreation, The Ohio State University, Columbus, Ohio.

1980 - 1982 Member, Rehabilitation Subcommittee, Coronary Care Committee, Chicago Heart Association, Chicago, Illinois.

1978 - 1980 Representative and Lecturer, Forsyth County Chapter, American Heart Association, Winston-Salem, North Carolina

1978 - 1980 Graded Exercise Test Technologist, Human Performance Laboratory, Exercise Leader of Cardiac Rehabilitation and Adult Fitness Programs, Instructor of Gymnastics, Wake Forest University, Winston-Salem, North Carolina.

PUBLICATIONS

Books


Thompson, W.R. et al. (Consultant in the Health Professions and Nursing): *STEDMAN’S MEDICAL DICTIONARY FOR THE HEALTH PROFESSIONS AND NURSING (7th edition)*, Lippincott Williams & Wilkins, 2011.


Thompson, W.R. (Senior Editor), Bushman, B., Desch, J., & Kravitz, L. (editors): *ACSM’s RESOURCES FOR THE PERSONAL TRAINER (3rd edition)*, Lippincott Williams & Wilkins, 2010.


Articles in International/National Refereed Journals


Video Format


Published Proceedings


*Articles in State Refereed Journals*


**Articles in National/International Non-Refereed Journals**


**Technical Reports**

Thompson, W.R.: An Evaluation of the BlazeSports Georgia Program of the U.S. Disabled Athletes Fund, Inc. (a report to the Georgia Department of Labor (program #787530420) for fiscal year 2011.

Thompson, W.R.: An Evaluation of the BlazeSports Georgia Program of the U.S. Disabled Athletes Fund, Inc. (a report to the Georgia Department of Labor (program #787530420) for fiscal year 2010.

Thompson, W.R.: An Evaluation of the BlazeSports Georgia Program of the U.S. Disabled Athletes Fund, Inc. (a report to the Georgia Department of Labor (program #787530420) for fiscal year 2009.


PRESENTATIONS

Professional Papers at National/International Meetings


Leet, R., Benardot, D., Henes, S., Thompson, W.R. Within-Day Energy Balance, Body Mass Index, and Body Composition in College Students. Presentation at the ANNUAL MEETING OF THE AMERICAN SOCIETY FOR NUTRITION, ADVANCES AND CONTROVERSIES IN CLINICAL NUTRITION, Washington, DC, December 5, 2014


Thompson, W.R.: Sports participation in extreme (cold) environments. Presentation at the 2ND NATIONAL PARALYMPIC COMMITTEE TEAM PHYSICIAN CONFERENCE, Sochi, Russia, March 10, 2014.

Thompson, W.R.: Technology and the Future of America’s Waistline. Presentation at the NEW AMERICA


Thompson, W.R. After-School All-Stars, an international model for comprehensive out of school programming. Presentation at the XC CONGRESO INTERNACIONAL, Universidad Autonoma de Nuevo León, Monterrey, Mexico, November 7, 2007.


Thompson, W.R.: The optimization of health and fitness professionals through the accreditation of academic programs: the Committee on Accreditation for the Exercise Sciences. Presentation at the ANNUAL MEETING OF THE ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE, Salt Lake City, Utah, April 6, 2006.


Thompson, W.R.: Exercise Programming and other topics. Presentation at CAPITAL COLLEGE OF PHYSICAL EDUCATION (CCPE) IN BEIJING AND BEIJING UNIVERSITY OF CHINESE MEDICINE, NANJING INSTITUTE OF PHYSICAL EDUCATION AND SPORTS (NIPES), AND NANJING UNIVERSITY OF CHINESE MEDICINE, Beijing, China; Nanjing, China, May 12-22, 2004.


Thompson, W.R. The risk of chronic disease and disability due to obesity and other issues in India and in the United States. Presentation at THE CRICKET CLUB OF INDIA-ACSM SYMPOSIUM ON EXERCISE AND SPORTS MEDICINE, Mumbai, India, November 16, 2003.


Castle, R., J.B. Gallaspy, S. Gangstead, W.R. Thompson, and C. Knight: Development and validation of a computer-assisted learning tool designed to enhance professional preparation in athletic training. Presentation at the ANNUAL


Thompson, W.R.: 12-lead electrocardiographic interpretation. Presentation at the TENTH ANNUAL OZARKS REGIONAL CARDIOPULMONARY NURSING SYMPOSIUM, St. John’s Regional Health Center, Springfield, Missouri, April 24, 1996, Springfield, Missouri


Benardot, D., D.E. Martin, J.A. Doyle, and W.R. Thompson: Predicted body fat % using dual-energy X-ray absorptiometry (DEXA) and anthropometric measures on the United States Rhythmic Gymnastics Team.
Presentation at the THIRD INTERNATIONAL OLYMPIC COMMITTEE WORLD CONGRESS ON SPORT SCIENCES, July 15-20, 1995, Atlanta, Georgia.

Thompson, W.R.: Ventricular wall motion abnormalities detected by dynamic echocardiography. Presentation at EXPERIMENTAL BIOLOGY '95 (Federation of American Societies for Experimental Biology, American Physiological Society), April 11, 1995, Atlanta, Georgia.


Rupp, J.C., and W.R. Thompson: How United States athletes train. Presentation for the GERMAN SPORTS FEDERATION, August 9, 1994, Atlanta, Georgia.


Neisler, H.M., M.H. Bean, W.R. Thompson, and J.T. Johnson: Alteration of lymphocyte subsets during a competitive swim training season. Presentation at the VI INTERNATIONAL SYMPOSIUM ON BIOMECHANICS AND MEDICINE IN SWIMMING, Liverpool, United Kingdom, September, 1990.


Johnson, K.D., H.M. Neisler, W.R. Thompson, and M. Hall: Blood volume, cell volume, and plasma volume dynamics during a progressive cycle ergometer test in both a hot and cool environment. Presentation at the COLLABORATIVE RESEARCH IN ALLIED HEALTH SYMPOSIUM, Columbus, Ohio, September 8-9, 1988.


McCandless, S., F.J. Servedio, T.K. Skalko, and W.R. Thompson. The effects of circuit strength training, using the ParaGym 5000, on maximal oxygen consumption of physically disabled and able-bodied individuals. Presentation at
the ANNUAL MEETING OF THE AMERICAN SPINAL INJURY ASSOCIATION, May 16-19, 1988, San Diego, California.


Thompson, W.R., H.M. Neisler, K.D. Johnson, and J.K. Davis: Does the activity of cardiac enzymes increase after a bout of maximal exercise? Presentation at the THIRD ANNUAL COLLABORATIVE RESEARCH IN ALLIED HEALTH SYMPOSIUM, September 18, 1987, Columbus, Ohio.


Neisler, H.M., M. Hall, W.R. Thompson, K.D. Johnson, and J.G. Lambeth: Development of a blood collection technique to determine the effect of various intensities of exercise on erythrocyte 2,3-diphosphoglyceric acid in physically fit and unfit males. Presentation at the THIRD ANNUAL COLLABORATIVE RESEARCH IN ALLIED HEALTH SYMPOSIUM, September 18, 1987, Columbus, Ohio.


Professional Papers at Regional Meetings


Grages, M.B., Benardot, D., Nucci, A.M., Thompson, W.R.: Relationships between Serum Cortisol, Vitamin D, Bone Mineral Density, and Body Composition in National Team Figure Skaters. Presentation at the ANNUAL
MEETING OF THE GEORGIA ACADEMY OF NUTRITION AND DIETETICS, March 1, 2013, Augusta, Georgia.


Andrews, E.B., Thompson, W.R.: A comprehensive after-school program (academics, physical fitness, and enrichment) is the best approach to reduce student recidivism, improve academic performance and increase physical activity among low income middle school students. Presentation at the UNIVERSITY SYSTEM OF GEORGIA CONFERENCE ON ADDRESSING CHILDHOOD OBESITY IN GEORGIA: PREVENTION, INTERVENTION, HEALTH CARE, PUBLIC HEALTH, COMMUNITY BASED AND LEGISLATIVE EFFORTS, November 19-20, 2009, Atlanta, Georgia.


Thompson, W.R.: Exercise Prescription for Special Populations. Presentation at the 9TH ANNUAL UPDATE IN PREVENTIVE MEDICINE, July 11, 1999, Habersham County Medical Center, Turnerville, Georgia.


Thompson, W.R.: Training the elite athlete - strategies to improve compliance. Presentation at the NINTH ANNUAL WORKSHOP ON SPORTS MEDICINE, Habersham County Medical Center, Clarksville, Georgia, June 1, 1996.


Thompson, W.R.: Predictors of exercise compliance and strategies to improve adherence. Presentation at the FIRST ANNUAL UPDATE IN PREVENTION AND SPORTS MEDICINE, Emory University Hospital, Atlanta, Georgia, October 11, 1995.


Thompson, W.R.: Stam-Ade® (a commercial glucose polymer electrolyte beverage) enhances exercise endurance. Presentation at the ANNUAL MEETING OF THE SOUTHEAST ATHLETIC TRAINERS ASSOCIATION, July 12 - 14, 1992, Jackson, Mississippi.


Bean, M.H., H.M. Neisler, W.R. Thompson, M. Hall, T. Young, and J. Pittington: Creatine kinase, creatine kinase-MM, and the isoforms of creatine kinase-MM following a competitive swimming work-out. Presentation at


Thompson, W.R., and H.M. Neisler: Interpretation of the "cardiac enzyme" profile: importance of the medical history. Presentation at the FIFTH ANNUAL NURSING RESEARCH CONFERENCE, University of Southern Mississippi, Hattiesburg, Mississippi, September 23, 1988.


Local Newspaper (Hattiesburg American)

Local Radio (WUSM-FM Public Radio)
GRANTS ACCEPTED FOR FUNDING


Hattiesburg Clinic and Dr. Benjamin M. Carmichael: Laboratory of Applied Physiology support (June, 1986 for $5000).

Hattiesburg Clinic and Dr. Benjamin M. Carmichael: Laboratory of Applied Physiology support (September, 1986 for $5000).

Time course of creatine kinase, CK-MB, CK-MM, CK-BB, and LDH rise after a maximal bout of exercise (University of Southern Mississippi Developmental Grant, November, 1986 for $1000).

Temperature gradients and heat dissipation configurations of air bladder football helmets (University of Southern Mississippi Developmental Grant, with M. Maneval, February, 1987 for $250).


Plasma volume, renin, and vasopressin responses to ambient and hot environments (University of Southern Mississippi Developmental Grant, with H.M. Hall, March 16, 1988 for $1,000).

Renin reagents (Baxter Clinical Chemicals, Inc., with H.M. Hall, April 25, 1988 for $390).

Blood gas analyzer, reagents, and electrode maintenance supplies (Methodist Hospital of Hattiesburg, Inc., Hattiesburg, Mississippi, June 1, 1988 for $29,000).

Relative electrical impedance between black and white populations (Micro Medical, Inc., Portland, Oregon, June 13, 1988 for $1,500)

Creatine kinase isoforms and isoenzymes in serum from swimmers (Helena Laboratories Corporation, Beaumont, Texas, with H.M. Hall, August 1, 1988 for $7,015).

Isoenzymes and isoform subtypes during exercise (University of Southern Mississippi Developmental Grant, December 1, 1988 for $400).

The effects of environmental tobacco smoke on health-related physical fitness measurements in school-aged children (Institute for Wellness and Sports Medicine, Wesley Health Systems, Inc., Hattiesburg, Mississippi, January 5, 1990 for $1000).

Consulting and Program Development for Stennis Space Center Wellness Program (Pan Am World Services, Inc., Stennis Space Center, Mississippi, May, 1990 for $16,205).


Teaching/Learning Resource Center Mini-Grant (University of Southern Mississippi, January, 1994 for $500).
Comprehensive Health Evaluations (continuing contract, Forrest General Hospital, Hattiesburg, Mississippi, December 1, 1991 - present, $29,939 to February 1, 1994).

United States Public Health Service, Department of Health and Human Services, Atlanta, Georgia (Physical Fitness Center with D. Rupp, August 15, 1994 for $11,000).

Biomechanics Laboratory Development (Atlanta Sports Medicine Foundation with B. Johnson, September 27, 1994 for $150,000).


Identifying the coordination of human motion and the prevention of musculoskeletal injury using a telemetric electromyographic measurement system (Quality Improvement Program Award, Georgia State University, Atlanta, Georgia, February 6, 1995 with B. Johnson, B. LeVeau, L. Tis and J.A. Doyle for $42,734).

Comparison of Energy Expenditure in African-American and White Females Based on Body Composition (Directed Research Fund Award, Georgia State University, 1995, with J.B. Brandon, and G. Granata for $1,200).

Equipment Grant for Tanita Corporation Model #TBF-105 Body Fat Analyzer (Tanita Corporation, 1995 for $5,000).

Elite athlete testing program (United States Olympic Committee, 1995 - 1996, for $13,000).

Obesity Intervention in African-American Female Adolescents (School of Public Health, Emory University and Centers for Disease Control and Prevention, 1996, with D.B. Rupp for $25,000).

Graduate Student Support in Human Resource and Development (Atlanta Paralympic Organizing Committee, 1996, with H. Bailey for $10,000).

Sports Medicine and Technology Olympic Telecourse (Georgia Telecommunications Commission, 1996, for $5,000).

Development of an intercollegiate sports program for athletes with a disability (United States Disabled Athletes Fund, 1997 with Carol A. Mushett for $100,000).

Pan American Regional Development Initiative (International Paralympic Committee, Disabled Sports USA, United States Organization for Disabled Athletes, 1997, with Carol A. Mushett for $13,000).

Multi-media PC System for Video Animations (Quality Improvement Fund for Instruction, Georgia State University, 1997 for $10,000).

USA Youth Disabled Volleyball Training Camp (United States Disabled Athletes Fund, 1997, with David Grevemberg and Carol A. Mushett for $15,000).

The role of sport and physical activity on enhancing the health and quality of life of individuals with a disability (Research Initiation Grant, Georgia State University, 1997 for $5,000).

Nutrition and health promotion program scholars (International Life Sciences Institute Research Foundation, 1997 for $8,640).


USDAF Training Program in Conjunction with the 1999 Roosevelt Cup, 1999, U.S. Disabled Athletes Fund, Inc. with Mushett, M.P. for $23,747


Inner-City Games, 1999, Inner-City Games Foundation for $5,000.

Inner-City Games, 1999, Inner-City Games Foundation for $75,000.

BlazeSports Seminar 2000, United States Disabled Athletes Fund, with Mushett, M.P. for $14,900

Greater Atlanta Inner-City Games Summer Computer Camp, 2000, Fulton County Department of Parks and Recreation for $15,000.

Greater Atlanta Inner-City Games After-School Program, Inner-City Games Foundation, 2000, for $75,000

Atlanta Lawn Tennis Association to support Intercollegiate Wheelchair Tennis Program with Mushett, M.P. and C. McCuen for $6,500

Greater Atlanta Inner-City Games, Georgia State University Foundation, 2000, for $26,831 (BLF10).

Community Technology Center Initiative - Atlanta Inner-City Games Foundation, 2000, for $18,000.

Greater Atlanta Inner-City Games, Georgia State University Foundation, 2000, for $26,831 (BLF36).

Greater Atlanta Inner-City Games, Inner-City Games Foundation, 2001 for $20,000.

Fulton County Department of Parks and Recreation, Summer and After-School Programs, Greater Atlanta Inner-City Games, 2001 for $18,000.

Philip Morris Corporation, Youth Development Project, Greater Atlanta Inner-City Games, 2001 for $20,000.

Century 21, “Unshackled” program for Atlanta Public Schools High School Students, 2001 for $50,000 (GSU Foundation).

Greater Atlanta Inner-City Games, Inner-City Games Foundation, 2001 for $158,878.

Graduate Student Support Grant, College of Education, Georgia State University, 2001 for $6,000.
Greater Atlanta Inner-City Games, Georgia State University Foundation, 2001 for $35,500.

American Red Cross – Atlanta Chapter, 2001 for $7,776.

Greater Atlanta Inner-City Games, Inner-City Games Foundation, 2001 for $25,000

Georgia State University, College of Education Graduate Student Research Grant, 2002 for $5,000

Georgia State University, College of Education Faculty Summer Research Grant, 2002 for $6,000.

Georgia State University, College of Education Faculty Research Team Grant (with J. Calloway and S. Owen), 2002 for $1,200

Greater Atlanta Inner-City Games, Inner-City Games Foundation, 2002 for $200,000

Healthy Children Healthy Futures, Strang Cancer Prevention Center, 2002 for $15,000

Georgia State University Foundation, Greater Atlanta Inner-City Games, 2002 for $35,500

Georgia State University Foundation, Greater Atlanta Inner-City Games, 2002 for $80,000

Inner-City Games, 2002, Inner-City Games Foundation for $200,000.

Georgia State University Foundation, Greater Atlanta Inner-City Games, 2003 for $56,800

Georgia State University Foundation, Greater Atlanta Inner-City Games, 2003 for $30,519

Georgia State University Foundation, Greater Atlanta Inner-City Games, 2003 for $21,000

Healthy Children Healthy Futures, Strang Cancer Prevention Center, 2003 for $10,000

Inner-City Games, 2003, Inner-City Games Foundation for $200,000

After-School All-Stars, 2004, After-School All-Stars Foundation for $100,000

Integrating Children with Disabilities into the After-School setting, 2004, U.S. Department of Education (Office of Special Education and Rehabilitative Services (CFDA #84.128J) with J. Calloway, B. Johnson, & C. Mushett for $277,000

MIRACLES, a comprehensive technology-based after school program, 2004, Todd Wagner Foundation for $41,000

New York Community Trust, support of After-School All-Stars Atlanta, 2004, for $25,000

After-School All-Stars, 2005, After-School All-Stars Foundation for $100,000

Georgia State University, 2005, College of Education Proposal Development Grant for $6,000

After-School All-Stars, 2005, After-School All-Stars Foundation for $150,000

Georgia State University Foundation, 2005, support of After-School All-Stars for $323,833

Kraft General Foods Foundation, 2005, support of After-School All-Stars for $8,000

39
The Community Foundation for Greater Atlanta, Inc., 2005, support of After-School All-Stars for $10,000

Todd Wagner Foundation, MIRACLES program, 2005 for $64,800

Todd Wagner Foundation, MIRACLES program, 2005 for $82,177

After-School All-Stars, 2006, support for After-School All-Stars for $40,000

Todd R. Wagner Foundation, MIRACLES program, 2006 for $49,306.20


United Way of Metro Atlanta, After-School All-Stars Program at Parks Middle School, 2006 for $40,000

Annie E. Casey Foundation, support for Parks Middle School After-School All-Stars program, 2006 for $6,000

Annie E. Casey Foundation, support for Parks Middle School After-School All-Stars program, 2006 for $40,000

California Horse Racing Association, Athletic Performance in Jockeys: a Baseline Study of Physiological and Nutritional Factors with D. Benardot and M. Hutchinson 2007 for $50,246

Kraft General Foods Foundation, 2008, support of After-School All-Stars for $10,000

After-School All-Stars, support for After-School All-Stars, 2007 for $51,000

United Way of Metro Atlanta, After-School All-Stars Program at Parks Middle School, 2007 for $40,000

The Marcus Foundation, support for After-School All-Stars, 2007 for $1,179,833

Annie E. Casey Foundation, support for Parks Middle School After-School All-Stars program, 2007 for $40,000

Kraft General Foods Foundation, 2008, support of After-School All-Stars for $10,000

United Way of Metro Atlanta, After-School All-Stars Program at Parks Middle School, 2008 for $40,000

Annie E. Casey Foundation, support for Parks Middle School After-School All-Stars program, 2008 for $40,000

After-School All-Stars, support for After-School All-Stars, 2008 for $50,000

Georgia State University Foundation, 2008, support of After-School All-Stars for $120,000

Georgia Department of Human Resources, 2008, support of After-School All-Stars for $697,750

Atlanta Falcons Youth Foundation, 2008, for purchase of HOPSports Training System for $22,500

Sandy Springs Education Force, 2009, support for After-School All-Stars for $50,000

After-School All-Stars, 2009, support for After-School All-Stars for $30,000

Center for Working Families, 2009, support for After-School All-Stars for $100,000
Nike Back Your Block Grant, 2009, support for After-School All-Stars for $2,500
Sandy Springs Education Force, 2009, support for After-School All-Stars for $5,000
Georgia Department of Human Resources, 2009, support of After-School All-Stars for $697,953
Georgia State University Foundation, 2009, support of After-School All-Stars for $320,000
Atlanta Falcons Youth Foundation, 2009, support for After-School All-Stars for $10,000
James B. Whitehead Foundation, 2010, support for After-School All-Stars for $600,000
The Marcus Foundation, 2010, support for After-School All-Stars for $1,790,046
Mylan Charitable Trust, 2010, support for After-School All-Stars for $10,000
Atlanta Falcons Youth Foundation, 2010, support for After-School All-Stars for $5,800
Sandy Springs Education Force, support for After-School All-Stars at Sandy Springs Middle School for $15,000
Couchman and Noble Foundation, support for After-School All-Stars at Sandy Springs Middle School for $7,000
Georgia Department of Human Resources, 2010, support of After-School All-Stars for $697,953
Center for Working Families, 2010, support for After-School All-Stars for $100,000
Kraft Foods Foundation, 2010, support for After-School All-Stars at Parks Middle School for $5,000
After-School All-Stars, 2010, support for After-School All-Stars Atlanta for $50,000
Georgia Department of Human Services, 2011, support of After-School All-Stars for $697,915
Fulton County Department of Human Services, 2011, support for After-School All-Stars at Sandy Springs Charter Middle School for $14,000
Jewish Federation of Greater Atlanta, 2011, support for After-School All-Stars for $1,600
After-School All-Stars, 2011, support for After-School All-Stars Atlanta for $50,000
Georgia Department of Human Services, 2012, support of After-School All-Stars for $950,000
Jewish Federation of Greater Atlanta, 2012, support for After-School All-Stars for $5,000
After-School All-Stars, 2012, support for After-School All-Stars Atlanta for $50,000
The Marcus Foundation, 2013, support for After-School All-Stars for $2,836,800
Georgia Department of Human Services, 2013, support for After-School All-Stars for $1,258,000
City of Atlanta, 2013, support for After-School All-Stars Centers of Hope for $360,000
After-School All-Stars, 2013, support for After-School All-Stars Atlanta for $50,000
The Whitehead Foundation, 2013, support for After-School All-Stars for $840,000

After-School All-Stars, 2014, support for After-School All-Stars Atlanta for $50,000

Georgia Department of Human Services, 2014, support for After-School All-Stars for $1,258,000

City of Atlanta, 2014, support for After-School All-Stars Centers of Hope for $420,000

SERVICE

National/International

Chairman, Joint Committee on Health Fitness Facilities Standards, NSF International (2007 – 2013)
Chairman, Committee on Accreditation for the Exercise Sciences, Commission on Accreditation of Allied Health Education Programs (2004 – 2007)
Member, External Examiner, Faculty of Educational Studies, University of Putra, Malaysia (2004)
Member, External Examiner, Faculty of Educational Studies, University of Putra, Malaysia (2004)
Member, International Paralympic Committee, Sports Science Committee (formerly Medical Committee, Sports Science and Education Subcommittee) (2002 – present)
Peer Review Committee, Inner-City Games Foundation, Santa Monica, California (2000-2003)
Research Manager, Atlanta Paralympic Organizing Committee and the International Paralympic Committee for the 1996 Atlanta Paralympic Games.
Medical Administration, Atlanta Committee for the Olympic Games (1996 Olympic Games).
Member, Atlanta Committee for the Olympic Games Medical Support Group (1994 - 1996)
Certification Director, American College of Sports Medicine Health/Fitness Instructor and Exercise Leader - Certification (Athens, Greece; Taipei, Taiwan; Basel, Switzerland; Hong Kong, China; Rio de Janeiro, Brazil;
Mumbai, India); Exercise Test Technologist and Exercise Specialist Certification (Seoul, Korea); Exercise Specialist Certification (Singapore).

Regional

Year 2000 Health Objectives Committee (Mississippi representative, Southeast Chapter, American College of Sports Medicine, 1991-1994).

State

Member (Advisory Board, 1994 - 2000), Georgia Association for Cardiopulmonary Health, Prevention and Sports Medicine (elected President, 1997).
Member (appointed), Research Policy and Advisory Committee, American Heart Association (Mississippi Affiliate), Jackson, Mississippi (1991-1994).
Member (appointed), Healthy People Mississippi Committee, Mississippi State Department of Health, Jackson, Mississippi (1991-1994).
Member (appointed), Council of Advisors for Dietetics, Mississippi State Department of Health, Jackson, Mississippi (1988-1991).
Chair, College Section (General Division), Mississippi Alliance for Health, Physical Education, Recreation and Dance (1987-1988).

University (The University of Southern Mississippi)

Accreditation Committee, Southern Association of College and Schools (1993-1994)
General Studies Advisor (1988 - 1994)
Faculty Senate (Governance Committee, 1992)
Grade Review Council (alternate, 1986-1987)
Ad Hoc Committee on Ethics in Research (1988-1989; Chairperson)
Faculty Senate (Research Committee, 1986-1987)
Hall of Fame Committee (1987-1988)
Faculty Senate (Academic-Athletics Relations Committee, 1988-1989)

College/School (The University of Southern Mississippi)

Director, Laboratory of Applied Physiology (School of Human Performance and Recreation, 1985-1994).
Supervisor, Anatomy Laboratory (School of Human Performance and Recreation, 1993 - 1994)
Coordinator, Fitness Assessment Center, Payne Center, University of Southern Mississippi, (1993 - 1994)
Coordinator of Exercise Science (School of Human Performance and Recreation, 1988-1991)
Computer Augmented Curriculum Committee (School of Health, Physical Education, and Recreation, 1987-1988)
Dean's Advisory Committee (School of Health, Physical Education, and Recreation, 1987-1988)
Select Committee on Reorganization (1987-1988)
Payne Center Advisory Committee (College of Health & Human Sciences, 1989-1990)

University (Georgia State University)

Partnership for Urban Health Research, Institute of Public Health (College of Health and Human Sciences); Steering Committee (2010 - 2014)
Internal Grants Review Committee, Vice President for Research (2003 – 2006)
Dean of Students Human Relations Consortium (1994 - 1997)
Health Assurance Advisory Committee (1994 - 2009)
Dean of Students Human Relations Retreat Committee (1995)
Physical Education Complex Space Utilization Committee (1996 - 2000)
Faculty and Staff Giving Campaign Committee (Department of Kinesiology and Health Representative, 1995-1997)
Presidential Scholars/Alumni Trust Solicitor (1997)
Athletics Committee (2000 – 2001)
Department of Kinesiology and Health Graduate Committee (1999 – present)
College of Education Graduate Admissions Appeals and Exceptions Committee (2001 – 2002)
College of Education Academic Affairs Committee (2002 – 2004)
College of Education Student Appeals Committee (2003)
College of Education Faculty Appeals Committee (2003 – present)
College of Education Dean’s Advisory Committee (2005 – 2009)
College of Education Cumulative Review of Tenured Faculty (2009 – present)
College of Education Diversity Committee (2009 – present)
Department of Kinesiology and Health ad hoc Marketing Committee (2009 – present)

Community

Member, American Heart Association, Forrest County Division, Speaker's Bureau (1985-1994)
Chairman, American Heart Association - Mississippi Affiliate, Forrest County Chapter Worksite Wellness Committee (1987-1991)
Member, Board of Directors, Wesley Foundation, University of Southern Mississippi, Hattiesburg, Mississippi (1991 - 1994, Chairman of the Board, 1994)
Lay Leader, Petal United Methodist Church, Member of Administrative Board, Finance Committee, Pastor-Parish Relations Committee, Age Level and Family Ministries Committee, Long-Range Planning Committee (1991 - 1994)
Member (elected), Board of Directors, Sunrise Volunteer Fire Department, Petal, Mississippi (1992 - 1994)
Certified Lay Speaker; Past Chairman, Evangelism Committee; Past Member, Staff/Parish Relations Committee; Past Member of the Administrative Board; Past Member of the Council on Ministries; Past Member, Youth Council and Youth Counselor, Ebenezer United Methodist Church, Conyers, Georgia (1994 - present).
President, Heritage High School Band Boosters, Inc., Conyers, Georgia (1997 - 1999)

HONORS AND AWARDS

The Ohio State University College of Education and Human Ecology Hall of Fame, 2014
American College of Sports Medicine, Vice President (elected in 2014)
Hosea William Award for Community Activism, 2009
Atlanta Regional Commission Award for Outstanding Program, 2008
Atlanta Partners for Education A+ Summa cum Laude Award, 2008
President’s Award for Most Outstanding University Program, 2006
College of Education, Most Outstanding Faculty Member (Service), 2006
Order of Omega, Georgia State University, Atlanta, Georgia, 2006
Who’s Who in Health Sciences Education, 2003
Honorary Board of Governors, Inner-City Games Foundation, Santa Monica, California, 2001 – 2004.
Community Health Promotion Award, Laboratory of Applied Physiology, United States Department of Health and Human Services, 1991
Clinical or Applied Research and Scholarship Award, University of Southern Mississippi, 1990
Fellow. American College of Sports Medicine, 1988
Fellow, Research Consortium, American Alliance for Health, Physical Education, Recreation and Dance, 1988
Fellow, Southern Association for Cardiovascular and Pulmonary Rehabilitation, 1988
Sigma Xi, The Scientific Research Society (honorary society - elected March 24, 1988)
Collaborative Research Award (with H.M. Neisler, K.D. Johnson and J.K. Davis), Third Annual Collaborative Research in Allied Health Symposium, The Ohio State University, Columbus, Ohio, September 18, 1987
Outstanding Young Men of America, 1986
Five Thousand Personalities of the World, 1989
Who's Who in Science and Engineering, 1992
Who's Who in America, 1993
Who's Who in the World, 1994
International Directory of Distinguished Leadership, 1994
American Men & Women of Science, 1994
Strathmore’s Who’s Who, 1998
Certified Program Director, American College of Sports Medicine, 1983
The Ohio State University Teaching Associate, 1981-1982
Certified Preventive/Rehabilitative Graded Exercise Test Technologist, American College of Sports Medicine, 1978
Wake Forest University Graduate Scholarship, 1978-1979
President, Lambda Chi Alpha Fraternity, 1977-1978
Mayne Educational Fund Scholarship, 1974-1978
President, National Honor Society, Sparta High School, Sparta, New Jersey, 1972-1974

PROFESSIONAL ORGANIZATIONS

American Education Research Association
American Alliance for Health, Physical Education, Recreation and Dance
American Association for Cardiovascular and Pulmonary Rehabilitation
American College of Sports Medicine
American College of Sports Medicine, Southeast Chapter
American Heart Association - High Blood Pressure Council (past)
American Physiological Society (past)
American Public Health Association (past)
Atlanta Sports Council (past)
Georgia Association for Cardiopulmonary Health, Prevention and Sports Medicine (past)
Mississippi Alliance for Health, Physical Education, Recreation and Dance (past)
National Association for Health Education, Charter Associate
Southern Association of Cardiovascular and Pulmonary Rehabilitation (past)
Wellness Professionals of Atlanta (past)

Rev. January 30, 2015

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Curriculum Vitae
Brett Wong, Ph.D.

Department of Kinesiology & Health
Georgia State University
P.O. Box 3975
Atlanta, GA 30302-3975

Phone: 404.413.8133
Fax: 404.413.8053
Email: bwong@gsu.edu

EDUCATION & TRAINING

2005-2007  Postdoctoral Research Scholar
Department of Integrative Physiology (currently Health & Human Physiology)
The University of Iowa
Advisor: Don D. Sheriff, Ph.D.

2005      Doctor of Philosophy (Ph.D.)
Department of Human Physiology
University of Oregon
Secondary Area: Neuroscience
Advisor: Christopher T. Minson, Ph.D.

2003      Master of Science (M.S.)
Department of Exercise & Movement Science (currently Human Physiology)
University of Oregon
Advisor: Christopher T. Minson, Ph.D.

1999      Bachelor of Science (B.S.)
Department of Exercise Science
University of California at Davis
Major: Exercise Science (emphasis area: Exercise Physiology)
Minor: Psychology

ACADEMIC POSITIONS

2013-      Assistant Professor
Department of Kinesiology & Health
Georgia State University

2007-2013  Assistant Professor
Department of Kinesiology
Kansas State University
*Promoted to Associate Professor with Tenure on January 28, 2013

2007-2013  Graduate Faculty
Department of Anatomy & Physiology
College of Veterinary Medicine
Kansas State University

Updated: March 2, 2016
PEER-REVIEWED PUBLICATIONS (* denotes student author under my advisement)

Total Number of Citations: 753  h-index: 14  Average Citations per Year: 53.79


5. Wong BJ. Sensory nerves and nitric oxide contribute to reflex cutaneous vasodilation in humans. *Am J Physiol Regul Integr Comp Physiol* 304: R651-R656, 2013. **Impact Factor:** 3.056, **Times Cited:** 10

6. Wong BJ and *Fieger SM. Transient receptor potential vanilloid type 1 channels contribute to reflex cutaneous vasodilation in humans. *J Appl Physiol* 112: 2037-2042, 2012. **Impact Factor:** 3.056, **Times Cited:** 11


10. Wong BJ and Sheriff DD. Role of splanchnic constriction in governing the hemodynamic responses to gravitational stress in conscious dogs. *J Appl Physiol* 111: 40-47, 2011. **Impact Factor:** 3.056, **Times Cited:** 0


Updated: March 2, 2016


**MANUSCRIPTS IN REVIEW**


**LETTERS TO THE EDITOR, INVITED COMMENTARY/EDITORIAL (Peer-reviewed)**


INTERNATIONAL INVITED PRESENTATIONS
1. Mechanisms of Cutaneous Vasodilation in Humans. University of Tsukuba, Tsukuba, Japan, Spring 2009 (Host: Dr. Takeshi Nishiyasu).

2. Reflex and Local Control of the Cutaneous Vasculature in Humans. Kobe University, Kobe, Japan, Spring 2009 (Hosts: Drs. Shunsaku Koga & Narihiko Kondo).

PUBLISHED ABSTRACTS FROM NATIONAL CONFERENCES (* student under my advisement)


*SM Fieger was awarded the Gatorade Predoctoral Research Award from the Exercise and Environmental Physiology Section of the American Physiological Society at the 2011 Experimental Biology Conference for this work.*


**PRESENTATIONS FROM REGIONAL CONFERENCES** (Unpublished; *student under my advisement)


**COMMUNITY & MEDIA REPORTS** (not peer reviewed; *student under my advisement)

1. *Fieger SM and Wong BJ.* Kansas State University (2011, April 26). “A hot find: kinesiology graduate student wins award, presents at conference.” From: Kansas State University Media Relations, as prepared by Tyler Sharp ([http://www.kstate.edu/media/newsreleases/apr11/kinesiologyaward42611.html](http://www.kstate.edu/media/newsreleases/apr11/kinesiologyaward42611.html)).


**LOCAL & UNIVERSITY INVITED PRESENTATIONS & SEMINARS**

1. *Research Careers in Physiology: From Academia to Industry and Human to Animal Models.* Kansas State University, Department of Kinesiology, Kinesiology Student Association, Faculty Lecture Series, Spring 2010.

2. *Upright Exercise in the Heat: Implications for Cardiovascular and Thermoregulatory Control.* University of Kansas School of Medicine, Kansas City, KS; Whole Health and Alternative Medicine (WHAM) Lecture Series, Spring 2010.


4. *Human Thermoregulation: Mechanisms of Cutaneous Active Vasodilation.* Kansas State University, College of Veterinary Medicine, Department of Anatomy & Physiology Seminar Series, Spring 2009.

5. *Human Thermoregulation: The Cutaneous Active Vasodilator System.* The University of Iowa, Carver College of Medicine, Cardiovascular Center Seminar and Symposium Series, Spring 2007.

**RESEARCH GRANTS & FUNDING**

**FUNDED GRANTS**

1. American Heart Association, Scientist Development Grant #16SDG27600003  
   *Thermoderapy for intermittent claudication*  
   **Role:** Consultant  
   **PI:** Bruno Roseguini, Ph.D., Purdue University  
   **Dates:** 01/01/2016-12/31/2019  
   **Direct Costs:** $308,000
GRANTS CURRENTLY IN REVIEW
1. National Institutes of Health, U01
   PEACH (Promoting Exercise, Activity, and Conditioning for Health: The Atlanta Consortium)
   Molecular Tracers of Physical Activity Consortium (MoTrPAC) Clinical Centers (U01)
   Collaboration with Emory University, Emory Clinical Cardiovascular Research Institute & Georgia Tech
   Role: Co-I
   Dates: 09/2016-08/2022
   Direct Costs: $4,300,000

2. Robert Wood Johnson Foundation
   Policies for Action: Policy & Law Research to Build a Culture of Health 2016 Call for Proposals
   Does investment in the built environment improve the cardiometabolic health of adults? An evaluation of the Atlanta Beltline
   Role: Co-I (PI: Douglas Roblin, Ph.D.)
   Direct Costs: $250,000

COMPLETED RESEARCH SUPPORT
1. Clinical Science Loan Repayment Program Renewal
   National Institutes of Health, NHLBI
   Years: 2011-2013

2. Clinical Science Loan Repayment Program
   National Institutes of Health, NHLBI
   Years: 2009-2011

3. Mentoring Program
   Kansas State University, Office of the Provost
   Contribution of cAMP and cGMP to cutaneous active vasodilation in humans
   Amount: $6000
   Role: PI
   Years: 2009-2010

4. University Small Research Grant
   Kansas State University, Office of Research & Sponsored Programs
   Contribution of TRPV-1 channels to cutaneous thermal hyperemia in humans
   Amount: $1500
   Role: PI
   Years: 2009-2010

5. NASA in Kansas Small Grant Program
   Kansas State University, Kansas Space Consortium
   Effect of body temperature on bone blood flow and metabolism during simulated microgravity
   Amount: $12,000
   Role: PI
   Years: 2009

6. University Small Research Grant
   Kansas State University, Office of Research & Sponsored Programs
   Contribution of transient receptor potential vanilloid-1 (TRPV-1) channels to cutaneous active vasodilation in humans
   Amount: $2,000
   Role: PI
   Years: 2008-2009

OTHER GRANT ACTIVITY (NOT FUNDED)
1. American Heart Association, National Innovative Research Grant (Submitted July 2015)
   Heat and aerobic training (HEAT) with pre-hypertension
   Role: Consultant
   PI: Sean Mullen, Ph.D., University of Illinois at Urbana-Champaign

2. Dairy Research Institute, Cardiovascular Health Pre-Proposal (Submitted August 2014)
   Dairy (low fat milk) supplementation and nitric oxide-dependent vasodilation in African Americans
3. National Institutes of Health, 1-R03-DK105249-01 (Submitted June 2014)
   The effect of a high fat meal on human microvascular function in African Americans and Hispanic Americans
   Role: PI, Direct Costs: $375,000

4. American Heart Association, Grant-in-Aid, 14-GRNT-19850000 (Submitted January 2014)
   Greater Southeast Affiliate
   Microvascular dysfunction and insulin sensitivity in human obesity
   Amount: $159,500, Role: PI

5. American Diabetes Association, 1-13-CE-48
   Vascular Function in Human Obesity
   Role: PI, Amount Requested: $581,287

6. Centers for Disease Control and Prevention
   Heat transfer analysis of occupied refuge alternatives.
   Lead Organization: MRIGlobal, Kansas City, MO
   Role: Consultant subcontract (10 months)

7. National Institutes of Health, 1 R15 HL115504-01
   Cutaneous Microvascular Dysfunction in Human Obesity
   Role: PI, Amount Requested: $250,000

8. National Institutes of Health, 1 R01 HL094428-01-A1
   Mechanisms of Cutaneous Vascular Control in Humans
   Role: PI, Direct Costs: $1,250,000

9. National Institutes of Health, 1 R21 HL-102606-01
   Muscle blood flow and VO2 kinetics during exercise in humans
   Role: PI, Direct Costs: $275,000

10. National Institutes of Health, NHLBI, 1 R01 HL094428-01
    Sensory Nerves and H3 Histamine Receptors in Cutaneous Active Vasodilation in Humans
    Role: PI, Direct Costs: $1,075,000

11. National Institutes of Health, NHLBI, 1 R21 HL094847-01
    The Cutaneous Vascular Response to Rapid Changes in Posture in Humans
    Role: PI, Direct Costs: $275,000

RESEARCH HONORS & AWARDS
2014 Oded Bar-Or International Scholar Award, ACSM (Hosted Dr. Bruno Roseguini of Federal University of Sao Paulo, Brazil in my laboratory)
2006 Porter Fellowship Travel Award, American Physiological Society
2005 Graduate Student Research Award, ACSM Northwest Chapter
2004 ACSM National Student Research Award
2004 Graduate Student Research Award, ACSM Northwest Chapter
2002 Graduate Student Research Award, ACSM Northwest Chapter
1999 Outstanding Senior Award for Community Service, UC Davis
PROFESSIONAL MEMBERSHIPS
2007-2009 American Heart Association
2003-Present American College of Sports Medicine
2003-Present American Physiological Society (Primary Affiliation: Environmental & Exercise Physiology Section)

GRADUATE RESEARCH FELLOWSHIPS & SCHOLARSHIPS
2005 Eugene Evonuk Foundation Fellowship in Environmental or Stress Physiology, University of Oregon
2004 Jan Broekhoff Graduate Scholarship, University of Oregon
2003 Jan Broekhoff Graduate Scholarship, University of Oregon

PROFESSIONAL & ACADEMIC SERVICE
PROFESSIONAL/NATIONAL SERVICE
2014 Textbook Reviewer: Exercise Physiology by Porcari, Bryant, and Comana (F.A. Davis, publisher)
2012-2013 Co-Organizer & Co-Chair
ACSM Symposium: Aging & Pathophysiology in Skin Blood Flow Control: Implications for Exercise Thermoregulation
ACSM Annual Meeting 2013; Indianapolis, IN
2012-Present Review Editor, Frontiers in Exercise Physiology
2011-2013 National Institutes of Health, Loan Repayment Program Ambassador
2011-Present Editorial Board, Journal of Applied Physiology
2008 Faculty Travel Mentor, Porter Physiology Development Program, American Physiological Society, Experimental Biology, San Diego
2005-2008 Membership Committee of the American College of Sports Medicine
2005-Present Journal Reviewer: American Journal of Physiology Heart and Circulatory Physiology; American Journal of Physiology Regulatory, Integrative and Comparative Physiology; Applied Physiology, Nutrition, and Behavior; Autonomic Neuroscience; British Journal of Nutrition; Clinical Science; Clinical Physiology and Functional Imaging; European Journal of Applied Physiology; Exercise and Sport Science Reviews; Experimental Physiology; Frontiers in Exercise Physiology; Hypertension; International Journal of Biometerology; Journal of Applied Physiology; Journal of Nutrition, Health & Aging; Journal of Physiology (London); Medical Engineering and Physics; Medicine and Science in Sports and Exercise; Microvascular Research; Physiology and Behavior; Physiological Genomics; PLoS ONE

UNIVERSITY & DEPARTMENTAL SERVICE
2016 Faculty Senate
Georgia State University
2015-2016 Clinical Assistant Professor in Sports Administration Search Committee
Department of Kinesiology & Health, Georgia State University

Updated: March 2, 2016
2015-present  M.S. in Exercise Science, Exercise Physiology Advisor
Georgia State University

2014-2015  Clinical Instructor in Exercise Physiology Search Committee
Department of Kinesiology & Health, Georgia State University

2013  Physical Activity and Nutrition Clinical Research Consortium
Executive Committee
Department of Kinesiology, Kansas State University

2012  Undergraduate Curriculum Committee
Department of Kinesiology, Kansas State University

2011  Office of the Provost Hiring Process Focus Group
College of Arts & Sciences, Kansas State University

2011  Physical Activity and Public Health New Faculty Search Committee
Department of Kinesiology, Kansas State University

2010  Physical Activity and Public Health New Faculty Search Committee
Department of Kinesiology, Kansas State University

2010-2012  Life Sciences Integrated Major Advisory Committee
Kansas State University, College of Arts & Sciences

2008-2009  Merit and Evaluation Committee
Department of Kinesiology, Kansas State University

2007-2013  Faculty Mentor Developing Scholars Program for Underrepresented Minorities Kansas State University
Students: Jesus Garcia (2007-2009); Jena Eder (2012-2013)

2007-2008  Physical Activity and Public Health New Faculty Search Committee
Department of Kinesiology, Kansas State University

TEACHING EXPERIENCE

GEORGIA STATE UNIVERSITY
2016-present  KH 8771  Advanced Cardiovascular Physiology (Graduate)
2014-present  KH 6960  Environmental Physiology Seminar (Graduate)
2014-present  KH 4290  Cardiopulmonary Physiology (Undergraduate)
2013-present  KH 7500  Exercise Physiology (Graduate)

KANSAS STATE UNIVERSITY
2008-2013  KIN 603  Cardiovascular Physiology
2007-2013  KIN 609  Environmental Physiology
2008-2012  KIN 796  Advanced Cardiovascular Physiology (Graduate)
2008  KIN 605  Human Thermoregulation
TEACHING HONORS & AWARDS

Lambda Chi Alpha Fraternity, Gamma Xi Zeta Chapter
Kansas State University, Recognition for Outstanding Faculty

STUDENT ADVISING (*denotes major advisor)

GEORGIA STATE UNIVERSITY

Cory Baumann  Spring 2015  Ph.D. (Advisor: Dr. J. Otis)
Jennifer Harvey*  Spring 2015  M.S. Thesis
Shawn Ellison*  Summer 2015  B.S.
Marcus Jefferson*  Summer 2015  B.S.
Russell Rogers  Spring 2016  Ph.D. (Advisor: Dr. J. Otis)
Taylor Copeland*  In Progress  B.S.
Casey Hollowed*  In Progress  M.S. Thesis
Sara Augustinas*  In Progress  M.S. Non-thesis
Rebecca Ban  In Progress  M.S. Thesis (Advisor: Dr. B. Goerger)

KANSAS STATE UNIVERSITY

Jesus Garcia*  2007-2009  B.S. (Developing Scholar Program)
Daniel Debes  Fall 2008  M.S. Non-thesis
Ryan Curtis  Spring 2009  M.S. Non-thesis
Amanda Broser*  Spring 2010  M.S. Non-thesis
Debra Cochran*  Spring 2010  M.S. Non-thesis
Cierra Elder*  Spring 2010  M.S. Non-thesis
Matthew McElroy*  Spring 2010  M.S. Non-thesis
Cali Dunham  Spring 2010  M.S. Thesis (Advisor: Dr. C. Harms)
Chrishonda Brown*  Spring 2011  M.S. Non-thesis
Michael Dedonder*  Spring 2011  M.S. Non-thesis
Sarah Fieger*  Spring 2011  M.S. Thesis
Tanner McNamara*  Spring 2012  M.S. Thesis
Ali Pistora  Summer 2012  M.S. Non-thesis
Scott Ferguson  Fall 2012  M.S. Thesis (Advisor: Dr. D. Poole)
Daniel Hirai  Fall 2012  Ph.D. (Advisor: Dr. D. Poole)
Jena Eder*  2012-2013  B.S. (Developing Scholar Program)
Derek Feist*  2012-2013  B.S.
Evan Rapp  Spring 2013  M.S. Non-thesis
Cari Laughlin  Spring 2013  M.S. Non-thesis
Kyle Miles  Spring 2013  M.S. Non-thesis
Matthew Sullivan  Spring 2013  M.S. Non-thesis
Jeremy Keen*  Spring 2013  M.S Thesis
Clark Holdsworth  Spring 2013  M.S. Thesis (Advisor: Dr. T. Musch)
Erica Levitt*  Spring 2013  M.S. Thesis
Joshua Smith  Spring 2013  M.S. Thesis (Advisor: Dr. C. Harms)
Ben Skutnik  Spring 2013  M.S. Thesis (Advisor: Dr. C. Harms)
Gabrielle Sims  Spring 2013  M.S. Thesis (Advisor: Dr. T. Musch)
Susanna Schlup  Spring 2013  M.S. Thesis (Advisor: Dr. T. Barstow)
Carl Ade  Spring 2013  Ph.D. (Advisor: Dr. T. Barstow)

ADVISEE AWARDS & ACHIEVEMENTS

Jena Eder (2013) Undergraduate student presented her research at the 2013 Experimental Biology conference at the undergraduate research symposium (Boston, MA)
Sarah Fieger (2011) Gatorade Predoctoral Student Research Award; Exercise & Environmental Physiology section of the American Physiological Society (Washington, D.C.)

Sarah Fieger (2011) Department of Kinesiology, Kansas State University, Outstanding Graduate Student Award
CURRICULUM VITAE

February 2015

I. PERSONAL
Name: Jianhua (Jerry) Wu, Ph.D.
Telephone: 404-413-8476 (office), 404-413-8056 (lab)
Fax: 404-413-8053
E-mail: jwu11@gsu.edu
Address: Department of Kinesiology and Health
          College of Education, Georgia State University
          125 Decatur Street, Atlanta, GA 30302-3975

II. EDUCATION
Doctor of Philosophy, December 2003
University of California at Davis, Biological Systems Engineering
Davis, California, USA
Dissertation: The influence of somatosensory and visual inputs on postural control in quiet
standing. Advisor: Dr. Ning Pan.

Master of Engineering, March 1998
Donghua University, Textile Engineering
Shanghai, China.

Bachelor of Engineering, July 1995
Zhejiang Sci-Tech University, Textile Engineering
Hangzhou, Zhejiang, China.

III. PROFESSIONAL EXPERIENCE
2007–present  Assistant Professor
              Department of Kinesiology and Health
              College of Education, Georgia State University
              Atlanta, GA 30302

2006-2007    Lecturer
              Division of Kinesiology, University of Michigan
              Ann Arbor, MI 48109

2003-2007    Postdoctoral Research Fellow
              Division of Kinesiology, University of Michigan
              Ann Arbor, MI 48109

1999-2003    Graduate Research Assistant
              Biological & Agricultural Engineering, University of California, Davis,
              CA 95616

1999-2003    Graduate Teaching Assistant
              Biological & Agricultural Engineering, University of California, Davis,
              CA 95616

1995-1998    Graduate Research Assistant
              Donghua University, Shanghai, P.R. China
IV. PUBLICATIONS

A. Published peer-reviewed articles (*denotes corresponding author; italics denotes students)


B. Manuscripts in review or revision (*denotes corresponding author; italics denotes students)


C. Book chapter

V. GRANTS
A. Funded
1) Project title: Biomechanics Laboratory Education
   a. Agency: STEM education initiatives, Georgia State University
   b. Role: Co-Investigator
   c. Period: Summer 2014
   d. Date of submission: 05/05/2014
   a. Amount: $2,500

2) Project title: Travel grant to visit NIDRR, an extramural funding agency
   a. Agency: Travel grant program, University Research Services and Administration, Georgia State University
   b. Role: Principal Investigator
   c. Period: 03/20/2014 – 03/22/2014
   d. Date of submission: 02/26/2014
   e. Amount: $750

3) Project title: Video cameras for biomechanics courses and student projects
   a. Agency: Student Technology Fees Grant, Georgia State University
   b. Application ID: 14-IST 027
   c. Role: Principal Investigator
   d. Period: 07/01/2013 - 06/30/2014
   e. Date of submission: 01/23/2013
   f. Amount: $10,160

4) Project title: Travel grant to visit NIH, an extramural funding agency
   a. Agency: Travel grant program, University Research Services and Administration, Georgia State University
   b. Role: Principal Investigator
   d. Date of submission: 04/30/2013
   e. Amount: $750

5) Project title: Development of postural sensory integration in children
   a. Agency: Special initiative to support federal grant submissions, University Research Services and Administration, Georgia State University
   b. Role: Principal Investigator
   c. Period: 04/02/2013 – 06/30/2013
   d. Date of submission: 03/15/2013
   e. Amount: $5,000

6) Project title: Faculty development grant for conference travel to NASPSPA
   a. Agency: Minority faculty conference travel grants, Georgia State University
   b. Role: Principal Investigator
   c. Period: 06/07/2012 – 06/10/2012
7) Project title: Software for real-time musculoskeletal visualization and analysis in biomechanics
   a. Agency: Student Technology Fees Grant, Georgia State University
   b. Role: Co-Principal Investigator (PI: Dr. Mark Geil)
   c. Period: 07/01/2011 - 06/30/2012
   d. Amount: $10,760

8) Project title: Faculty development grant for conference travel to SfN
   a. Agency: Minority faculty conference travel grants, Georgia State University
   b. Role: Principal Investigator
   d. Date of submission: 09/15/2011
   e. Amount: $800

9) Project title: Faculty development grant for conference travel to NASPSPA
   a. Agency: Minority faculty conference travel grants, Georgia State University
   b. Role: Principal Investigator
   d. Date of submission: 02/18/2011
   e. Amount: $800

10) Project title: Effect of ankle weights on overground walking in preadolescents with and without Down syndrome
    a. Agency: The Jerome Lejeune Foundation (France)
    b. Role: Principal Investigator
    c. Period: 01/01/2009 - 12/31/2010 (No-cost extension to 08/31/2011)
    d. Date of submission: 09/24/2008
    e. Amount: $20,675 ($18,796 direct cost)

11) Project title: Treadmill walking with ankle weights and bone mineral accrual in preadolescents with and without Down syndrome
    a. Agency: Research Initiation Grant, Georgia State University
    b. Role: Principal Investigator
    c. Period: 07/01/2009 - 06/30/2010
    d. Date of submission: 01/09/2009
    e. Amount: $10,379

12) Project title: Acquisition of an instrumented treadmill for biomechanical research and instruction
    a. Agency: Department of Kinesiology and Health, Georgia State University
    b. Role: Principal Investigator
    c. Period: 2009
    d. Amount: $20,805

13) Project title: Bone mineral density and effect of ankle weights on treadmill walking in preadolescents with Down syndrome
    a. Agency: College of Education Proposal Development Grant, Georgia State University
b. Role: Principal Investigator  
c. Period: 01/01/2009 - 04/30/2009  
d. Amount: $3,000

14) Project title: High-speed video for student biomechanics analysis projects  
a. Agency: Student Technology Fees Grant, Georgia State University  
b. Role: Co-Principal Investigator (PI: Dr. Mark Geil)  
c. Period: 07/01/2008 - 06/30/2009  
d. Date of submission: 01/09/2008  
e. Amount: $57,675

15) Project title: Effects of Textile Floor Coverings on Posture steadiness and Locomotion Stability  
a. Project No. S04-CD03  
b. Agency: National Textile Center, Department of Commerce, USA  
c. Role: Co-Investigator (PI: Dr. Ning Pan)  

B. Submitted  
1) Project title: Feasibility study of locomotor intervention in young children with Down syndrome  
a. Agency: National Institutes of Health, National Institute of Child Health and Human Development (NICHD)  
b. Application ID: 1 R03  
c. Role: Principal Investigator  
d. Period: 12/01/2015 – 11/30/2017  
e. Date of submission: 02/17/2015  
f. Amount: $148,000 ($100,000 direct cost)

2) Project title: Live biomechanical analysis of human movement  
a. Agency: Student Technology Fees Grant, Georgia State University  
b. Application ID: 16-IST 022  
c. Role: Principal Investigator  
d. Period: 07/01/2015 – 01/31/2016  
e. Date of submission: 01/26/2015  
f. Amount: $22,090

VI. PROFESSIONAL PRESENTATIONS  
A. Invited presentations  

B. International and national presentations  

2) Jianhua Wu, Matthew Beerse, Toyin Ajisafe. (2014) Frequency domain analysis of ground reaction force in preadolescents with and without Down syndrome. Poster presentation at the 7th World Congress of Biomechanics, Boston, MA, July 6-11.


6) Jianhua Wu, Toyin Ajisafe. (2013) Kinetic patterns of treadmill walking in preadolescents with and without Down syndrome. Poster presentation at the American Society of Biomechanics annual meeting, Omaha, NE, September 4-7.

7) Jianhua Wu, Toyin Ajisafe. (2013) Sex difference in kinematic and kinetic patterns of treadmill walking in preadolescent children. Poster presentation at the American Society of Biomechanics annual meeting, Omaha, NE, September 4-7.

8) Brent Russell, Mark Geil, Jianhua Wu, Kathryn Hoiriis. (2013) Variability of vertical ground reaction forces in adults with chronic low back pain, before and after a limited protocol of chiropractic care. Verbal presentation at the American Society of Biomechanics annual meeting, Omaha, NE, September 4-7.


C. **University, local presentations**

VII. **EDITORIAL AND REVIEW RESPONSIBILITIES**

A. **Grant Reviewer**
   1) Orthotic and Prosthetic Education and Research Foundation (2009-2012)
   2) American Society of Biomechanics Graduate Student Grant-In-Aid program (2008-2010)

B. **Journal Reviewer**
   1) Developmental Medicine and Child Neurology
   2) Early Human Development
   3) Gait and Posture
   4) Indian Journal of Medical Sciences
   5) Journal of Motor Behavior
   6) Journal of Neuroengineering and Rehabilitation
   7) Journal of Neurosciences in Rural Practice
   8) Journal of Sports Medicine and Physical Fitness
   9) Journal of the Textile Institute
   10) Medical Engineering & Physics
   11) Neuroscience Letters
   12) Research in Developmental Disabilities
   13) Research Quarterly for Exercise and Sport
   14) Textile Research Journal

C. **Conference Abstract Reviewer**
   1) National Youth-At-Risk Conference (2011-2012)
   2) American Society of Biomechanics Annual Meeting (2011, 2013)
VIII. TEACHING EXPERIENCE

A. Courses

1) KH3600 (Biomechanics), Georgia State University. Spring 2015 (126 students), Summer 2014 (26 students), Spring 2014 (67 students), Spring 2013 (59 students), Fall 2012 (51 students), Spring 2012 (61 students), Summer 2011 (18 students), Spring 2011 (65 students), Spring 2010 (58 students), Summer 2009 (25 students), Spring 2009 (48 students). Instructor. This course focuses on the qualitative and quantitative analysis of human movement using biomechanical concepts and principles. This is a Global Education Initiative (GEI) course that incorporates international perspective.

2) KH4600 (Advanced Biomechanics for Exercise Science), Georgia State University. Spring 2015 (73 students), Fall 2014 (62 students), Spring 2014 (55 students), Fall 2013 (68 students), Summer 2013 (18 students), Spring 2013 (44 students), Summer 2012 (24 students), Spring 2012 (49 students), Fall 2011 (40 students), Summer 2011 (34 students), Spring 2011 (50 students), Fall 2010 (36 students), Summer 2010 (24 students), Spring 2010 (40 students), Fall 2009 (31 students), Summer 2009 (22 students), Spring 2009 (30 students), Fall 2008 (24 students), Summer 2008 (10 students), Spring 2008 (29 students). Instructor. This course covers the content of both kinematic and kinetic analyses of human movement. This is a Writing Across Curriculum (WAC) course that incorporates intensive writing.

3) KH7510 (Biomechanics), Georgia State University. Fall 2014 (14 students), Fall 2012 (16 students), Summer 2012 (9 students), Summer 2010 (1 student). Instructor. This graduate course focuses on the anatomical and mechanical factors that influence human motion and on both the qualitative and quantitative analyses of complex human motions with the goal of optimizing human movement performance.

4) KH4800 (Research Fellowship in Exercise Science), Georgia State University. Spring 2015 (2 students), Fall 2014 (1 student), Summer 2014 (2 students), Spring 2010 (1 student), Fall 2009 (1 student). Mentor. Students receive training in research methods used in the exercise science field.

5) KH7810 (Directed Readings and Research), Georgia State University. Fall 2014 (1 student), Summer 2013 (1 student), Spring 2013 (1 student), Summer 2011 (1 student). Graduate students participate in an independent study project or research with the assistance of a faculty member.

6) KH3680/8680 (International Experience in Sport and Exercise Science), Georgia State University. Maymester 2014 (11 students), Maymester 2013 (11 students). This course is part of the study abroad program at Beijing Sport University in Beijing, China. This course provides cultural immersion to students with sightseeing, Chinese traditional medicine classes, and interaction with Chinese students and faculty.

7) KH9560 (Neuromechanics of human locomotion), Georgia State University. Fall 2013 (3 students), Fall 2011 (2 students), Fall 2010 (3 students). Instructor. This doctoral course is designed to cover the knowledge on the interactions of the neural and musculoskeletal systems in human locomotion.

8) KH9960 (Advanced Research Seminar in Kinesiology), Georgia State University. Fall 2012 (6 students). This seminar for doctoral students discusses current research topics and techniques and professional development activities.
9) KH4810 (Directed Readings and Research in Kinesiology and Health), Georgia State University. Spring 2013 (1 student), Summer 2009 (1 student). Students participate in the supervised reading and research in the field of kinesiology and health.

10) KH8980 (Seminar on Biomechanics), Georgia State University. Fall 2010 (3 students), Fall 2009 (4 students), Fall 2008 (5 students). Co-instructor. This graduate seminar course offers students with the opportunities to discuss the current topics and research on biomechanics.


12) MVS330 (Biomechanics of Human Movement), University of Michigan. Fall 2006 (36 students). Instructor for discussion sections. This course covers the basic biomechanical concepts of human movement.


B. Guest Lectures
1) PT7615 (Movement sciences I), Georgia State University. Fall 2014 (38 students). Lecture on stepping response and treadmill intervention.

2) PT7620 (Movement sciences II), Georgia State University. Fall 2014 (34 students). Lecture on postural development in children.

3) PT7615 (Movement sciences I), Georgia State University. Spring 2014 (35 students). Lecture on stepping response and treadmill intervention.

4) PT7615 (Movement sciences I), Georgia State University. Spring 2013 (32 students). Lecture on postural development in children.

5) PT7620 (Movement sciences II), Georgia State University. Fall 2012 (33 students). Lecture on stepping response and treadmill intervention.

6) PHYS 1000/7000 (Gateway to physics), Georgia State University. Fall 2011 (30 students), Fall 2010 (20 students). Lecture on the introduction of biomechanics of human movement.


8) MVS423 (Sensorimotor Development), University of Michigan. Winter 2007 (15 students). Lecture on the effect of different treadmill interventions on walking onset and gait development in infants with Down syndrome”.

XI. ACADEMIC AWARDS
1) Nominee for the Faculty Mentor of the Year Award, Southern Regional Education Board, November 2013.
2) Student Travel Award for the 27th Annual Meeting of the American Society of Biomechanics, Toledo, Ohio, September 25-27, 2003.


X. ACADEMIC SERVICES

A. Doctoral dissertation committee

1) Xiang Ke (2014-present) Development of adaptive locomotor patterns in children. Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.

2) Toyin Ajisafe (2012-2014) Modulation of locomotor variables during single stair ascent. Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.

3) Hsin-chen Fanchiang (2012-2013) Effects of vibration on the gait pattern of children with idiopathic toe walking on three terrains. Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.

B. Doctoral advisory committee

1) Matthew Beerse (2014-present) Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.

2) Huaqing Liang (2013-present) Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.

3) Kyle Brandenberger (2013-present) Department of Kinesiology and Health, Georgia State University. Role: Committee Member.

4) Xiang Ke (2009-2014) Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.

5) Hsin-chen Fanchiang (2009-2012) Department of Kinesiology and Health, Georgia State University. Role: Committee Member.

6) Toyin Ajisafe (2009-2012) Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.

C. Master’s thesis committee

1) Matthew Beerse (2014) Effects of frequency on single-leg hopping in typically developing preadolescents. Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.
2) Jenna Closner (2014) Correlation of Surface EMG and Kinematics in the gait of Idiopathic Toe Walking Children. Department of Kinesiology and Health, Georgia State University. Role: Committee Member.

3) Hark Tjandra (2014) Anticipatory locomotor adjustment in children during stair ascent. Department of Kinesiology and Health, Georgia State University. Role: Committee Chair.


5) Megan Meurer (2012) The effect of prosthesis alignment over uneven terrain. Department of Kinesiology and Health, Georgia State University. Role: Committee Member.


8) Brent Russell (2011) Variability of vertical ground reaction forces in patients with chronic low back pain before and after chiropractic care. Department of Kinesiology and Health, Georgia State University. Role: Committee Member.

9) Harry Sowieja (2011) Frontal Motion Analysis of the Knee during a bicycle pedal revolution. Department of Kinesiology and Health, Georgia State University. Role: Committee Member.

10) Markita Reid (2008) Comparison of ground reaction force in children with and without lower limb amputation performing a drop landing. Department of Kinesiology and Health, Georgia State University. Role: Committee Member.


D. Mentor for undergraduate senior thesis


E. Mentor for undergraduate independent study
1) Jessica Im, India Lynn, Anthony Robertson (2015) Department of Kinesiology and Health, Georgia State University.

2) Elizabeth Mena, Nikki Thomas, Steven Pham (2014) Department of Kinesiology and Health, Georgia State University.

3) Hark Tjandra, Matt Bogenberger (2009-2010) Department of Kinesiology and Health, Georgia State University.

4) Jessica Cox, Andrew Lewandoski, Puneet Rangi, Julia Schroeder, Brian Venglar (2006-2007) Division of Kinesiology, University of Michigan.


XI. PROFESSIONAL SERVICES
A. Department
1) Member of the search committee for two clinical positions in exercise science in the Department of Kinesiology and Health, Georgia State University (2013-2014)

2) Editor of the monthly departmental newsletter, Department of Kinesiology and Health, Georgia State University (2012-present)

3) Organizer of the annual Department Research Symposium, Department of Kinesiology and Health, Georgia State University (2008-present)

4) Member of the department research committee in the Department of Kinesiology and Health, Georgia State University (2009-present)

5) Member of the search committee for the HPE clinical instructor in the Department of Kinesiology and Health, Georgia State University (2011)

6) Member of the PC specialist search committee in the Department of Kinesiology and Health, Georgia State University (2008)

7) Coordinator of the Mechanical Testing Laboratory, Division of Textiles and Clothing, University of California, Davis (2002-2003)

B. College
1) Co-chairperson, Committee on Diversity of the College Community, College of Education, Georgia State University (2012-present)
2) Chairperson, Country Interest Group: China, College of Education, Georgia State University (2012-present)

3) Department representative, International Education Certificate committee, College of Education, Georgia State University (2010-2011)

4) Participant of the College of Education Tour for Loganville high school student visit (February 26, 2010)

5) Participant of the College of Education Tour for Mrs. Marilyn Holmes (February 18, 2008)

6) Member of the working group 4: Student Interface in the College of Education Strategic Planning: Establishing a Shared Vision for our Future (February 15, 2008)

C. University
1) Department representative, Panther Preview at Georgia State University (October 24, 2009; October 23, 2010; October 29, 2011)

2) Department representative, Panther Football Recruiting Event at Georgia State University (December 5, 2009)

3) Department Representative, the Graduate Student Association at the University of California, Davis (2000–2003)

D. Professional
1) Member of the scientific program committee for Blurring Boundaries: An International Educational Development Conference, Atlanta, GA. April 10-11, 2012.


3) Reviewer of conference abstracts for the Annual National Youth-At-Risk Conference (2011-2012)

4) Reviewer of conference abstracts for the American Society of Biomechanics annual meeting (2011, 2013)

5) Reviewer of small grant proposals and fellowship proposal for Orthotic and Prosthetic Education and Research Foundation (2009-2012)

6) Member of the Education Committee in the American Society of Biomechanics and reviewer of Grant-in-Aid proposals (2008-2010)

7) Organizer Assistant, the Fiber Society Annual Conference, October 30–November 1, 2001. Lake Tahoe, Nevada

XII. PROFESSIONAL DEVELOPMENT
1) Global Educational Initiative workshop, Georgia State University, May 3-4, 2012.
XIII. PROFESSIONAL MEMBERSHIPS
2011-present  Society for Neuroscience
2005-present  North American Society for Psychology of Sport and Physical Activity
2002-present  American Society of Biomechanics
2005-2007    International Society for Motor Control
2002-2003    SigmaXi the Scientific Research Society
2000-2003    The Fiber Society
Dr. Brenda G. Pitts

Professor

2016 Recipient of the Diversity Award - NASSM
2014 Distinguished Sport Management Educator Award
2014 Nominee - Stotlar Award, Sport Marketing Association
2014 Research Fellow - Sport Marketing
2012 Diversity Award - NASSM Diversity Committee
2004 Dr. Garth Paton Distinguished Service Award
2000 Dr. Earle F. Zeigler Scholar
2001 Research Fellow NASSM

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Please see page 2 for a Table of Contents and page 3 for a brief bio – current to March 4, 2016
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If you wish to see the recent professional dossier submitted for review for the 2016 Diversity Award or for the 2014 Distinguished Sport Management Educator Award, just let me know! It is loaded with information.
Brief Bio of:  
Dr. Brenda G. Pitts  

2016 Diversity in Sport Management Award  
2014 Distinguished Sport Management Educator Award  
Professor, Sport Management Masters Program, Georgia State University

Dr. Brenda Pitts is an award-winning scholar and professor, having won awards in research, teaching, and service, and is nationally and internationally known in Sport Management, particularly in Sport Marketing. She is the 2014 Distinguished Sport Management Educator of the North American Society for Sport Management, a Nominee for the 2014 Stotlar Award (Distinguished Educator) of the Sport Marketing Association, and was named a 2014 Research Fellow of the Sport Marketing Association. She was recently featured in the book Women as Leaders in Sport: Impact and Influence (Hums, Bower, & Grappendorf, 2007) as one of the pioneers of the field of Sport Management in the United States. She is the Dr. Earle F. Zeigler Scholar of 2000, recipient of the Diversity Award of NASSM 2012, and one of the first Research Fellows of the North American Society for Sport Management in 2001. Dr. Pitts is currently Professor of Sport Marketing and Sport Management and Director of the Sport Business Research Center at Georgia State University in Atlanta, Georgia; and works as a Sport Marketing consultant in Atlanta, one of which is the world famous Georgia Dome. Dr. Pitts is the Co-Chair for the Inaugural Conference of the World Association for Sport Management, Madrid, Spain, September, 2014.

Prior to Georgia State University, Dr. Pitts spent 6 years at Florida State University (FSU) and 12 years at the University of Louisville (UofL). At FSU, Dr. Pitts led the restructuring and building of the Sport Management programs at the undergraduate, masters, and doctoral levels. During the 6 years she was there, full-time sport management faculty increased from 2 to 7, student enrollment quadrupled in each program, and the masters and doctoral programs were awarded NASPE-NASSM program approval status. At that time, the doctoral program was 1 of only 2 approved programs in the country. At UofL, Dr. Pitts started their first sport management program. Along with colleague Dr. Larry Fielding (now at Indiana University), during the 12 years she was there, they developed an undergraduate, masters, and doctoral program; faculty number grew from 1 to 4 full-time; and the undergraduate and masters programs were awarded NASPE-NASSM program approval.

In research, Dr. Pitts is distinguished as the Dr. Earle F. Zeigler Scholar of 2000, recipient of the Diversity Award of NASSM 2012, and one of the first Research Fellows of the North American Society for Sport Management in 2001. She is author/coauthor of several sport marketing books, one of which has been
translated into Japanese, Mandarin Chinese, and Portuguese for use in South America. One of Dr. Pitts’ coauthored books is the first-of-its-kind textbook -- Research Methods in Sport Management (2008). Dr. Pitts is author of over 250 national and international scholarly publications and presentations, most of which are published in several scholarly journals such as the Journal of Sport Management, Sport Marketing Quarterly, Journal of Vacation Marketing, International Journal of Sports Marketing and Sponsorship, Women in Sport and Physical Activity, Sport Management Education Journal, The Sport Management and Other Related Topics Journal, and the International Journal of Sport Management. Currently, the focus of her research includes three areas and are:

(1) sport marketing with emphases in consumer behavior, spectator analysis, sponsorship and brand awareness measurement, and visitor spending;

(2) analyzing the state of the current research literature and textbooks in the field of sport management;

(3) the lesbian and gay sport industry with emphases in tracking the growth and development of gay and lesbian sports and sport business in North America, sport marketing research involving the Gay Games, and consumer analysis for marketing and promotional competitive strategy development.

In education and service for the profession, Dr. Pitts is the 2014 Distinguished Sport Management Educator of NASSM. Dr. Pitts’ service work was recognized in 2004 with the awarding of the Dr. Garth Paton Distinguished Service Award from the North American Society for Sport Management in recognition of meritorious service to the professional and NASSM. Some of Dr. Pitts’ numerous service accomplishments have included:

• Scientific Chair for the World Association for Sport Management Inaugural Conference, October 2014;
• Founding Team Member for the inaugural World Association for Sport Management (April, 2011);
• Member and Co-Chair of the original committee from 1986-1993 that wrote the first Sport Management Curriculum Standards (first published in 1993) and created the Sport Management Program Review Council;
• Council Member of the first Sport Management Program Review Council (1993-1996) and is a continuing reading member;
• Program Chair of 2 NASSM conferences (manages call for papers, review process, and conference program development: 1992; 1994);
• Co-Director of the 1990 NASSM Conference in Louisville, Kentucky;
• Director of the 2004 NASSM conference in Atlanta, Georgia, June 2-5;
• President, President-Elect, Past-President, Council Member, of NASSM during 1990-1995;
• Founding Member and Vice President of Academic Affairs of the new Sport Marketing Association (selected for this position by the President): November, 2002 – 2005. Some of the duties include Program Director (editorial management of submitted papers) for the conferences for 2003, 2004, and 2005; and Editor-In-Chief for 3 books of selected and refereed papers from the conferences;
• Founder & Co-Director of the first scholarly conference on lesbian and gay sport studies, held with the Gay Games, New York, 1994. Since then, conferences have been held at every Gay Games;
• Helped establish the Sport Management Council under NASPE so that there could be more research outlets for faculty in sport management; today, the Sport Management Council has 2 to 4 sessions under NASPE at the annual AAHPERD conference.

In research related service activity, Dr. Pitts is currently Associate Editor of the Global Sport Business Journal. Earlier, she was an Editorial Board Member (1991-1998) and later Co-Editor-in-Chief of The Sport Management Library (1998-2000), a project that produced over 30 textbooks in sport management, many of which are now in their 2nd, 3rd, and 4th editions. She has served on several editorial review boards of journals or has reviewed papers for journals such as the Sport Marketing Quarterly, The Sport and Other Related Topics Journal, and the Sport Management Review (Australia), the European Sport Management Quarterly, Journal of Sport Management, Sport Management Education Journal, Women in Sport and Physical Activity Journal, Research Quarterly, and the International Journal for Sport Management. Further, in relation to grants and contracts, Dr. Pitts has brought in over a million dollars.

Dr. Pitts’ research, speaking, consulting, and service have taken her around the world. Some of these include Sweden, Taiwan, South Africa, Hong Kong, Singapore, Malaysia, Spain, France, Australia, Germany, Hungary, England, The Netherlands, Japan, Mexico, Canada, China, Australia, Portugal, Scotland, Guatemala, Cyprus, Czech Republic, Thailand, Mongolia, New Zealand, and Brazil.

Dr. Pitts hosted a Visiting Scholar from the Shanghai University of Sport, Shanghai, China, Dr. Yi ‘Mandy’ Zhang. Dr. Zhang studied under Dr. Pitts from December 2012 through May 2014.

Dr. Pitts was an Invited Visiting Scholar to Johan Cruyff University, Holland, April, 2013.

As an avid athlete, and on the more fun side of life, she is always playing and enjoying all kinds of sports, more recently soccer, golf, boating, jogging, tennis and softball. Her favorite is jet skiing with her Welsh Corgi doggie, Jazz. Recently, Dr. Pitts won a couple of golf tournaments, but has made the wise decision to keep her day job. Her earlier prolific career in basketball brought her such rewards as being a professional basketball player in the first Women’s Professional Basketball Association (WBL, 1978); the retirement of her high school basketball uniform number; membership in the “A” Club of the University of Alabama; induction into the Huntsville Sports Hall of Fame (Huntsville, Alabama); Induction Nominee of the Alabama Sports Hall of Fame; and induction, as a player in the WBL, the only league inducted into the Women’s Basketball Hall of Fame, Knoxville, Tennessee. In fact, Dr. Pitts’ sports and research were interrelated from the beginning: her 1984 dissertation was one of 2 studies used in the decision in the USA to officially adopt the women’s size basketball for competitive play. During 2010, Dr. Pitts’ research was used as the basis of research in Slovenia to consider adopting the women’s size basketball there.
VITA

Dr. Brenda G. Pitts

Georgia State University
Dept. of Kinesiology & Health
University Plaza
Atlanta, GA  30303
Phone:  404-413-8050
e-mail:  DrBrendaPitts@gmail.com

EDUCATION

Ed.D.  The University of Alabama, Health & Physical Education, Minor: Administration of

PROFESSIONAL EMPLOYMENT HISTORY

July 2002  Georgia State University, Sport Management, Full Professor, July, 2002-present.
          Awarded Graduate Faculty status Spring, 2005.
          Consulting includes:  Georgia World Congress Center and Georgia Dome; Professional Bull
          Riders; Super Cross; Women’s Final Four; Atlanta Falcons; Federation of Gay Games; Atlanta 2006
          Gay Games Bid Committee; Los Angeles 2006 and 2010 Gay Games Bid Committees.


8/96 - 7/02:  Florida State University, Sport Administration, Full Professor, August 1999 to
           July 2002; Associate Professor, 8/96-8/99.
           Consulting included: Tallahassee Soccer Association; Federation of Gay Games.

7/93 - 1/96:  Chairperson, Department of HPES, University of Louisville.

7/84 - 8/96  The University of Louisville:  1984-1991, Assistant Professor; 1991-95, Associate
             Professor; 1995-96, Full Professor, Sport Administration Studies.
             Consulting included:  Louisville Women’s Soccer Association; NCAA; Ford Fitness Center;
             Louisville Indoor Soccer Center.

7/81-5/84  The University of Alabama, GTA, Teaching, Research, and Administrative
          Assistant.

7/80-7/81  Bob Jones High School (Huntsville, Alabama), Biology Teacher, Coach –
          Basketball, Volleyball, Softball; Girl’s Athletic Director.

10/78-11/79  WBL - Women's Professional Basketball League, Professional Basketball Player.
8/77-10/78 Randolph School (Huntsville, Alabama), Physical Education Teacher K-12, Coach - Basketball, Volleyball; Girl's Athletic Director.

RELATED EMPLOYMENT/EXPERIENCE HISTORY

May, 1992 HONG KONG, SINGAPORE and MALAYSIA: I was invited to teach my Sport Marketing course. The course was a one-week course in Hong Kong and Singapore and two one-week courses in Malaysia.

7/85-7/86 CardioCare, Louisville, Kentucky. Consultant and Advisory Board: to start this business - a health & wellness program consulting agency.

7/85 - 5-96 Louisville Women's Soccer Association, Louisville. Coach, Player, Tournament Director for Fall & Spring Leagues.

7/82-5/84 The University of Alabama - Served on Curriculum Committee to develop a Sport/Fitness Administration undergraduate program.

Summers:
'78, '79 Associate Director, International Women's Sports Exchange Program. Co-authored federal grant for and coordinated a program for the exchange of women athletes to compete and run sports clinics in Guatemala, Portugal and England.

'83 The University of Alabama, Director of Sports & Activities, Bioprep Program - a summer camp for high school students interested in health careers. Developed sports programs and supervised staff of four.

3/79 Flaming Rainbow University, Oklahoma. Consultant: to start a women's athletic program.

3/79 Flaming Rainbow University, Oklahoma. Consultant: to start a Recreational activities program for students.

PROFESSIONAL DEVELOPMENT ACTIVITIES

ONGOING DEVELOPMENT ACTIVITIES

(1) I study the sport business industry constantly which includes, for example, monitoring sport business news, observation of a variety of sports businesses, organizations, and events, and participation in numerous sports, sports events, and businesses as a sports participant, volunteer worker, and consultant.

(2) I attend and actively participate in an average of 3 professional association conferences each year, with a high number of 9 in 1998.

(3) I prepare and present research presentations.

(4) I read current academic and popular press literature consistently.

SPECIAL ACTIVITIES at GEORGIA STATE UNIVERSITY (June, 2002 - PRESENT)

(1) One of my courses, Seminar in Sports Marketing Fan Research, has been featured in two articles in 2 different issues of the GSU Magazine (2008, 2010); and in a recent book. The book is titled Experiential Learning in Sport Management: Internships and Beyond, authored by Drs. Susan Foster and John Dollar of Saint Leo University, Saint Leo, FL, and published by Fitness Information Technology, Inc.

(2) For 5 years, I have served as a student paper reviewer for the international travel program and grant. Students who “win” this competition are funded for travel to various countries for important projects around the world.

(3) I participated in a one-day workshop on diversity and research at the university, sponsored and run by the Office of Underrepresented Faculty at GSU; Spring 2011.

(4) I authored and was awarded a technology grant at GSU for 2010-2011 for $16,905.00.
(5) I participated in a series of two 3-hour workshops on the management of grants and contracts, and the management of grant budgets and university budgeting systems during the Spring 2008 semester.

(6) I received a $2,000.00 grant to participate in a 2-day workshop (May, 2005) of the university’s Writing Across the Curriculum (WAC) program. The purpose of this is to train and encourage faculty to infuse more writing into their courses.

(7) I started at GSU by teaching two summer courses that were new preps for me. This was difficult because I taught a summer course at Florida State University (where I was leaving) for 6 weeks just prior to this – and I drove back and forth every week. The FSU course ended on June 13 and the GSU courses started June 17 – the very next week. At GSU, I took over the Directorship of a Master’s program with 90-plus students and an open second faculty position. I also took over about 15 grants/contracts with local sport businesses. I hired a one-year person to teach for 2002-2003. I did everything for the program including serving on the search committee to try to fill that position. I held a very full work load over the year with very little time for research. So, my first year at GSU was more than full with little to no time for development activities. During the summer of 2002, I was the only sport management faculty in residence working with over 80 graduate students.

My second year was similar. During the summer of 2003, I was again the only faculty member in sport management advising and managing the entire program. We had a retired faculty member teach one summer course for help.

During the summer of 2004, I again was the only faculty member in residence, while the other faculty member spent 6-7 weeks away, I was left to manage the entire program with about 70 students.

In addition, since arriving in June 2002, I have had the additional duty of supervising and managing all internships and practica, with only a little help from a recreation faculty member. None of this work is counted on workload assignment.

Needless to say, between June 2002 and up to April 2005, there was little to no time for special development activities while here at GSU.

**SPECIAL ACTIVITIES at FLORIDA STATE UNIVERSITY (July, 1996 – June, 2002)**

(1) September 8, 2001 -- I received a $3,000.00 grant from the FSU President’s Office. For this, I will develop and teach a special undergraduate course in the Spring 2002 semester. This course will be different from any currently taught. The course is limited to 20 “first-time-on-campus” students.

(2) I participated in a course in Instructional Design (EDG 6925) offered in the FSU College of Education in the Spring 1997 semester. The purposes of the course are to apply instructional design theory to one of my courses and to infuse technology into the course. The course is my graduate sport marketing course. It will be slightly restructured using an instructional design model. I also learned several ways to utilize computer software and technology in different aspects of the course, such as, creating a web site for the course, using the web site for student/faculty interaction, and creating/redesigning course material in Power Point and other software.

**SPECIAL ACTIVITIES at the UNIVERSITY of LOUISVILLE (1984-1996)**

(1) I received a $750.00 grant to participate in a course development program (June, 1995). The purpose of this program was to address issues of gender bias in courses; specifically, to assess and correct where women are oppressed. The program involved attending 10 2-hour seminars during the Fall 1995 and Spring 96 terms.

(2) I received a $500.00 grant to participate in a course development program (10-13-94). The purpose of this program was to prepare me to submit a course for the university’s Writing Across the Curriculum program. This involved attending ten 3-hour workshops over the Fall 94 and Spring 95 terms.

Dr. Brenda G. Pitts --- Vita --- Page 8
During the Fall semester of 1993, I attended every multicultural film and session presented on every Wednesday at noon as a part of the university’s diversity in the curriculum program. I wanted to learn more about other populations and cultures in order to be educated and to inform my courses and research.

TEACHING: courses taught at GSU, FSU, UofL and other institutions

COURSES TAUGHT AT Georgia State University, Florida State University, and the University of Louisville:  The following is a list of all courses I have taught while at the University of Louisville, 1984-1996, Florida State University, August, 1996-June 2002, and Georgia State University, June 2002 to present. Those courses in bold indicate courses I am currently teaching. At the University of Louisville, I was hired to develop the initial undergraduate and graduate Sport Administration Programs. During the time I was there, the programs were developed, faculty were added, and student enrollment grew consistently. In addition, the graduate program was approved in 1994; the undergraduate program was submitted for review while I was there, then later was approved. Part of my responsibilities at Florida State University included shaping and advancing the curriculum in relation to the curriculum standards with the goal of going through program review. The Master’s and Doctoral programs were approved by the Sport Management Program Review Council of NASPE-NASSM in 2000.

UNDERGRADUATE COURSES (bold indicates current assignment):
(1) Principles of Sport Administration: A 3 credit hour introductory course. (1984-91)
(2) Analysis in Sport Administration: A critical thinking & decision making course through case analysis and problem solving. (1984-96)
(3) Sport Marketing: Principles of marketing applied to the sport business industry. (FSU) (1985-current)
(4) Internship in Sport Administration: Practical experience in a sport industry setting. (1984-93)
(5) Readings in Sport Administration.
(6) Administering Health Promotion Programs at the Workplace: A course in the design, implementation, and management of employee wellness programs. (1984-86)

GRADUATE COURSES (bold indicates current assignment):
(2) Seminar: Sport Marketing Field Research: 2003 - current. Georgia State University. Introduction to practical research; students conduct actual sport marketing research for local sport businesses and events.
(4) Seminar in Sport Marketing: A 3 credit hour doctoral only course offering in-depth discussion of research, issues, and career development in sport marketing. (FSU;1997-current)
(5) Fiscal Management and Sport: A 3 credit hour graduate course in sport financial management concepts. (FSU; 1996-98)
(6) Research Methods: Typical masters and doctoral course in research methods. (FSU; 1996-97)
(7) Lesbian & Gay Sport Studies: A 3 credit hour masters and doctoral course. An overview and in-depth look at the lesbian and gay sports industry and the issues that face lesbian and gay people in “mainstream” sports settings as well as their own sports settings. (1997-2002 at FSU)
(8) Research in Sport Administration: This course is designed to introduce the graduate student to current research in Sport Administration and also requires the student to develop a research interest topic, a research
question within that topic, to conduct a review of literature in an attempt to answer the question, and to select
a possibly appropriate research design to conduct a study. (1988-96 at Louisville)

(9) Issues in Sport Administration: Overview of a wide range of sociocultural, marketing, and economic
issues in the sport business industry today. Teaching this course was shared with two other faculty.
(summer, 1999 at FSU)

(10) Supervised Teaching in Sport Administration: Introduction to teaching in sport management;
supervision of doctoral students who move through an apprenticeship program to learn how to teach and to
be a professor; work with the doctoral student teaching some lectures in courses and teaching full-time
undergraduate sport management courses. (1997-2002 at FSU)

(11) Case Study in Sport Administration: Advanced case analysis. (1984-96 at Louisville)

(12) Administering Health Promotion Programs at the Workplace. (1984-86 at Louisville)

(13) Introduction to Sport Administration: An introduction to and principles of sport management course.
(1984-96 at the University of Louisville; 2002 at Georgia State University)

(14) Internship in Sport Administration: A 3 credit hour field experience course. (1984-93 at Louisville;
Spring, 2002 at FSU; all semesters at GSU)

(15) Readings in Sport Administration.

(16) Thesis in Sport Management.

(17) Dissertation in Sport Management.

(18) Independent Study in Sport Administration: supervision of a graduate student’s independent study or
project. (as usual, offered on an as needed basis)

**Florida State University International Sport Management Program - Summer 2002**

In the summer of 2002, the Sport Management program offered its first International Sport
Management Program. This was offered through and as a part of the FSU International Programs Office.
I was elected by the Sport Management faculty as the Program Leader for this first time. However, when I
took the faculty position at Georgia State University, I removed myself from this position and the faculty at
FSU took it over. This organizational experience, however, could be used in the future to develop a similar
program. The following courses were offered.

- International Sport Law -- Dr. Annie Clement
- Sport Venues -- Dr. Annie Clement
- International Sport Marketing -- Dr. Brenda Pitts
- Research in International Sport Management -- Dr. Brenda Pitts
- Internship in International Sport Management -- both instructors

**THESIS, DISSERTATION & INDEPENDENT STUDY COMMITTEE/SUPERVISION**

**Dissertations: Major Professor -- Current**

None currently.

**Dissertations: Committee Member -- Current**

(1) Trayce Leak – August 2015 -- Georgia State University. Proposal Passed Committee on August 3,
Baseball.” Began September 2010.

**Dissertations: Major Professor -- Completed**

(1) Brian Pruegger, FSU, Sport Administration. Title: Game-Day Promotions as a Factor That Affects
(2) Chia-Ying “Doris” Lu, Florida State University, Sport Administration. Title: Factors Affecting Spectator Attendance at Baseball Games in Taiwan. Started: Spring, 2000; completed August, 2002.
(3) Chun-ju “Rachel” Chang, Florida State University, Sport Administration. Title: Content Analysis of Sport Company Web Sites. Started, 1999; completed April, 2002.
(4) Jay Jisha, Florida State University, Sport Administration. Title: factors affecting a student’s decision to attend a selected doctoral program in sport management. Started 1998; completed April, 2002.
(6) Tae Ho Yoh, Florida State University, Sport Administration. Title: Influences on College Students’ Brand Preferences for Athletic Shoes: Applying Consumer Socialization. Started 1997; completed December, 2000.
(8) Angela Johnson, Florida State University. Title: The Effect of Team Cohesion on Performance Outcome in the Cape Cod Baseball League. Completed May, 1998.

**Dissertations: Committee Member -- Completed**

(23) Joe Trolan, Florida State University, Sport Administration. Title: undecided. Accepted to be on committee in April, 2006.
(22) Danya Andrews-Little, Florida State University, Sport Administration. Title: historical look at African American women in sport. Accepted to be on committee in October, 2005.
(21) Bosmat Makover, Florida State University, Sport Administration. Title: women’s professional basketball. Completed May 2003. I was Bosmat’s Major Professor until I left Florida State June 2002.
(19) Jeff Pritsker, Florida State University, Sport Administration. Title: An Analysis of Collegiate Licensing Programs. Started Spring 2001. I was Jeff’s Major Professor until I left Florida State June 2002.
(17) Euidong Yoo, Florida State University, Sport Administration. Completed May 2003.
(16) Elfie Farchin, Florida State University, Sport Administration. Completed May 2003.
(14) Kim Bogle, Florida State University, Sport Administration. Completed May 2002.
(13) Kim Sutton, Florida State University, Sport Administration. Completed May 2002.

(10) Carla Williams, Florida State University, Sport Administration. Title: Factors Affecting Female Professional Basketball Players’ Decision to Play Professional Basketball. Started, 1997; completed, October, 2000.

(9) Khristie Walsdorf, Florida State University, Physical Education. Title: In Search of Post-Olympic Gender Equity: An Examination of Cover Photographic Images in Sports Illustrated for Kids. Started, 1999; completed, June, 2000.

(8) Ken Wagner, Florida State University, Psychology. Title: An Experimental Analysis of Process Engineering. Started, August, 1998; completed, August 2000.

(7) Stacy W. Hall, Florida State University, Sport Administration. Title: Factors that Influence Administrators’ Decisions in Negotiating Television Contracts and Differences in Attitude Between Intercollegiate Administrators and Television Network Administrators. Completed October, 1999.


(5) Kevin Ayers, Florida State University. Title: The Economic Impact of the Florida State Football Team on the Tallahassee Metropolitan Area. Completed May, 1997.


(2) Ray Schneider, Florida State University. Title: Analysis of the Concept of Athlete Compensation. Completed May, 1998.


**Dissertations: Committee Member -- Completed -- International**


(1) COMPLETED: Linda Van Leeuwen, Sydney University of Technology. Title: Determinants of Customer Satisfaction with the Season Ticket Service of Professional Sport Clubs. I served as an external reviewer committee member. Completed May 2002.

**Thesis – Major Advisor**

*None currently.*

**Thesis & Independent Study Completed**


(9) Matthew Blaszka – Georgia State University. Committee Member. Title: “An Examination of Sport Consumers’ Twitter Usage.” Completed May 2011.

(8) Kendra Bayne – Georgia State University. Committee Member. Title: “The Effectiveness of Social Media Marketing: An Experimental Inquiry on College Students’ Awareness of, Interest in, and Intention to Participate in a Campus Recreation Special Event.” Completed May 2011.


(6) Craig Drilling – Georgia State University -- A look at minor league baseball marketing and management.


**PROFESSIONAL SERVICE:** A. Department; B. University/School; C. Community; D. Profession; and E. Ongoing

**A. DEPARTMENT SERVICE**

--- at Georgia State University (appointed June, 2002):

() Department Committee on Indirect Funds Policy Development, 2012 - current.

() Department Representative, Elected, COE Faculty Affairs Committee, 2010-2014.

   Co-Chair of 2012-2013.

() Member, Gender Salary Subcommittee of the Faculty Affairs Committee, 2010-2012.

() Member, Department Research Committee, 2009-present.

() Member, Department Marketing Committee, 2007-present.

() Member, Department Graduate Faculty Committee, 2002-present.

() Chair, COE Faculty Affairs Committee, September, 2008-2009.

() Chair, Department Promotion & Tenure Committee, January, 2008 – 2010.

() Department Representative, COE Committee on Promotion & Tenure, January, 2008 – 2010.

() Department Representative, COE International Affairs Committee, September, 2008 - ongoing.

() Program Coordinator, Sport Management Master’s program, 2008-2010.


() Department Committee to prepare for University Program Review (APACE), January - ongoing, 2007.

() Sport Administration Students Club: Dr. Jimmy Callaway and I were selected by the students to serve as their faculty advisers for their club; November, 2005.

() MEMBER of a special 5-member committee to develop documents and guide the department through another program review (January, 2005 – May, 2005). This year, 4 of 5 programs have been targeted for
another review by the Provost. This job is very serious because the outcome has a possibility of termination of these programs, which would devastate the department.

() Executive Director and host for the 2004 North American Society for Sport Management annual scholarly conference. After nearly 2 years of planning and work, involving several students and faculty, the conference was held in June 2002, was hugely successful, and brought significant national and international prominence to Georgia State University.

() Georgia World Congress Center Research Initiative: In September, 2002, I developed a working partnership with the GWCC general managers and their marketing and research directors to conduct consumer and other marketing research on events staged at the GWCC, the Georgia Dome, and the Olympic Park. This also includes Debbie Robbe, faculty in the Department of Hospitality and Tourism in the GSU business school. To date, over 30 studies have been conducted. This project includes students in the program and gives them basic market research skills. Projects have included such events as the Professional Bull Riders, SuperCross, NCAA Women’s Final Four Tournament, Atlanta Falcons football, NCAA Men’s Division I Regional Basketball Tournament, and the Atlanta Football Classic (an annual game between FAMU (Florida A & M University) and Tennessee State University – two HBCUs.

() Department Chair’s Advisory Committee: Full Professor’s Group, alternate representative.

() Program Director – June, 2002-July, 2004. Oversee, lead, and manage the sport management program (a masters degree program); brought significant national and international acclaim to the program; increased the average GRE of the program; hired one new faculty member; developed plans for enhancing the current program; begin development of a doctoral program.

() Sport Business Grants/Contracts Coordinator. Oversee and manage the numerous contracts and funds for graduate assistantships with various sport businesses in Atlanta. Now, all faculty share in this responsibility. 2002-present.

() Search Committee, February-March, 2002, to find a faculty member in sport management. Mission was not completed and search held over to the following year.

() Search Committee, August 2002-2003 – to search for a faculty member in sport management.

--- at Florida State University (appointed August, 1996; left June, 2002):


(2) International Program Director, Sport Administration International Program, March 2001-present. Oversee the development and execution of the department’s 1st international program of study to be held summer, 2002 in Paris and London.


(4) Supervised the development of the department’s folios to submit the master’s and doctoral Sport Administration programs to the Sport Management Program Review Council. Folios were submitted September 30, 1999. February, 2000 -- the master’s and doctoral programs were approved!

(5) Faculty representative for the department’s Conference Planning Committee, 1999-00.

(6) Chair, 2 Search Committees for Assistant Professor in Sport Administration to hire for August, 1999.

(7) Director, Sport Administration Program, 1998-99.

(8) Faculty representative for the department’s Conference Planning Committee, 1998-99.

(9) College of Education Budget and Resource Committee, Department Representative, 1997-98; 1998-99; Chairperson, 1999-00.

(10) Chair, 3 Search Committees: Sport Administration positions; January - June, 1998. Two positions were successfully filled. The third was not and was postponed to be conducted 1998-99.

(11) Sport marketing consultant and supervisor for the department’s first FSU Alumni football charity game, October 19, 1997.

(12) Sport Administration Doctoral Student Advisor.
I assist in shaping the sport management curriculum in relation to the sport management program curriculum standards. This includes planning for new faculty lines, reassigning faculty course responsibilities, and developing needed courses.

I assisted in planning for the justification to keep a sport management faculty line when one of our faculty members, Dr. Bass, retires.

I developed a doctoral level sport marketing course and it was offered for the first time Spring 1998.

I applied for and received Doctoral Directive Status (February, 1997).

--- at the University of Louisville:

1. Participated in the development of our sport administration program’s folio materials to be submitted for review in the Sport Management Program Review process. Nov., 1993. I was responsible for the graduate program folio. Currently (January, 1996) the graduate program is accredited and the undergraduate program folio is still under review.

2. Chairperson, Department of HPES. Term of service is July 1, 1993 through June 30, 1996. I stepped down on January 2, 1996.

3. February, 1993: The Sport Administration faculty successfully achieved full degree status for the undergraduate program. It is now a Bachelor of Science degree in Sport Administration.

4. Department Personnel Committee; Chair; 1990-91.


6. Coordination and supervision of Internship Program since 1984.

7. Advisor for Sport Administration Major and Minor students.

8. Development and coordination of Master's program in Sport Administration.

9. Advisor for Sport Administration graduate students.

10. Chair, Search Committee for an Assistant Professor of Sport Administration, 1989.

11. Advisor - Sport Administration Students Club.

B. SCHOOL & UNIVERSITY SERVICE

--- While at Georgia State University, June 2002 - current

1. Elected Co-Chair, COE Faculty Affairs Committee, Fall 2012-2013.

2. Elected Chair, Appeals Hearing Panel of the Academic Affairs Committee for a Student/Faculty Grievance Hearing; September 6, 2012.

3. Member, COE Faculty Affairs Committee, 2010-2013.

4. Member, Gender Salary Subcommittee of the Faculty Affairs Committee, 2010-2012.

5. CHAIR, COE Faculty Affairs Committee, September, 2008-2009.

6. Member, Dean’s Advisory Committee, 2008-2009.

7. Member, COE Committee on Promotion and Tenure, January 2008-Dec 2009.

8. Member, College of Education Faculty Affairs Committee, 2002-present.

9. Conference Host & Site Director for the 2004 North American Society for Sport Management annual conference. This brought significant national and international attention to Georgia State University.

--- While at Florida State University, August, 1996 – June, 2002

1. Member, College of Education Promotion & Tenure Committee, Fall, 2001-02.

2. Chair, College of Education Budget and Resource Committee, for 1999-00; 2000-01.

3. Department Representative to the College of Education Budget and Resource Committee; 1997-98; 1998-99.
(4) I developed a new course on lesbian and gay people and sport. It offers an overview and in-depth analysis of lesbian and gay people in sport and is designed for students from across the campus and across disciplines. It has been offered twice (Summers 1997 and 98) and has averaged 24 students.

(5) I developed a new course on sport marketing for doctoral students; offered first time Spring ’98.

--- While at the University of Louisville, August, 1984 – August, 1996


(2) Sub-committee on gender equity of the Executive Council of the School of Education. We wrote the gender equity recommendations for the Executive Council and the Dean to take to the faculty for approval (October, 1994 - November, 1994).

(3) Faculty Advisory Committee for G.L.O.B.A.L. -- Gay, Lesbian, and Bisexual Alliance -- the student organization at the University of Louisville (September, 1994 - 96).

(4) Gender Equity in Athletics at U of L -- appointed to serve on this sub-committee of the Women’s Advisory Committee to the President, September, 1994 - 96.

(5) Selected to serve as a faculty leader in meetings with the President for discussions on university governance.

(6) On the request of the Dean, I served as a "guinea pig" for the development of the university's Faculty Activity Report development. December, 1992.

(7) Personnel Committee, School of Education; 1991-93.

(8) Search Committee member, School of Education: search was for an assistant professor for the Department of Administration and Higher Education; 1990-91.

(9) Search Committee member, School of Education: search was for two positions in the Department of Psychology and Counseling; 1990-91.

(10) University Academic Review Council; 1989-90.

(11) Alternate: School of Education Graduate Standards & Admissions Committee, 1989-90.

C. COMMUNITY SERVICE

--- While in Atlanta and state of Georgia (May, 2002 – present)

(1) Consultant for Sport Marketing Research for the Georgia World Congress Center for research involving sports events held at the Georgia Dome. Started October, 2002.

(2) Market Research Presentations. Presented with students to the Georgia Dome executives: April, 2004; December, 2004; April, 2005; December, 2005; April, 2006; December, 2006.

--- While in Tallahassee and state of Florida (1996-2002)

(1) Consultant to the Tallahassee Soccer Association, Summer/Fall 2000 - researched the marketing and promotion of TSA and wrote an analysis and marketing plan.

(2) Tallahassee Tiger Sharks -- With Doctoral student, Jennifer Slattery, the Tiger Sharks allowed us to conduct sponsorship research and purchase intent research and in return we will share our findings with the club.

(3) I helped Team Florida to go to participate in Gay Games VI in Sydney, Australia in October/November, 2002.

(4) I participated in Gay Games V in Amsterdam, August 1-8, 1998 and hope to share this experience with the community. I medaled in tennis and track & field!

(5) I am involved in the organization and management of several soccer teams.

--- While in Louisville (1984-1996)
(1) Assisted & consulted in the organization of “Team Louisville,” a group of athletes who participated in Gay Games IV, June, 1994, New York City. This effort involved 2 years of fund-raising and coordination of the group who went to the Games.

(2) Hosted Donna Lopiano, Executive Director of the Women's Sport Foundation, in October, 1992. She spoke on campus.

(3) Director (and founder) of Seven-Up-Soccer; 1989 to present. This is a women's outdoor soccer league designed for summer competition. I designed the fields and the rules of the game and worked with the Louisville Metro Parks in establishing a place for the league. The league has grown from a few women in 1989 to a full league of 8 teams in 1995.

(4) Director - The 1991 and 1992 National Women's Volleyball Tournament of the North American Gay Volleyball Association; held on University of Louisville Campus in cooperation with the Dept. of HPER and the Office of Intramurals.

(5) Consultant for Ford Co. to design and develop an employee wellness center and program. 1988-90. From this, two of our graduate students, whom I involved with the project, are now the directors of the center.

(6) Co-Chair, Louisville Sports Alliance - the organization that organizes, encourages and funds participation in sport primarily for the lesbian and gay population in Louisville. LSA has helped people participate in local, state, national and international sport events. 1986 - 1992. As of November, 1992 I have given up this position, but will help with the smooth transition of the new co-chairs for a one-year period of time. I will take on a new position as chair for the soccer division of LSA. I was asked to help establish a golf league for LSA. A weekly golf outing was started in 1993.

(7) Advisory Council member for The Fairness Campaign - a community-wide effort to expand longstanding civil rights law to include protection from discrimination based upon sexual orientation in the areas of employment, housing, and public accommodations. 1991, 1992.

(8) Board Member: Jefferson County Public Schools Athletics Advisory Committee; 1989-90.

(9) Serve as consultant to a few local sport/fitness service organizations.

(10) Deliver talks on sport/fitness management to various groups.

(11) Coach/player and tournament director for Louisville Women's Soccer Association.


D. SERVICE to the PROFESSION -- see also section titled “Editorial Responsibilities” (last section in Vita)

--- While at Georgia State University (June, 2002 – today)

(37) Member – Award Committee for the NASSM Distinguished Sport Management Educator: 2014-present.

(36) Scholar External Reviewer for Dr. Dae Hee Kwak, University of Michigan, for promotion to Associate Professor, September, 2015.

(35) Scholar External Reviewer for Dr. John Bae, William Paterson University, New Jersey, USA, September, 2015.

(34) Scholar External Reviewer for Dr. Angela Johnson, Western Carolina University, for promotion to Full Professor, September, 2015.

(33) Scientific Program Co-Chair for the Inaugural Conference of the new World Association for Sport Management, held in Madrid, Spain, October 1-4, 2014.

(32) Scholar External Reviewer for Dr. Heidi Grappendorf, University of Cincinnati, for tenure and promotion to Associate Professor, September, 2014.

(31) Scholar External Reviewer for Dr. Karen Danylchuk, Western University, London, Ontario, Canada, for promotion to Full Professor, September, 2014.
(30) Scholar External Reviewer for Dr. Bob Baker, George Mason University, for promotion to Full Professor, September, 2014.
(29) Scholar External Reviewer for Dr. Lynn Ridinger, Old Dominion University, for promotion to Full Professor, September, 2014.
(28) Scholar External Reviewer for Dr. John Bae, George Mason University, for promotion to Full Professor, September, 2014.

(27) Host Visiting Scholar from Shanghai University, China: currently working toward hosting Mandy Yi Zhang December, 2012 to June, 2014.

(26) External Scholarship Reviewer in the promotion and tenure case from Assistant to Associate Professor of Dr. Chong Hoon Lim, Indiana University, Summer 2012.
(25) External Scholarship Reviewer in the promotion and tenure case from Assistant to Associate Professor of Dr. Windy Dees, University of Miami, October 2012.
(24) External Scholarship Reviewer in the promotion and tenure case from Associate to Full Professor of Dr. Eric Schwarz, St. Leo University, October 2012.
(23) External Scholarship Reviewer in the promotion and tenure case from Assistant to Associate Professor of Dr. Lesley Ferkins, Unitec Institute of Technology, Australia, August 2012.
(22) Founding Team Member of new World Association for Sport Management. The new organization is the World Association for Sport Management (WASM) and was formalized in Taipei, Taiwan during meetings held during the 2012 Global Sport Management Summit, April 25-29, 2012.

(21) Member of the World Association for Sport Management Committee for Products & Services: This committee will develop product ideas for WASM, such as the inaugural conference and a journal.
(20) 2011-2012. Chair, Committee for Sport Marketing Journal Publications. July 2011-undetermined. This committee’s charge is to discuss possibilities for new research journals for the Sport Marketing Association, the scholarly association for the area of sport marketing.

(19) 2010. External scholarship reviewer in the promotion from Associate to Full Professor case of Dr. Soohwan Lee, Indiana University, Summer, 2010.

(18) 2010. External scholarship reviewer in the promotion of Associate to Full Professor case of Dr. Jerome Quarterman, Howard University, August, 2010.

(17) 2008. External scholarship reviewer in the promotion of Associate to Full Professor case of Dr. Warren Whisenant, University of Miami, March, 2007.

(16) External scholarship reviewer in the promotion from Assistant to Associate Professor case of Dr. Galen Trail, Ohio State University, March, 2007.

(15) External scholarship reviewer in the promotion case of Dr. Paul Pedersen, Indiana University, August, 2007.

(14) External Scholarship Reviewer in the promotion and tenure case of Dr. Robin Hardin, University of Tennessee, July-October, 2006.

(13) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Sue Inglis, McMaster University, Canada, October, 2004.
(12) Conference Site Director for the 2004 North American Society for Sport Management conference; held at the Omni Hotel at CNN Center, June 1–6, 2004.


(10) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Ming Li, Ohio University, Athens, Ohio; September-October, 2003.


(8) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Richard Irwin, University of Memphis, Memphis, Tennessee, Summer, 2003.

(7) **Vice President of Academic Affairs of the new Sport Marketing Association** (selected for this position by the President): November, 2002 – 2005. My duties included **Conference Program Director** (editorial management of submitted papers) for each conference held in November (2003, 2004, 2005); and **Editor-In-Chief** for a book of selected and refereed papers from the conferences. The books of papers were published in 2004, 2005, and 2006 (see Publications section for citations).

(6) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Shayne Quick, Sydney Technological University, Sydney, Australia, August-September, 2002; and again, September, 2003.

(5) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Mary Hums, University of Louisville, Kentucky, September, 2002.

(4) Editorial Review Board member (1997 - 2010), *Sport Marketing Quarterly*.

(3) Editorial Review Board member (2001 - 2008), *Sport Management Review*. This journal is housed in Australia and is sponsored by the Sport Management Association of Australia and New Zealand (SMAANZ).

(2) **Co-Editor-in-Chief of the Sport Management Library II** (September, 1997- 2002).

This responsibility involved the visioning and development of textbooks in sport management. This involved the identification of textbook needs in the field of sport management, identification of authors, directing development of content, and reviewing manuscripts through to the completion and publication of the book. This was an editorial board of 4 members: 2 co-editors-in-chief and 2 board members. This also involved a grant of $750.00 from the publisher.

This project involved editorship of 5 new books and 4 second editions. The books include: Financing Sport 2nd Edition; Fundamentals of Sport Marketing, 2nd Edition; Sport Facility Management, 2nd Edition; Ethics and Sport Management, 2nd Edition; and the new books include: Successful Sport Sponsorship Plans Workbook; Successful Sport Marketing Plans Workbook; Research Methods in Sport Management; and Economics and Sport.

(1) **Developmental Editor** for four books of the Sport Management Library II. They are Financing Sport, 2nd Edition; Successful Sport Sponsorship Plans; Successful Sport Marketing Plans; and Economics and Sport.
--- While at Florida State University (August, 1996 – June, 2002):


(2) Research Fellow Award Committee, North American Society for Sport Management, June 2001-June, 2002. Tasks of this committee include formulating procedures and making decisions on nominees.

(3) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Donna Pastore, Ohio State University, Ohio, Summer, 2001.


(5) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. David Shilbury, Deakin University, Canberra, Australia; Summer, 2000.

(6) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Jacquelyn Cuneen, Bowling Green State University, Bowling Green, Ohio; Summer, 2000.


(8) Editorial Review Board member (1997 - current), Sport Marketing Quarterly.

(9) Editorial Review Board member (2001 - current), Sport Management Review. This journal is housed in Australia and is sponsored by the Sport Management Association of Australia and New Zealand (SMAANZ).

(10) Co-Editor-in-Chief of the Sport Management Library II (September, 1997- 2002). This responsibility involved the visioning and development of textbooks in sport management. This involved the identification of textbook needs in the field of sport management, identification of authors, directing development of content, and reviewing manuscripts through to the completion and publication of the book. This was an editorial board of 4 members: 2 co-editors-in-chief and 2 board members. This also involved a grant of $750.00 from the publisher.

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(11) Developmental Editor for four books of the Sport Management Library II. They are Financing Sport, 2nd Edition; Successful Sport Sponsorship Plans; Successful Sport Marketing Plans; and Economics and Sport.

(12) The Federation of Gay Games. I am now an FGG member (November, 1998) and will serve in 3 capacities. (1) I will serve on the Cultural Committee’s Archives and Education Task Force. This TF is responsible for the development of and contributions to the Federation’s and Gay Games’ Archives, housed...
in the San Francisco Public Library. (2) I will take on the responsibility of the “Academic” area of the Cultural Committee’s mission. It will be up to me to develop this area. (3) I will continue to organize and direct the Gay Games Conference (I am the founder). The conference will eventually become one of the required events for each Gay Games Organizing Committee and I will be the Executive Director.

(13) Second Gay Games Conference. Held in Amsterdam, July 29-31 with Gay Games V. There were 61 speakers over 3 days (almost 3 times the number in 1994 at the first conference). I assisted in the organizing, presented a paper, and was a speaker for a 3-person keynote panel discussion.

(14) Third Gay Games Conference. The third conference was held with Gay Games VI in Sydney in 2002.

(15) I self-published a book on resources on lesbian and gay people in sport. It is a bibliography including all kinds of resources on lesbian and gay sport studies (see reference listed in my research section). It was the first of its kind. Most of the people who got the book are graduate students, professors, or others who are doing research involving lesbian and gay people in sport or who want to teach about lesbian and gay people in sport in their courses. Therefore, I consider this book to be a service to the field.


(17) Reviewer for Jones & Bartlett publishers: reviewed two textbook manuscripts, one was a sport marketing textbook and the other was a case study and sport marketing textbook (January-February, 1998).

(18) Editorial Board Member for the Sport Marketing Quarterly (1997-present).


(21) Selected as a member of the Panel of Reviewers for SMPRC (Sport Management Program Review Council). The responsibility of the reviewer is to review curriculum folios submitted for review for sport management program approval. Term: July 1997 - current.

(22) Guest reviewer for a sport management manuscript submitted to the Journal of Physical Education, Recreation and Dance, January, 1997.

(23) Elected to serve as the Chair-Elect for the Sport Management Council of the Florida Sports Association (FSA). FSA is a member of the Florida Alliance for Health, Physical Education, Recreation & Dance (FAHPERD). The term is a 3-year term beginning October 18, 1996 and will progress through a year’s service as Chair-Elect, Chair, and finally Past Chair. This person’s responsibility is to coordinate and manage the sport management research sessions at the annual conference.

--- While at the University of Louisville (1984 – 1996) ---

(1) Sport Marketing Consultant for the NCAA to conduct sport marketing research for the 1996 Division II Men’s Basketball Championship, Louisville, KY, March 1996.

(2) Site Visit Team: Asked to serve as a member of the site visit team for the Southern Association of Colleges and Universities to evaluate the doctoral program in Sport Management at the United States Sports
Academy. However, I couldn’t serve because I had worked internationally as a representative of the USSA and that would have been a possible “conflict of interest.”

(3) Reviewer for research abstracts submitted for review for presentation at the 1996 conference of the North American Society for Sport Management, New Brunswick, Canada, June, 1996.

(4) Asked to serve with a group of colleagues in sport management to discuss possibilities of founding a professional association in sport marketing. Possibility includes aligning this organization with the American Marketing Association. (January, 1996).

(5) External Scholarship Reviewer in the promotion case of Dr. Joy DeSensi, Associate Professor, University of Tennessee, October, 1995.

(6) External Scholarship Reviewer in the promotion and tenure case of Dr. Karen Danylchuk, New Brunswick University, New Brunswick, Ontario, Canada, September, 1995.

(7) External Scholarship Reviewer in the promotion and tenure case of Dr. Jerome Quarterman, Assistant Professor, Bowling Green State University, Ohio, Summer, 1995.


(9) Selected to serve on a 4 member advisory board to develop a set of Sport Management textbooks. This board will manage a significant project: to conceptualize specific topic textbooks for the field of sport management, select authors, and oversee the project to completion. This project started in November, 1991. To date (October, 2003) all 10 books were published and a second sport management library has produced another 8 books. Our tasks included selecting two or more authors for each book, selecting external reviewers for each book, and reviewing all manuscripts through to completion.

(10) External Scholarship Reviewer in the promotion and tenure case of Dr. Donna Kuga, Assistant Professor, Pennsylvania State University, Summer, 1995.

(11) Sport marketing consultant: Asked by the NCAA to conduct sport marketing research for the 1995 Division II Men’s Basketball Championship, Louisville, KY, March 1995. The NCAA liked the research and asked me to do the same for the 1996 tournament.

(12) Guest Reviewer: asked to be a guest reviewer for a manuscript submitted to the Journal of Sport Management, January 24, 1995.

(13) Asked to serve on a committee who will write an education packet of materials on homophobia in sport. The committee was established by the Women’s Sports Foundation. August 30, 1994 - completion of project. The book was published February, 1996.

(14) Extramural Reviewer in the promotion and tenure case of Dr. Jacquelyn Cuneen, Assistant Professor in Sport Management, Bowling Green State University, Ohio. Summer, 1994.

(15) Sport Management Program Review Council (SMPRC) member. Appointed by the North American Society for Sport Management, June, 1993, to serve a three-year term. The SMPRC is responsible for sport management program accreditation. This is the very first SMPRC.
(16) North American Society for Sport Management: I served NASSM as an officer for a 5-year period of time. I served as an Executive Council Member-at-Large for 2 years (June, 1989-91), President-Elect for one year (June, 1991-92), President for one year (June, 1992-93) and Past-President for one year (June, 1993-94). I also served as the conference director and hosted the conference in Louisville in 1990.

(17) Founder and Director - First Conference for the Lesbian Woman and Gay Man in Sport, Sport Management, and Sport Art Forms; held in conjunction with the Gay Games IV, Summer, 1994, New York City. Plans are in progress for a conference in conjunction with Gay Games V to be held in Amsterdam in 1998.

(18) Invited to serve as a Reviewer for JOPERD, the Journal for Physical Education, Recreation, and Dance. February, 1993.

(19) Extramural Reviewer in the promotion and tenure case of Dr. Franklin B. Ashley, Assistant Professor in Sport Management, Texas A & M University, Texas. Summer, 1993.

(20) Invited to speak in South Africa at their annual Sport Management Conference, August, 1993.

(21) Invited to go to Hong Kong and Bangkok to teach Sport Public Relations in November, 1993.

(22) Program Chair for the 1994 North American Society for Sport Management Conference. Duties include: managing the Call for Papers, the review process, and coordinating & scheduling the program for the conference.


(25) Promotion & Tenure evaluation of Dr. Linda Koehler, Assistant Professor of Sport Management at the University of the Pacific. Fall, 1992.

(26) Chair, Curriculum and Accreditation Committee, North American Society for Sport Management, 1989 - 1993. My responsibilities included selecting NASSM members to serve on the newly developed NASPE-NASSM Sport Management Curriculum Standards and Program Review Task Force and to serve as a liaison for NASSM to the Task Force. I reported the activities of the Task Force to the NASSM Executive Council and to NASSM members, gather feedback from members as the standards were developed, and to represent NASSM’s interests during the development of the standards and review process.

(27) Co-Chair: NASPE-NASSM Sport Management Curriculum Standards and Program Review Task Force. 1989-1993. Our task was to develop new curriculum standards and a program review process for sport management academic programs. The first standards were published in May, 1993.

(28) Program Chair for the 1992 conference of the North American Society for Sport Management. Duties include managing the "Call for Papers;" selection of members to review submissions; managing the review process; organizing the program for the conference in cooperation with the site director.


(30) National Association for Girls & Women in Sport Pathfinder Awards project for 1991; Secretary.


(33) Reviewer for research presentations for the 1990 Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance.

(34) Contribution to the **Journal of Sport Management**: Reviewed and wrote abstracts of articles and publications and these were published in the Journal of Sport Management, January, 1990 issue.

(35) Vice-President, Kentucky Sports Equity Project, Inc. 1989-90.


(39) Finance Committee Member, North American Society for Sport Management, 1988-89.

(40) 1988 Conference Planning Committee - Kentucky Women In Sports Leadership Conference.

(41) Research Chair - Kentucky Association for Health, Physical Education & Recreation, 1987-88.

(42) Steering Committee Member - Kentucky Women's Sports Equity Project, 1987-present.

(43) Co-Chair, Research Session - International Conference on Sport and Physical Education, Scotland, 1986.

**E. ONGOING SERVICE TO THE PROFESSION, 1984 - current**

1. Honor requests for my research.
2. Deliver research presentations for professional conferences.
3. Publish in professional publications.
4. Member of professional organizations.
5. Regularly attend professional conferences.

**HONORS and AWARDS**

(41) 2015 Selected as a Finalist August 4; Nominee, July 15 – **Diversity Award of the North American Society for Sport Management**. The process is: I must submit a dossier focused on my work regarding diversity in sport management by September 15. The Executive Board of NASSM will make the final selection around November, 2015. The award is presented at the annual conference in June 2016.
(40) 2014 Research Fellow Sport Marketing Association. October 2014. Recognizes accomplished high level of research in sport marketing and publication in the Sport Marketing Quarterly.

(39) **Nominee:** 2014 Sport Marketing Association “Stotlar Award” for distinguished education in Sport Marketing. Nominated June 2014. Purpose: “As a long-standing member of the SMA, Dr. David Stotlar has had a profound impact on the discipline through outstanding mentorship of doctoral students and professional development of burgeoning scholars. As such, the purpose of the Stotlar Award is to honor and recognize a sport marketing educator who reflects the mission of the SMA through the promotion and advancement of doctoral students in the discipline.”

(38) **2014 Distinguished Sport Management Educator Award of the North American Society for Sport Management.** The purpose of the North American Society for Sport Management Distinguished Sport Management Educator award is to recognize exceptional contributions to teaching and learning. The award signifies (a) distinction in classroom, and/or field, and/or on-line teaching; (b) excellence in pedagogical innovations in teaching methods, and/or course design, and/or curricular design, and/or assessment; (c) sustained commitment to the improvement and quality of teaching and learning in the sport management disciplines; and (d) sustained commitment to one's own professional learning.

(37) **Invited Visiting Scholar:** April, 2013. I was an Invited Visiting Scholar at two universities in the Netherlands; delivered 11 lectures/presentations.

(36) **2012 Recipient of the Diversity Award** for “recognition of your teaching, scholarship, and service to diversity in sport” from the Diversity Committee of the North American Society for Sport Management and was presented the award while at the conference May 23-27, 2012.

(35) **Founding Team Member:** I am a Founding Team Member of the newly formed World Association for Sport Management; April, 2012.

(34) One of my courses, Seminar in Sports Marketing Fan Research, has been featured in articles in 2 different issues of the GSU Magazine (2008, 2010), and was featured in a recent book. The book is titled *Experiential Learning in Sport Management: Internships and Beyond*, authored by Drs. Susan Foster and John Dollar of Saint Leo University, Saint Leo, FL and published by Fitness Information Technology, Inc.

(33) Two students, Terumi Kaibara and Heather Ould, for whom I was the advisor were featured in full length interviews in a book. The book is *Introduction to Sport Management: Theory and Practice*” by Drs. Mark Nagel and Richard Southall (2010, Kendall Hunt Publishing). Terumi lives and works in Japan, and Heather works in Atlanta for a sports marketing company.

(32) **Nominee.** Georgia State University Instructional Innovation Award. Spring, 2009.

(31) I was recently featured in the book *Women as Leaders in Sport: Impact and Influence* (Hums, Bower, & Grappendorf, 2007) as one of the pioneers of the field of Sport Management in the United States.

(30) **Candidate Nominee.** Alabama Sports Hall of Fame. September, 2006.

(29) **Nominee, Sport Management Council Outstanding Sport Management Professional Award.** October, 2006; was nominated for the 2007 award.

(28) **Recipient of the 2004 North American Society for Sport Management (NASSM) Distinguished Service Award.** Named for one of the founding members of NASSM, this award is one of the organization’s most prestigious honors.
(27) Research Fellow Award, North American Society for Sport Management, First group of inductees, June, 2001. This award is bestowed upon those who achieve a significant level of research and scholarship.

(26) Recipient of the 2000 Dr. Earle F. Zeigler Scholar by the North American Society for Sport Management. This is the highest honor and award in the field. It recognizes leadership, service, and research accomplishments. As a part of this award, I delivered the Zeigler Address at the 2000 conference, Colorado Springs, Colorado, June, 2000.

(25) Women’s Basketball Hall of Fame. The WBL (Women’s Professional Basketball League) was the first league in 1978. I was one of the professional players. The WBL as a league was inducted into the WBHOF and is the only league that will receive that honor.

(24) I was the invited speaker to deliver the Commencement Address at Eastern Kentucky University for the College of Health, Physical Education and Recreation. December, 1998.


(21) I was an invited author for a special theme issue on sports tourism for the Journal of Vacation Marketing; July, 1997. Invited papers went through the regular blind review process. My manuscript was published in the January 1999 issue.

(20) The textbook “Ethics in Sport Management” by Joy DeSensi and Danny Rosenberg received the top book of 1996 award in a 1996 book award presentation at the European Society for Sport Management conference, October, 1996, Montpellier, France. This book is one of the books in the Sport Management Library project in which I am involved as part of the Advisory Council. Our responsibilities, since 1991 include, conceptualization of the project and books, the formulation of the author guidelines, selection of authors, and editorial tasks of each manuscript. We are proud and honored that one of our books received this award. It speaks highly of the quality and hard work of the authors.

(19) I was an invited author for a special theme issue on lesbian women in sport for the Women in Sport and Physical Activity Journal; July, 1995. Invited papers went through review. Issue was published Fall 1997.

(18) I was asked to review the book Lesbians and Gays and Sports (P.D.Young, 1995, Chelsea House) for the Women in Sport and Physical Activity Journal.


(16) Prominent Women in Louisville. Selected by the Louisville Free Public Library in celebration of Women’s History Month in March, 1994. Biography & picture was displayed in the Louisville libraries during March.


(13) Distinguished Service Award from the National Association for Sport and Physical Education (NASPE) for work on the Sport Management Task Force and in writing the Curriculum Standards for Sport Management Programs (which were approved in June 1992).


(11) Invited to South Africa to speak at their annual Sport Management Conference, August, 1993.

(10) Invited to teach in Hong Kong and Bangkok, November, 1993.

(9) Awarded “The President’s Cup” from the North American Gay Volleyball Association (NAGVA). The award is presented to a person for outstanding leadership and service. I was awarded the cup because I initiated, organized, and managed the first NAGVA Women’s National Volleyball Championships, held in Louisville on the University of Louisville campus in cooperation with Intramurals and the Dept of HPES, May, 1991 and 1992.


(7) Selected to serve on a 4 member advisory board to develop a set of Sport Management textbooks. This board will manage a significant project: to conceptualize specific topic textbooks for the field of sport management, select authors, and oversee the project to completion. November, 1991-present. Project completion target date is Spring, 1994.

(6) Member of Advisory Council of the Fairness Campaign - a community-wide effort to expand longstanding civil rights law to include protection from discrimination based upon sexual orientation in the areas of employment, housing, and public accommodations. September, 1991-present.

(5) 1990 Stonewall Award for Organization of the Year. Nominee-Louisville Sports Alliance, Inc. I am a Co-Founder (1985) and Co-Director (1985-92) of LSA. This award is given every year in June during National Gay & Lesbian Pride Week. The award is given to an organization that serves primarily the lesbian & gay population of Louisville and has made outstanding contributions to the lesbian and gay community of Louisville. LSA promotes and supports lesbian woman & gay man in sports. Through fund raising and memberships LSA provides financial support for participants, organizes and sponsors sports events locally and nationally, and sponsors Team Louisville - a special project of LSA that organizes Louisville's lesbian & gay athletes for participation in the Gay Games, held every four years. In August, 1990, Team Louisville sent 51 athletes to Vancouver to participate in Gay Games III, which drew 8,000 athletes.

(4) 1990 Stonewall Award for Lesbian Woman of the Year. Nominee. This award is also one of the awards given annually in June during National Gay & Lesbian Pride Week. The award is given to a lesbian woman in Louisville for outstanding contributions to the lesbian and gay community in Louisville. I was nominated because of my work in the Louisville Sports Alliance (see above).

(3) The University of Louisville Trustees Award, Nominee, Spring 1990.

(1) Huntsville & Madison County Sports Hall of Fame, Huntsville, Alabama; Nominee, July, 1989; 1990; 1991; 1992; 1993; 1994--inducted February, 1994 (when I finally met the “must be age 40” requirement!). This was to honor my high school and college basketball careers.

**MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS**

Global Sport Business Association - since October, 2012  
World Association for Sport Management - since April, 2012  
American Alliance for Health, Physical Education, Recreation and Dance. since 1982 (with skipped years)  
Association of Retired Professional Basketball Personnel. since 1980  
European Association of Sport Management. since 1994 (with skipped years)  
National Association for Girl's and Women's Sports (NAGWS). since 1982 (with skipped years)  
National Association for Sports and Physical Education (NASPE). since 1982 (with skipped years)  
North American Association for Sport Management (NASSM). since 1985  
Sport Marketing Association (SMA), since 2003  
Women’s Sports Foundation of the USA  
Japanese Women’s Sports Association  
.....>> I am not a member of the following sport management associations. However, I correspond with them as a way of receiving information from each association and staying current on the development of sport management around the world.  
Asian Association for Sport Management  
British Institute for Sports Administrators  
Hungarian Association for Sport Management  
Italian Association for Sport Management  
Netherlands Association for Managers in Sport  
Portuguese Association for Sport Management  
Hellenic Association for Sport Management  
Sport Management Association of Australia and New Zealand  
Korean Society for Sport Administration  
Japanese Association of Sport Management  
Taiwan Association of Sport Management  
Latin American Association for Sport Management  
Brazilian Association for Sport Management  
African Association for Sport Management
RESEARCH, SCHOLARLY, & CREATIVE ACTIVITY

OVERVIEW: My research interests and lines of inquiry consist of four distinct but interwoven areas. These are (1) sport marketing with a focus on sports consumer behavior; (2) lesbian and gay sport studies with a focus on lesbian and gay sports fans; (3) development of sport management curriculum and literature with a focus on examining the state of sport business management research literature and textbooks; and (4) disability sport and sport management. There are many aspects of these areas that are distinctly interrelated. As such, I am able to draw upon knowledge gained from each area to inform my research in each other area. Therefore, my more recent record consists of works primarily in these areas.

My work in sport marketing has resulted in numerous publications, presentations, and several books -- four with a co-author, a Chinese edition, a Japanese edition, a Portuguese edition, one with 5 contributing authors, one with two co-authors, and three edited book of research papers. My work in curriculum and examining the literature has resulted in numerous presentations and papers. This research has been the impetus for others to begin working in this area and now several scholars and academicians have conducted research examining the sport management literature and body of knowledge. Recently, some of the new research has included a study on sport management papers in Iranian journals, a study of Taiwan sport management journal, and a study of sport management literature in Hungary.

Contents:

The works are arranged in the following categories, and by year within each category:

Manuscripts Submitted for Review
Manuscripts, Books, Chapters Accepted for Publication, In Press, or Under Contract
Works in Progress: Books and Chapters, Scholarly Studies or Papers
Publications: Books, Chapters, Course Books
Publications: Refereed Journals & Abstracts in Proceedings
Presentations Submitted
Presentations Accepted/Rejected
Presentations Given
Reviews of My Works
Examples of Citings in Others’ Works
Workshops
Grants
Editorial Responsibilities

Some items within the recent 5 years (2009-2015) have a brief description so as to give more detail and description to the works.
MANUSCRIPTS SUBMITTED FOR REVIEW or REVISED & RESUBMITTED

Reviews Received with Invitation to Revise & Resubmit; Revisions Made & Resubmitted


(1) Zhang, M., Pitts, B. G., & Zhang, J. (August 2015 – rejected, in revision for another journal; 2014; reviews received 5-10-14 with suggested publication with revisions; paper with revisions was submitted May 20, 2014). Repositioning the Chinese Table Tennis Super League: An inductive inquiry. European Sport Management Quarterly.

Papers Submitted & Under Review


(3) Zhang, M., Zhang, Pitts, B. G. (April 2015). Motives of spectators watching professional sports research: Enlightenment on Chinese Table Tennis Super League reform. Submitted to Capital Institute of Physical Education.


(on hold) Pitts, B. G., & Lilienthal, S. (2012 paper on hold for updates). Lesbian Sports Consumers: An Exploration of Socio-Cultural Marketing Aspects. Submitted to the European Sport Management Quarterly. Rejected with only 1 of 2 reviewers rejecting it. We are currently working on a re-write of the paper to submit it to other journals.

(on hold) Shapiro, D.; Calloway, J.; Pitts, B. G.; & Johnson, B. (xxxx). Preliminary and Exploratory Look at the Global Status of Inclusive sports for Athletes with Disabilities. Submitted to Adapted Physical Education Quarterly. Rejected. We are updating this work to submit it to a different journal soon.
MANUSCRIPTS, BOOKS, CHAPTERS ACCEPTED FOR PUBLICATION/ in press or under contract


WORKS IN PROGRESS: (A) Books or Chapters, (B) Scholarly Studies or Papers

(A) Books or Chapters in Progress


(4) Pitts, B. G. A Rainbow Colored Fire: A History of the Gay Games. This book will trace the history of the development of the Gay Games. It will contain interviews with founders and with people who have been involved with the organization and management of each of the Gay Games. There will be an analysis of the marketing and financing of each event particularly in relation to gaining and developing sponsorship, endorsement, and merchandising. Active work on this project has been stopped for an indefinite period of time because of the current lack of research time to complete it.

(3) Pitts, B. G. Leagues of Our Own: Sports in the Lives of Lesbian and Gay People. This book will trace the history of sports in the lives of lesbian and gay people. I will focus on the efforts to organize, manage, and promote organizations, teams, events, leagues, tournaments, and sport
businesses. Active work on this project has been stopped for an indefinite period of time because of the current lack of research time to complete it.

(2) Pitts, B. G. *Lesbian and Gay Sport Studies: A Reader*. This book is planned as an anthology. It will contain categories according to several topics and issues concerning lesbian women and gay men in sports. I am currently planning the topical categories and collecting articles for each category. This work is coming from my work on “Resources on Lesbian and Gay People in Sport.” Active work on this project has been stopped for an indefinite period of time because of the current lack of research time to complete it.

(1) Pitts, B. G. *Lesbian and Gay Sport Studies: Selected Resources*. This book is planned as an annotated bibliography and will also include several categories of resources comprising lesbian and gay people in sport. Manuscript is currently at 500-plus pages. Active work on this project has been stopped for an indefinite period of time because of the current lack of research time to complete it.

(B) Scholarly Studies, Papers, Books, Other in Progress


(,) Lu-Anderson, D. (California State University); Pitts, B. G. (Georgia State University); Chia-Yo Ku, National Taiwan College of Physical Education, Taiwan), and Kevin Huang (National Hsin-Chu Education University, Taiwan). (2011). Examination of Beverage Industry Participation in Sport Sponsorship in Taiwan. Research Quarterly for Exercise and Sport, Research Consortium Abstracts Supplement. Vol. 82 (1), pp. A-80-81.

(,) Lu-Anderson, D. (California State University); Pitts, B. G. (Georgia State University); Chia-chao Chang (National Taiwan College of Physical Education, Taiwan); & Fang-tza Lin (National Taiwan College of Physical Education, Taiwan). Consumer Behavior and the Baseball Fan: Examining Motivation, Loyalty and Media Viewing of Baseball Fans in Taiwan for Watching Major League Baseball (USA) and Nippon Professional Baseball (Japan). Peer-reviewed abstract. Published in the annual abstract proceedings of the Sport Marketing Association, October 26-29, 2010, New Orleans, Louisiana.

(,) Cuneen, J., DeSensi, J., & Pitts, B. G. (December, 2011). Here Come the Russians! An exploratory study of Russian female tennis stars and Western culture influence (a working title).

(,) Lu-Anderson, D., Pitts, B.G., Cianfrone, B., Zhang, J. (On hold; 2015; 2011). Analysis of consumer behavior characteristics at an ′extreme′ sports event: Professional Bull Riders. Paper in progress (about 1/3 complete). A portion of this research was presented earlier at the Sport Marketing Association conference.

(,) ONGOING: Dome Studies Research Team: In November, 2008, I developed a new Dome Research Team to collaborate on the research conducted at the Georgia Dome over a six year period of time. This team includes: Dr. James Zhang, University of Florida; Dr. Charles Bird, University of Florida; Dr. Doris Lu, Barry University; Dr. Beth Cianfrone, Georgia State University; Carol Lucas, Georgia World Congress Center; some students of the GSU program; and myself. We met in Atlanta in late November, 2008 and organized the mountain of data collected at numerous sports events at the Dome since 2003. So far, our analyses are in progress and include the following (these are rough draft titles):
> Sport Consumer Market Demand Variables and the Atlanta Falcons of the NFL.
> Venue Service Quality: An Analysis of Sport Consumer Attitude Toward Quality of Service.
> Economic Impact and Visitor Spending at the Atlanta Football Classic: An Analysis of the African American Sport Consumer.
> The Women's Final Four: An Analysis of Consumer Spending

(,) A series of studies are being conducted in collaboration with Dr. Jerome Quartersman and other coauthors in the area of examining the sport management literature. I started this line of inquiry in 2000 with a doctoral student at Florida State University (he is now an assistant professor at Indiana University). Jerome Quartersman joined with me in 2003. Now others have joined: Newton
Jackson and Karen Danylchuk. Several studies are underway, have been completed and presented at conferences, and papers are now in the works.

(1) Pitts, B. G., Lu, D., Ayers, K., & Lucas, C. (2007-present). Sociodemographic factors affecting attendance at the 2003 NCAA Women’s Final Four Basketball Championship Games. This paper has been put on hold while we work out some issues.

**PUBLICATIONS: BOOKS, CHAPTERS, & COURSE BOOKS**

**BOOKS**


This book is the *first of its kind* for our field of study.


**CHAPTERS**


COURSE BOOKS


This is an annotated bibliography and collection of resources on lesbian and gay people in sport. It was being used in the course “Lesbian and Gay Sport Studies” that I taught while at the Florida State University (Summer terms 1997 – 2002). Currently (August, 2003), I use it as a resource in other classes. In addition, other faculty occasionally request a copy of it.


This is a collection of manuscripts in 5 topic divisions on lesbian and gay people in sport. It was being used in the course “Lesbian and Gay Sport Studies” that I taught while at the Florida State University (Summer terms 1997 – 2002). Currently (August, 2003), I use it as a resource in other classes. In addition, other faculty occasionally request a copy of it.

PUBLICATIONS: REFEREEED JOURNALS, ABSTRACTS, PROCEEDINGS, & OTHER

2016

Papers:

2015

Papers:


Abstracts:


2014

*See also Chapters published.

Papers:


Abstracts:


2013

See also Books and Chapters Published.


(5) Schwarz, E., Jamieson, N., I., & Pitts, B. G. (2013). The role of demography and migration in shaping the future of leisure, recreation, and sport. Refereed Abstract in the 2013 Sport


2012


(2) Lu-Anderson, D. (California State University), Pitts, B. G. (Georgia State University), Chia-Yo Ku (National Taiwan College of Physical Education, Taiwan), and Kevin Huang (National Hsin-Chu Education University, Taiwan). (2011). Examination of Beverage Industry Participation in Sport Sponsorship in Taiwan. Research Quarterly for Exercise and Sport, Research Consortium Abstracts Supplement, Vol. 82 (1), pp. A-80-81.


(10) Lu-Anderson, D. (California State University); Pitts, B. G. (Georgia State University); Chia-chao Chang (National Taiwan College of Physical Education, Taiwan); & Fang-tza Lin (National Taiwan College of Physical Education, Taiwan). Consumer Behavior and the Baseball Fan: Examining Motivation, Loyalty and Media Viewing of Baseball Fans in Taiwan for Watching Major League Baseball (USA) and Nippon Professional Baseball (Japan). Peer-reviewed abstract. Published in the annual abstract proceedings of the Sport Marketing Association, October 26-29, 2010, New Orleans, Louisiana.


European Association for Sport Management, Prague, Czech Republic, September 15-19, 2010. This symposium included the following four presentations:


(4) Cianfrone, B., **Pitts, B. G.**, Zhang, J. J., Byon, K. K. (2010). Examining the importance and relevance of market demand factors: Theoretical and practical implications.


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**2009**


2008

See also Books Published.


Presenters:
1. Brenda G. Pitts, Professor, Georgia State University, Atlanta, Georgia.
2. Beth Cianfrone, Assistant Professor, Georgia State University, Atlanta, Georgia.
3. Carol Lucas, Marketing Research Manager, The Georgia Dome and Georgia World Congress Center, Atlanta, Georgia.
4. Chia-Ying (Doris) Lu, Barry University, Miami, Florida.
5. Students of the Georgia State University Masters in Sport Administration Program.

2007


Kanoya, Kagoshima, Japan. This conference featured only 9 invited international speakers (2 of whom are from the USA) and was sponsored by the Japanese Ministry of Education.

2006

(1) Chun-hau Huang, National Taiwan College of Physical Education; Chia-ying (Doris) Lu, National Taiwan College of Physical Education (advisor)/Barry University; Fang-tzan Lin, National Taiwan College of Physical Education; Hsiao-hwei Peng, National University of Tainan, Taiwan; Yu Huang, National Hsinchku University of Education, Taiwan; Brenda Pitts, Georgia State University. (2006). An Exploration of Brand Equity in Taiwan Professional Baseball. Refereed abstract published in the proceedings of the annual scholarly conference of the Sport Marketing Association, Denver, Colorado, November 2-5, 2006.


2005


(2) Lu, Chia-ying (Doris) National Taiwan College of Physical Education, Taiwan; Pitts, B. G., Georgia State University, USA; Chou, Chien-chich, Taipei Physical Education College, Taiwan; Chen, Chen-ching, National Taiwan College of Physical Education, Taiwan; and Chin, Jen-chung (Janet), National Taiwan College of Physical Education, Taiwan. (2005). Patch Game: An Evaluation of Sponsor Logos on the Uniforms of Professional Baseball Players in Taiwan.
Refereed abstract published in the proceedings of the 3rd annual conference of the Sport Marketing Association, November 9-12, 2005, Tempe, Arizona, USA.

(3) Pitts, B. G. (2005). Building Living Classroom Partnerships with Local Sport Business Industry: An Example. Presenters: 1. Brenda G. Pitts, Professor, Georgia State University, Atlanta, Georgia, USA 2. Carol Lucas, Marketing Research Manager, The Georgia Dome and Georgia World Congress Center, Atlanta, Georgia, USA 3. Chia-Ying (Doris) Lu, National Taiwan College of Physical Education, Taiwan 4. Kenneth Goglas and Amber Poe, Students of the Georgia State University Masters in Sport Administration Program

Refereed abstract published in the proceedings of the 3rd annual conference of the Sport Marketing Association, November 9-12, 2005, Tempe, Arizona, USA.


2004


in the conference papers of the annual scholarly conference of the European Association for Sport Management (EASM), Ghent, Flanders, Belgium, September 22-25, 2004.


2003


2002


2001


**This study is the first of its kind involving an analysis of sport management journals. Specifically, it is a content analysis of a sport marketing journal. It will be a significant
contribution to the literature and, hopefully, will establish a base from which there will be further research and analysis of the literature in sport management.


Study of the economic size of Gay Games V held in Amsterdam in 1998.

(4) Pitts, B. G., Miller, L. K., Jisha, J., Schneider, R., & Grube, A. (2001). So You Want to be a Sport Management Professor? From Program Selection to Tenure and Promotion. Titles of papers: “Factors in Selecting a Doctoral Program in Sport Management”, Jay Jisha, Florida State University; “Tips for Finishing the Ph.D. and Getting the Sport Management Faculty Position.”, Angela Johnson, Assistant Professor, Western Carolina University, and Ray Schneider, Assistant Professor, Bowling Green State University; “From Doctoral Preparation to tenure and Promotion: Becoming a Successful Sport Management Professor”, Brenda Pitts, Full Professor, Florida State University, & Lori K. Miller, Full Professor, Wichita State University. Refereed abstracts. Conference Proceedings of the North American Society for Sport Management, May 28-June 3, 2001, Virginia Beach, Virginia.


This paper is the Zeigler Address delivered at the 2000 North American Society for Sport Management Conference as the recipient of the Dr. Earle F. Zeigler Award for top scholar in the field. (This paper went through minor editing and review.)


This paper offers an overview of the Gay Games and an analysis of women’s involvement.

2000

A study of the increasing use of destination marketing by Gay Games VI organizers, the Sydney Gay Games Organizing Committee.


**1999**


This study offers a critique of how sports facilities are utilizing the web as a marketing medium.


This study explored sports tourism and the lesbian and gay market. The findings revealed that it is an industry estimated at around $15 billion.

**1998**

We explore the current state of the field of sport management focusing on a critical analysis of research outlets. We point out the need for and offer a model for encouraging increased specialization of the content areas, such as sport marketing, sport finance, and sport governance, by initiating specialized professional journals and conferences.


This study is an analysis of sponsorship effectiveness at the Gay Games IV in New York in 1994 through sponsorship recognition methodology.


1997


Study of sports and recreation products targeting the lesbian sports consumer. Identifies the lesbian sports industry and that it is a multi-million dollar industry.


1995


Explores the effects of JIT management theory as it was applied to the Hillerich & Bradsby Company’s manufacturing.


Historical trace of the initiation of the Gay Games conference and an overview of the first conference in 1994.


1994


Offers a sport industry segmentation model developed from industry segmentation theory.


1993


**1992**


1991


1990

(1) Pitts, B. G. (1990, October). Reality check: Gay Games III vs. the world. The Letter, 1, 10-11. (This is a non-refereed publication.)


1989


1988


(2) Fielding, L. W. & Pitts, B. G. (1988, April) Customized Bats and the American Imagination. The Derby Magazine. (This is a non-refereed publication.)


1987


(2) Pitts, B. G. The Effects of a Smaller, Lighter Basketball on Skill Performance of Female Basketball Players. Abstract in the 1986-87 Completed Research in Health, Physical Education, Recreation and Dance.

1985

1984
(1) Pitts, B. G. (1984, October). Smaller Basketball Not Right Size for Women Players. NCAA News, 21 (34), p. 2. (This is a non-refereed publication.)

RESEARCH and SCHOLARLY PRESENTATIONS

PRESENTATIONS SUBMITTED FOR 2016 & 2017 CONFERENCES

None currently submitted or under review.

PRESENTATIONS ACCEPTED/REJECTED FOR 2015 & 2016 CONFERENCES

2016 conferences:


PRESENTATIONS GIVEN

2016
(3) Pitts, B. G. (2016). Sport marketing and the sport business industry. Invited lecture delivered to the study abroad group of sport management students and professors from Juntendo University, Tokyo, Japan, in Cincinnati, Ohio, March 23, 2016.


2015


2013 -- Total presentations in 2013 is 26 (a career record for me)


((1)) Visiting Scholar - During April 19 - 27, 2013, I was a Visiting Scholar to two universities in the Netherlands to lecture and work with students and faculty in Sport Marketing. Below are the lectures given.

Monday

(10) Pitts, B. G. (2013). Sport management education and how an American university works. Presentation at Johan Cruyff University, Amsterdam, Netherlands, April, 2013.
(9) Pitts, B. G. (2013). Sport management international sport: Study abroad program. Presentation at Johan Cruyff University, Amsterdam, Netherlands, April, 2013.

Tuesday
(8) Pitts, B. G. (2013). The sport business industry and sport marketing research. Presentation at Johan Cruyff University, Amsterdam, Netherlands, April, 2013.
(7) Pitts, B. G. (2013). Conducting sport marketing research, analyzing data for conclusions, and drawing conclusions for application. Presentation at Johan Cruyff University, Amsterdam, Netherlands, April, 2013.
(6) Pitts, B. G. (2013). Sport marketing research: Writing the abstract and paper. Presentation at Johan Cruyff University, Amsterdam, Netherlands, April, 2013.

Wednesday
(5) Pitts, B. G. (2013). The sport business industry: A sport marketing perspective. Presentation at Johan Cruyff University, Amsterdam, Netherlands, April, 2013.
(3) Pitts, B. G. (2013). Conducting sport marketing research, analyzing data for conclusions, and drawing conclusions for application. Presentation at Johan Cruyff University, Amsterdam, Netherlands, April, 2013.

Thursday
(2) Pitts, B. G. (2013). The sport business industry: A sport marketing perspective. Presentation at the Wagner Group Institute, Groningen, Netherlands, April, 2013.

2012


(4) Azimzadeh, S. M1, M. Ehsani2, A. Kordnaeij3, H. Kozechian4 and Prof. Pitts, B5 (2012). The study of relationship between small and medium sized sport enterprises start-up and entrepreneurial personality characteristics. Presentation delivered at the 2nd International Social Sciences in Physical Education and Sport Congress; May 31 - June 1, 2012; Ankara, Turkey.
(1) University of Tarbiat Modares, Sport Management, PhD Candidate; 2.3 & 4. Tarbiat Modares University, Iran; and, 5. Georgia State University, USA.


Rejected


2011


(3) Brison, N., Moorman, A., Pitts, B. G. (2010, November 1). Sport Beverage Labels: Analysis of Food and Drug Administration Guidelines and the Potential Legal Implications for Marketing

(2) Lu-Anderson, D. – California State University, Pitts, B. G. – Georgia State University, Chia-Yo Ku, National Taiwan College of Physical Education, Taiwan, and Kevin Huang, National Hsin-Chu Education University, Taiwan. (June 14, 2010). Examination of Beverage Industry Participation in Sport Sponsorship in Taiwan. Presentation at the annual conference of the Research Consortium of the American Alliance for Health, Physical Education, Recreation, & Dance, San Diego, California, March 29 – April 2, 2011.


PRESENTATIONS ACCEPTED/REJECTED FOR 2009-2011 CONFERENCES


(2) Pitts, B. G., Zhang, J., Lu, D., Bradbury, T., Shilbury, D., Ferkins, L., & Wiersma, C. (2008-2009). Six degrees of collaboration: Successfully whistling your part in the symphony for scholarly productivity in sport management. This submission received NO negative reviews; in fact, it received ONE positive review. However, it was rejected due to space limitations for presentation at the 2009 North American Society for Sport Management, May, 2009, University of South Carolina, South Carolina.


2010


(3) Lu-Anderson, D. – California State University; Pitts, B. G. – Georgia State University; Chichao Chang, National Taiwan College of Physical Education, Taiwan; & Fang-tza Lin, National Taiwan College of Physical Education, Taiwan. *Consumer Behavior and the Baseball Fan: Examining Motivation, Loyalty and Media Viewing of Baseball Fans in Taiwan for Watching Major League Baseball (USA) and Nippon Professional Baseball (Japan)*. Presented at the annual conference of the Sport Marketing Association, October 26-29, 2010, New Orleans, Louisiana.


2009


(4) Pitts, B. G. (2009, June). The use of destination marketing for attracting consumers to sports events: The case of the city of Atlanta and the Georgia Dome. Keynote Speaker. Presentation given at the Annual Conference of Sport Management, National Taiwan College of Physical Education, Taichung, Taiwan.

(5) Pitts, B. G. (2009, June). Sport Marketing: What is it? Who needs it? Invited presentation given at the National University of Tainan, Tainan, Taiwan; for a Sport Management class and other invited guests.


2008


Presenters:
1. Brenda G. Pitts, Professor, Georgia State University, Atlanta, Georgia.
2. Beth Cianfrone, Assistant Professor, Georgia State University, Atlanta, Georgia.
3. Carol Lucas, Marketing Research Manager, The Georgia Dome and Georgia World Congress Center, Atlanta, Georgia.
4. Chia-Ying (Doris) Lu, Barry University, Miami, Florida.
5. Students of the Georgia State University Masters in Sport Administration Program.


**2007**


4. Pitts, B. G. (2007, February). Co-op and Internship Opportunities in Sport Business. **Invited** presentation delivered at the CO-OP International Research Forum 20078 on the Development of Career Training Programs for Sporting Professions, February 16-18, Kanoya, Kagoshima, Japan. This conference featured only 9 invited international speakers (2 of whom are from the USA) and was sponsored by the Japanese Ministry of Education.


**2006**
(1) Chun-hau Huang, National Taiwan College of Physical Education; Chia-ying (Doris) Lu, National Taiwan College of Physical Education (advisor)/Barry University; Fang-tzuan Lin, National Taiwan College of Physical Education; Hsiao-hwei Peng, National University of Tainan, Taiwan; Yu Huang, National Hsinchu University of Education, Taiwan; Brenda Pitts, Georgia State University. “An Exploration of Brand Equity in Taiwan Professional Baseball.” Presentation at the annual scholarly conference of the Sport Marketing Association, Denver, Colorado, November 2-5, 2006.


2005

(1) Lu, Chia-ying (Doris) National Taiwan College of Physical Education, Taiwan; Pitts, B. G., Georgia State University, USA; Chou, Chien-chich, Taipei Physical Education College, Taiwan; Chen, Chen-chang, National Taiwan College of Physical Education, Taiwan; and Chin, Jen-chung (Janet), National Taiwan College of Physical Education, Taiwan. (2005). Patch Game: An Evaluation of Sponsor Logos on the Uniforms of Professional Baseball Players in Taiwan. Presented at the 3rd annual conference of the Sport Marketing Association, November 9-12, 2005, Tempe, Arizona, USA.
(2) Pitts, B. G. (2005). Building Living Classroom Partnerships with Local Sport Business Industry: An Example. Presenters:
1. Brenda G. Pitts, Professor, Georgia State University, Atlanta, Georgia, USA
2. Carol Lucas, Marketing Research Manager, The Georgia Dome and Georgia World Congress Center, Atlanta, Georgia, USA
3. Chia-Ying (Doris) Lu, National Taiwan College of Physical Education, Taiwan
4. Kenneth Goglas and Amber Poe, Students of the Georgia State University Masters in Sport Administration Program

Featured symposium presentation at the 3rd annual conference of the Sport Marketing Association, November 9-12, 2005, Tempe, Arizona, USA.


2004


Missed Presentation: (9) Pitts, B. G. (2004-2005, June 30 submitted). So, You Want to Teach Sport Marketing? Help For New Professors Preparing for Teaching the Sport Marketing Course. Submitted for review for presentation at the annual SMAANZ (Sport Management Association of Australia and New Zealand) conference, November 22-25, 2004, Melbourne, Australia. Paper was accepted but I could not go to the conference due to lack of travel funding from the department/university.

2003


(7) Pitts, B. G. (2003). Sports Sponsorship: What is Sponsorship and How Do You Attain Them. Presentation (invited) at the African Academy of Disabled Sport, May, 2003, Georgia State University, Atlanta, GA.


(9) Pitts, B. G. (2003). Sponsorship recognition, brand management, and intent to purchase: Sponsors of lesbian and gay sports events receive unusually high support from event attendees. Paper presented at the conference of the National Gay and Lesbian Athletics Foundation, March 27-30, 2003, Boston, Massachusetts, USA.


2002


2002 -- Missed presentation....

(1) Pitts, B. G. & Slattery, J. (2002). Sport Marketing In Practice: Observations on Sponsorship Activities At the FIFA 2002 Men’s World Cup Soccer. Accepted for presentation at the American Marketing Association’s Sport Marketing Faculty Consortium, October 3-6, 2002, University of Kentucky, Lexington, Kentucky. This paper was not presented because neither author was able to attend the conference due to extenuating circumstances, and this was only the second time in 18 years I have been accepted on a program and could not attend to present (the 1st time was in January 2000 when I had the flu and could not travel).

2001


(3) Pitts, B. G., Miller, L. K., Jisha, J., Schneider, R., & Grube, A. (2001). A symposium, titled “So You Want to be a Sport Management Professor? From Program Selection to Tenure and Promotion.” Titles of papers: “Factors in Selecting a Doctoral Program in Sport Management”, Jay Jisha, Florida State University; “Tips for Finishing the Ph.D. and Getting the Sport Management Faculty Position.”, Angela Johnson, Assistant Professor, Western Carolina University, and Ray Schneider, Assistant Professor, Bowling Green State University; “From Doctoral Preparation to tenure and Promotion: Becoming a Successful Sport Management Professor”, Brenda Pitts, Full Professor, Florida State University, & Lori K. Miller, Full Professor, Wichita State University. Presented at the North American Society for Sport Management conference, May 28-June 3, 2001, Virginia Beach, Virginia.


2000


Year 2000 PRESENTATIONS ACCEPTED, BUT NOT GIVEN due to illness


1999


1998


Dr. Brenda G. Pitts --- Vita --- Page 75


1997


1996


1995


1994


1993


1992


(5) Pitts, B. G. & Fielding, L. W. "Practical Application of the NASPE-NASSM Curriculum and Accreditation Guidelines: The Graduate Program in Sport Administration at the University of Louisville." AAHPERD Conference; April 8 - 12, 1992; Indianapolis, IN.

(6) Brassie, S., Pitts, B. G., & Parks, J.B. "NASPE-NASSM Curriculum and Accreditation Guidelines Report." AAHPERD Conference; April 8 - 12, 1992, Indianapolis, IN.


1991


(3) Pitts, B. G., "The lesbian woman in sport." The National Lesbian Conference; April 24-28, 1991; Atlanta, Georgia.


1990

(1) Pitts, B. G. "Gay Games III, August 4-11, 1990: Global Community Through Sport." Meeting of the University of Louisville Gay and Lesbian Student Union, Bingham Humanities Building, University of Louisville, December 12, 1990.


Dr. Brenda G. Pitts --- Vita --- Page 80


1989

(1) Pitts, B. G. & Fielding, L. W. "Sport Administration Program Accreditation: Issues and Implications." Presented for research session: "Sport Administration Program Accreditation: Are We Ready?" The International Conference on Sports Business; November 5-8, 1989; University of South Carolina, Columbia, S.C.

(2) Fielding, L. W. & Pitts, B. G. "Sport Administration Program Accreditation: In Search of the Model Curriculum." Presented for research session: "Sport Administration Program Accreditation: Are We Ready?" The International Conference on Sports Business; November 5-8, 1989; University of South Carolina, Columbia, S.C.

(3) Pitts, B. G. & Fielding, L. W. "Implementing a Total System Concept of Marketing: Hillerich and Bradsby 1915 to 1923." The North American Society for Sport Management Conference; June 1-5, 1989; Calgary, Canada.

(4) Pitts, B. G. & Fielding, L. W. "Accreditation in Sport Management." North American Society for Sport Management Conference; June 1-5, 1989; Calgary, Canada.


(8) Pitts, B. G. "Leagues of Their Own: Organized Responses to Sport Homophobia." 1989 Conference of the American Alliance of Health, Physical Education, Recreation and Dance and the National Association for Girls and Women in Sport; April, 1989; Boston, MA.

1988

(1) Pitts, B. G. & Fielding, L. W. "From Product Orientation to Market Orientation: Emergence of Frank Bradsby." 1988 Kentucky Association for Health, Physical Education, Recreation and Dance; November 11-13, 1988; Louisville, KY.

(2) Fielding, L. W. & Pitts, B. G. "J.A. Hillerich and Production Orientation: The Early Years of the Louisville Slugger." 1988 Kentucky Association for Health, Physical Education, Recreation, and Dance. November 11-13, 1988; Louisville, KY.

(3) Pitts, B. G. "How to Mentor Potential Leaders." The 1988 Women's Sports Leadership Conference: Teaching, Coaching, Officiating, and Administration; July 7-9, 1988; Eastern Kentucky University, Richmond, KY.


1987


(2) Fielding, L. W. & Pitts, B. G. "From Schlager to Louisville Slugger: Notes On The Early History of Sport Marketing." North American Society for Sport History; May 22-25, 1987; Columbus, Ohio.

(3) Pitts, B. G. "Internships In Sport Management." Kentucky Association of Health, Physical Education, Recreation, and Dance; Nov. 13-15, 1987; Frankfort, KY.

(4) Pitts, B. G. "Sport - The Final Frontier: Sex Discrimination In Sports Leadership." Kentucky Association for Counseling and Development; October 21-23, 1987; Louisville, KY.

1986

Dr. Brenda G. Pitts --- Vita --- Page 82
(1) Pitts, B. G. "The Effects of a Smaller, Lighter Basketball on High School and College Female Basketball Players." The VIII Commonwealth and International Conference on Sport, Physical Education, Dance, Recreation and Health; July, 1986; Glasgow, Scotland.

(2) Pitts, B. G., Fielding, L. W. & Semenick, D. "Determining Basketball Size and Basket Height for Females to Maximize Performance for the Dunk." National Association for Girls and Women in Sport; April, 1986; Cincinnati, Ohio.

(3) Pitts, B. G. "What the research Tells Us About Equipment for Girl's and Women's Basketball." An invited presentation: National Association for Girls and Women in Sport, April, 1986; Cincinnati, Ohio.

1985

(1) Pitts, B. G. "Analyzing the Research: Effects of the Smaller Basketball on Performance of Female Basketball Players." An invited presentation: Indiana Association for Health, Physical Education, Recreation and Dance; October, 1985; Ft. Wayne, IN.

(2) Pitts, B. G. "The Effects of a Smaller, Lighter Basketball on Skill Performance of Female Basketball Players." Kentucky Association for Health, Physical Education, Recreation and Dance; November, 1985; Lexington, KY.

(3) Pitts, B. G. "Innovative Materials and Equipment Design to Enhance Performance in Basketball." Association of Research Administration, Professional Councils and Societies; April, 1985; Atlanta, GA.

(4) Pitts, B. G. "Effects of a Smaller, Lighter Basketball on Skill Performance of Female Basketball Players." National Association for Girls and Women in Sport; April, 1985; Atlanta, GA.

PRESENTATIONS ACCEPTED BUT NOT GIVEN

(1) Pitts, B. G. "A Brief History of the Gay Games." Lesbian & Gay History Conference; November, 1992; Montreal, Canada. Withdrew due to lack of travel funding from U of L.

(2) Fielding, L. W., Pitts, B. G. & Miller, L. K. "Advertising Techniques and the Target Market: Case Studies in Product Differentiation." The International Conference on Sport Business; Feb, 1992; Columbia, South Carolina. Withdrew due to lack of travel funding from U of L.

REVIEWS OF MY WORKS


EXAMPLES OF CITINGS IN OTHERS’ WORKS --- a sample


sponsorship and the appointment of a new sponsor. *Journal of Marketing Communications, 12* (2), 125-144.


Third Annual Conference of the Sport Marketing Association (pp. 67 - 74). Morgantown, WV: Fitness Information Technology.


This study, a theoretical framework for the study of sport industry segmentation, was used as the basis of and the operational definition of sport for the following textbook:


The framework of sport marketing strategy, as developed and presented in Pitts & Stotlar (1996) Fundamentals of Sport Marketing, was used as the foundation for the following chapter:


**WORKSHOPS**

(1) Pitts, B. G. "Women and A.I.D.S." Health Fair; April 14-15, 1987; Louisville, KY.

**GRANTS & CONTRACTS**

() January 14, 2016 -- Submitted Proposal: Brenda Pitts, Primary Investigator; Deborah Shapiro, Co-Primary Investigator; Kenny Chen, Hong Kong Baptist University, Partner; Anneliese Goslin, University of Pretoria, South Africa, Partner. Proposal was submitted for “Comparative Urban Research – Partnership Initiation Grants”, Office of the Provost, Georgia State University. Title of our Proposal: Development through Sport: Building Social capital and Quality of Life in Mega-Cities.” Amount proposed: $10,600.00USD.

() Research Partnership Initiation Grant Proposal for “Health and Wellbeing across Global Megacities” Title of Proposed Research – Phase I: “Social Impacts of Sports in Megacities: Issues of Social Capital, Development, and Alleviating Mental Stressors in the Megacity”. Phase I Funding: HKD$50,000.00 to support the establishment of a research team which must be one academic from Hong Kong Baptist University, Georgia State University, and South Africa (University of Pretoria, University of Cape Town, University of Western Cape). Phase II Funding: HKD$250,000.00 to support a field-based pilot investigation leading to a competitive external grant proposal. Our Research Team: Kenny Chen Chou, Assistant Professor, Hong Kong Baptist University; Brenda G. Pitts, Professor, Georgia State University; Anneliese Goslin, Professor, University of Pretoria. Our Research Proposal for Phase I was submitted December 12, 2014 and AWARDED $10,000HKD January 2015.

() Submitted research grant proposal for $5,000.00: with Dr. Karen Danylchuk (Primary) at the University of Western Ontario, January, 2013. March, 2013: Rejected.
() Submitted Proposal to the EU-US Atlantis Excellence in Mobility Grant for a faculty exchange trip to Malmo University, Malmo, Sweden during the Spring 2012 semester. The award is for $2,000.00. Submitted on December 1, 2011. January 2012 - was not selected.

() Grants 2011-2012. Sport Management program faculty split the work and management of several grants. So far in 2011-2012, mine total $10,420.00.

() Grants 2010-2011. Sport Management program faculty have split the supervision of these many grants that were in my name for many years. In 2010-2011 the grants for my name were $18,000.00

() Funded: Georgia State University Student Technology Fee Grant. May 2010-May 2011. Awarded grant of $16,905.00 to replace all computers in the Sport Business Research Center with all new computers.

() Grants (external) for academic year 2009-2010 totaled $249,000.00. These grants are in association with research project of analyzing the sport business job market in Atlanta. Co-investigators are colleagues Dr. Beth Cianfrone and Professor Natasha Brison.

() Grants 2008-2009 totaled $255,000.00.

() Grants (external) for academic year 2007-2008 totaled $212,000.00. These grants are in association with research project of analyzing the sport business job market in Atlanta. Co-investigators are colleagues Dr. Beth Cianfrone and Dr. Jimmy Callaway.

() Submitted a grant proposal for the 2009 North American Society for Sport Management Research Grant, April 1, 2009. Our submission was for $4,316.00 for a study titled “Analysis of the State of the Assistantship and Job Market for Sport Management Students in a Metro City Area as Factors that Affect the Decision to Apply and Attend a Graduate Program.” This grant was submitted with Dr. Beth Cianfrone and Professor Natasha Brison. Rejected.

() Submitted a proposal for the Department of Kinesiology and Health research grant for 2009. Our submission was for $2,399.00. Approved and received.

() Submitted a proposal for the Department of Kinesiology and Health research grant for 2009. Our submission was for $3,000.00. Approved and received.

() Submitted for the 2009 Georgia State University Writing Across the Curriculum Grant ($2,000.00), March 2009. Rejected because I had been a recipient of the grant in 2005 and the committee wants to target and award first-time submitters.

() Grants: With several sport businesses in Atlanta over $100,000. These grants provide jobs for students in our program, and research for our faculty.

() Submitted for and RECEIVED a $2000.00 grant from the Writing Across the Curriculum program at GSU to participate in a two-day seminar about infusing writing into your classes. The purpose of this is to train and encourage faculty to infuse more writing into their courses. One of my courses, Sport Marketing, is now listed on the university’s writing courses list. The purpose of this is to train and encourage faculty to infuse more writing into their courses. March 2005.

() Submitted for and RECEIVED a $500.00 grant from the Writing Across the Curriculum program at GSU for travel to present a paper about infusing writing into your sport management courses. October 4, 2005.
() At Georgia State University (since June 2002), I have grants and contracts with several local sport businesses in Atlanta. These have totaled over $300,000.00.

() Pitts, B. G. (January, 2004). Submitted for a $500.00 grant from the Georgia Dome to conduct research. Granted.

() Pitts, B. G. (September, 2003). Submitted for a $500.00 grant from the Georgia Dome to conduct research. Granted.

() Pitts, B. G. (March 15, 2002). Submitted for a $1000.00 travel grant to the Chiang Ching-kuo Foundation for International Scholarly Exchange to attend the ICHPERD conference in Taipei, Taiwan, June 26-29, 2002. Was rejected.

() September 8, 2001 -- I received a $3,000.00 grant from the FSU President’s Office to develop and teach a special undergraduate course in the Spring 2002 semester. This course will be different from any currently taught. The course is limited to 15 “first-time-on-campus” students. The grant is for use during January - June, 2002.

() President’s Travel Grant. Proposed for travel funding to present a paper at a scholarly conference: the European Association for Sport Management held in Spain in September, 2001. Proposal was to receive the maximum amount, $600.00, awarded by the Provost’s Travel Grant program toward the total cost of this research activity. Submitted October, 2001.

() President’s Travel Grant. Proposed for travel funding to present a paper at a scholarly conference. Proposal was to receive the maximum amount, $600.00, awarded by the Provost’s Travel Grant program toward the total cost of this research activity which came to $1,400.00. Submitted February, 2001. My proposal was rejected because I received one of these grants for Fall, 2000.

() Pitts, B. G. Grant proposal submitted to College of Education Graduate Studies and Research; competition to write a “white paper” that addresses a key issue in education and serves to inform educational leaders and others. The authors of “winning” proposals to write a paper are to receive $1,000 from the College of Education which can be used for OPS and/or expense. My proposal’s title is “Violence, Education, and Sports: Where Should Educators and Administrators Draw the Line?” Awarded $1,000.00 March, 2001.

() President’s Travel Grant. Proposed for travel funding to present a paper at a scholarly conference. Proposal was to receive the maximum amount, $600.00, awarded by the Provost’s Travel Grant program toward the total cost of this research activity which came to $1,676.00. Submitted October, 2000. Awarded $600.00 February, 2001.

() Pitts, B. G. Grant proposal submitted to College of Education Graduate Studies and Research; competition to write a “white paper” that addresses a key issue in education and serves to inform educational leaders and others. The authors of “winning” proposals to write a paper are to receive $1,000 from the College of Education which can be used for OPS and/or expense. My proposal’s title is “Violence, Education, and Sports: Where Should Administrators Draw the Line? Lessons From the Bobby Knight Downfall.” My proposal was submitted September 25, 2000. (proposal deadline Sept. 30, 2000). In November, 2000 I was informed that my proposal was rejected. No reasons were given.
() Pitts, B. G. Grant proposal submitted to College of Education Summer Research Grant ($2500.00), Summer, 2000 to develop materials to write an external grant. Submitted April, 2000. Rejected April, 2000 because I had been awarded one in the previous summer.

() Pitts, B. G. “The Gay Games Book: The Story of the Gay Games.” Grant proposal for $51,500.00 was submitted to The Rainbow Endowment Fund, an organization established by Martina Navratilova through funds from The Rainbow Card (a Visa credit card) and corporate sponsors, to fund expenses and a one-year sabbatical (salary/benefits) to support the research toward and development of the manuscript for the first book on the Gay Games. Submitted January 30, 2000. Rejected June, 2000.

() Pitts, B. G. “The Martina Navratilova Center for Lesbian and Gay Sport Studies.” Grant proposal for $31,200.00 (first year), and $27,400.00 for two years was submitted to The Rainbow Endowment Fund, an organization established by Martina Navratilova through funds from The Rainbow Card (a Visa credit card) and corporate sponsors, to fund a lesbian and gay sport studies archives as the first part of the Martina Center. Submitted January 30, 2000. Rejected June, 2000.

() Pitts, B. G. “The Martina Symposium.” Grant proposal for $20,700.00 was submitted to The Rainbow Endowment Fund, an organization established by Martina Navratilova through funds from The Rainbow Card (a Visa credit card) and corporate sponsors, to fund a lesbian and gay sport studies symposium. Submitted January 30, 2000. Rejected June, 2000.

() Pitts, B. G. College of Education Summer Research Grant, Summer, 1999. Awarded $2,800.00 to develop materials to write an external grant. Wrote and submitted 3 grant proposals.

() Pitts, B. G. “A Ten-Year Analysis of the Growth and Development of the Lesbian and Gay Sport Industry.” Grant Proposal submitted January, 1999 to The Florida State University Committee on Faculty Research Support. The proposal included assistance for a graduate student research assistant to help with the preparation of a survey instrument for mailing, to travel with me to do research in the Federation of Gay Games Archives in the San Francisco Library, to assist me in the collection of data and historical materials needed, and in the completion of the study. The study will be used as a pilot study for writing a major grant for funding a larger project on the growth and development of lesbian and gay sports in the historical and socio-cultural context of the country. The graduate students will be selected by me from among a few who are giving serious consideration to the study of lesbian and gay people in sport as a dissertation study. Proposal was rejected (March, 1999).

() President’s Travel Grant. Proposed for travel to present a paper at a scholarly conference. Proposal was for travel support of $600.00. Submitted September, 1998. Funded, December, 1998.

() President’s Travel Grant. Proposed for travel to present 3 papers at two scholarly conferences. Proposal was for travel support of $612.50. Submitted February, 1998. Funded.

() Pitts, B. G. “An Analysis of the Economic Impact of Gay Games V in Amsterdam 1998.” Grant Proposal submitted January 16, 1998 to The Florida State University Committee on Faculty Research Support. Proposal was for $8,015.20 including faculty salary and $3,000.00 toward travel for 2 graduate students to travel to Amsterdam with me to conduct the study. Decision announced March 2, 1998: proposal rejected; no feedback given.

() I have received a $750.00 grant for my responsibilities as Co-Editor-in-Chief of the Sport Management Library, January 1998 - December 2000. This responsibility involves the development of textbooks in sport management. This will involve identification of authors, directing development of content, and reviewing

Dr. Brenda G. Pitts --- Vita --- Page 99
manuscripts through completion of the book. There is an editorial board of 3 members: a co-editor-in-chief and 2 board members.

() On hold: I am developing a document to seek grant funding for a series of studies. The studies will include research involving the study of lesbian and gay people in sport and sport management. The work will also include funding 2 conferences for which the topic will be lesbian and gay people in sport. A third part of this project is to establish an institute for the study of lesbian and gay people in sport. The purposes of this organization will be to encourage research, fund research, sponsor an annual conference, encourage consideration of the establishment of Lesbian and Gay Sport Studies as an identified area of scholarly endeavor, and eventually to sponsor a research journal.

() President’s Travel Grant. Awarded for travel to present 2 papers at a scholarly conference, the North American Society for Sport Management, May 28 - June 1, 1997. Award was for $198.00.

() Pitts, B. G. “The Significance of Sport as a Social and Cultural Force in the Lives of Lesbian Women.” This proposal is for grant funding to support the collection of data and primary and secondary resources for an analysis of sport as a social and cultural force in the lives of lesbian women from the 1900’s to today. Amount requested: $3,000.00. Proposal submitted to the President’s Research Initiative Fund: Research on Women; University of Louisville; March 15, 1996. Proposal was rejected; no reason was given. However, I plan on using the document to develop a grant proposal to submit to another organization.

() Pitts, B. G. 1995-96 Center for Faculty Development Course Development/Revision Grant. This grant required attendance at 10 two-hour workshops during the Fall 1995 and Spring 1996 semesters. My responsibility was to assess my courses for inequalities related to cultural diversity. At the end of the year, I submitted a revised course. ($750.00)

() Pitts, B. G. Faculty development grant to develop a WR course. This grant required me to attend 5 three-hour workshops over the Fall 1994 and Spring 1995 semesters. We usually had some “homework” between the workshops, which were held once in October, November, January, February, and March. My responsibility was to revise one of my courses to submit for review to become a writing course for the university. $500.00, October, 1994-95.


() Pitts, B. G. "The Effects of Participation of Lesbian Women and Gay Men in the Gay Games and Other Sport Opportunities." Submitted to: President's Research Initiative Research Grant; $800.00, March, 1990. Grant Proposal was rejected May, 1990.

() Pitts, B. G. & Thornberry, E. (Spring, 1990). $4,000.00 awarded from the Kentucky State Department of Education, Office of Equal Educational Opportunities. For: 1990 Citizens for Sports Equity Project. The project holds activities to locate, train and support talented girls and women in sport in coaching, officiating and administration; to promote the benefits of athletics to students, educators, parents and communities; to provide role models for students; to assist in communication between athletes, administrators, parents, and communities; and to provide educational knowledge on current topics in sport.

() Pitts, B. G. (Spring, 1989). $2,000.00 awarded from the Kentucky State Department of Education; Office of Equal Educational Opportunities. For: 1989 Kentucky Sports Equity Project, Inc. Conference; April 13-14, 1989; held on University of Louisville, Shelby Campus, Louisville, KY.
() Pitts, B. G. (Spring, 1989) School of Education, Research and Faculty Development Grant: to attend a specialized conference on sport law as a means of gaining knowledge and information needed to develop a course in sport law. This course will enhance the Sport Administration curriculum. Amount needed: $1,157.00. Amount requested through grant: $407.00. Proposal was rejected.

() Pitts, B. G. Center for Faculty and Staff Development Grant: to attend a specialized conference on sport law as a means of gaining knowledge and information needed to develop a course in sport law. This course will enhance the Sport Administration curriculum. Amount requested through grant: $750.00. Proposal was rejected.

() Pitts, B. G. & Fielding, L. W. (Spring, 1989). "From "A" Bat to "THE" Bat: The successful Marketing of the Louisville Slugger." Grant proposed to: School of Education Research Fund Support. For: 62 rolls of microfilm containing The Sporting Goods Dealer issues from 1899 to 1930. The publication is necessary for the completion of our research. Amount awarded: $1,240.00

() Pitts, B. G. Faculty Development Mini-Grant. $600.00 To attend a conference within my area of professional specialization, the area of Sport Management and Fitness Management, and to attend a computer workshop in those areas. The Athletic Business Conference; Dallas, TX, December, 1985.

() Pitts, B. G. "Effects of Different Goal Heights on Skill Performance of Female Basketball Players." Proposal submitted to: Arts and Sciences Research Committee. Amount requested: $7,000.00. Amount funded: $500.00; May, 1985. Could not conduct the research because funding was insufficient to purchase the equipment necessary.

() Pitts, B. G. "A comparison of Collegiate Women's Basketball Game Performance Between Regular and Smaller Basketballs." Funded by the Graduate Research Council, the University of Alabama; $2,000.00, October, 1984.

EDITORIAL RESPONSIBILITIES


() Associate Editor: Global Sport Business Journal. (summer 2013 - current)

() Invited Reviewer: Served as a guest reviewer for a paper submitted for review to the Journal of Sport Management; September, 2012.

() Reviewer: Served as a reviewer of abstracts submitted for review for the European Association for Sport Management conference 2012.


Invited Reviewer: Served as a guest reviewer for a paper submitted for review to the Journal of Applied Marketing Theory; October/November, 2011.

Invited Reviewer: Served as a guest reviewer for a paper submitted for review to the European Sport Management Quarterly; October/November, 2011.

Reviewer: Served as a reviewer of abstracts submitted for review for the European Association for Sport Management conference 2010.

Reviewer: Served as a reviewer of abstracts submitted for review for the Sport Marketing Association (SMA) conference 2010.

Reviewer: Served as a reviewer of abstracts submitted for review for the North American Society for Sport Management (NASSM) conference 2010.


Editorial Review Board, Sport Management Education Journal, a journal of research and issues regarding education in sport management. Term began Fall 2006.


Program Director, Sport Marketing Association. I managed the call for papers process for the Inaugural SMA conference held November 12-15, 2003, Gainesville, FL.


Guest Reviewer for a manuscript submitted to the Sport Management Review, the sport management journal in Australia; September 8, 2001.

Editorial Board, The Sport Management Library project - Selected to serve on a 4 member advisory board to develop a set of Sport Management textbooks. Responsibilities were to conceptualize specific topic textbooks for the field of sport management, select authors, and oversee the project to completion. Eleven books were identified for development and authors were recruited. This project started in November, 1991. In September, 2001, the last of the eleven textbooks was published.


Guest Reviewer for manuscript submitted to the International Review for Sociology of Sport, April, 1999.

Co-Editor-in-Chief. Sport Management Library. Term began in September, 1997 and ended 2000. However, this responsibility doesn’t end until the last of the books have been printed. This responsibility involves the visioning and development of textbooks in sport management for five years. This involves the identification of textbook needs in the field, identification of authors, supervising the development of content, and reviewing manuscripts through to the completion and publication of each book. In January, 1998, nine books were identified for development and authors were recruited. Of the nine, 5 are new books and 4 are 2nd editions of books in the first Sport Management Library. As of October, 2003, 6 have been published and the others are still in progress.

Developmental Editor for four books of the Sport Management Library. They are Financing Sport 2nd edition (published October 2003), Successful Sport Sponsorship Plans (published October, 2000), Successful Sport Marketing Plans (published October, 2000), and Economics and Sport (published February, 2001).

Guest Reviewer: for a manuscript submitted to a special theme issue on diversity and sport for the Quest journal. December, 1998.


Guest Editor: for the Journal of Sport and Social Issues for a theme issue on Lesbian and Gay People in Sport (started this project in September 1997). Currently have 5 authors.


Reviewer - Panel of Reviewers for SMPRC (Sport Management Program Review Council). The responsibility of the reviewer is to review curriculum folios submitted for review for sport management program approval. Term is July 1997 - June 2000.

Reviewer - Manuscript:

Reviewer - Manuscript:

Reviewer - Conference Abstracts:

Reviewer - Manuscript:

Editorial Board - Book:
    Served on an editorial board that developed a book on resources on homophobia in women’s sports. Project was started in August 1994 and the book was published February, 1996.
REFERENCES  (Please note, these are in no particular order.)

Dr. Dan Mahony, President
Winthrop University
President’s Office
701 Oakland Avenue
Rock Hill, SC 29733
mahonyd@winthrop.edu

Dr. Deborah Shapiro
Georgia State University
Dept. of Kinesiology & Health
Atlanta, GA  30303
404-413-8050
dshapiro@gsu.edu
Cell  678-296-9113

Dr. E. Newton Jackson
University of North Florida
Associate Provost
1 University of North Florida Drive
Jacksonville, FL  32224-7699
Newton.jackson@unf.edu
Cell  850-321-7891

Dr. Doris Lu-Anderson
Mira Costa College
dluanderson@yahoo.com
Cell:  760-583-5855

Dr. James Zhang, Professor, Sport Management
University of Georgia
Athens, GA
jamesz48@uga.edu
cell:  352-262-8999

Other references are available upon request.
Course Syllabi
KH 1010 - Beginning Leisure Life Skills – Yoga

Fall 2015

Instructor: Mark S. Bodnar
Phone: 404-873-3363
Email: mbodnar@gsu.edu

Class Time: Tue & Thurs 2:00 – 3:15pm
Location: Sports Arena - Room 260
Office Hours: Prior to or after class

Suggested Texts:
- *Light on Yoga*, B. K. S. Iyengar
- *The Heart of Yoga: Developing a Personal Practice*, T. K. V. Desikachar
- *Moving Toward Balance*, Rodney Yee

Purpose of the Course
1. To present and explain principles of yoga/meditation for fitness and stress management
2. To provide a practical experience with the goal of beginning a home yoga practice.

Objectives of the Course
1. Students will demonstrate knowledge of the eight limbs of yoga through a written paper on the eight limbs and how one of those limbs relates to your life/yoga practice.
2. Students will demonstrate knowledge of postures taught and their safe execution during the class asana practice by fully participating in class.
3. Students will demonstrate general knowledge of the benefits of a regular practice by engaging in a regular home practice for a minimum of three weeks.
4. Students will demonstrate knowledge on how to balance stress by maintaining a personal yoga journal, and participating in both class practices, home practices and by taking a community yoga class at a yoga studio or community fitness center.

Student Responsibilities
1. Attendance, personal props attainment, appropriate dress and class participation.
2. Bring a yoga mat, block and strap to every class.

Assignments
1. **Eight Limbs of Yoga Paper (due 2/23):** Study the “Eight Limbs of Yoga”. Write a two page paper that includes:
   a. The name and a description of each limb and all the components of that limb.
   b. Discuss one of the limbs and how it relates to your life and your yoga experience.
2. **Yoga Studio Experience (due 3/22):** Attend a yoga class at a yoga studio and turn in a one page written or typed report describing:
   a. Your experience both physically and emotionally
   b. Postures & breath techniques that were easy & challenging and your response to them
3. **Yoga Home Practice Journal (due 4/19):** Keep a “Yoga Journal” as well as design a
personal practice that is practiced two or more times weekly for three consecutive weeks. The Journal should include your yoga class experience and home practice on other days. Entries might include:
   a. Time of day and length of session
   b. The environment in which the practice was completed
   c. Asanas, pranayama or meditations practiced
   d. How you felt before, during and after the practice
The home practices may begin at any time during the semester.

Grading:
The three written assignments are 30% of the grade (10% each) and attendance and participation is 70%. Your grade drops a full letter for every three absences. **Being late three times equals an absence. Leaving class early counts as one half of an absence. 12 or more absences will result in an F regardless of whether or not they are excused.** Excused absences may include:
   - University approved activities, or university sanctioned closing
   - Religious holidays of the student's faith,
   - Court summons or jury duty,
   - Illness,
   - Other compelling reasons as determined by the instructor.
Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practical after the absence. Emergencies must be discussed with and determined by the instructor. This policy will be strictly enforced.
   - **Cell phone usage during class is prohibited. If you have your cell phone out during class, you will be dismissed from class and you will receive one half of an absence. Please turn them to silent upon entering class.**
Being a PE class, your grade does not affect your overall GPA; however, if you receive an F, you will not receive the two credit hours.

Class Schedule (Week):
   - **Week 1:** 1/12, 14 – Discussion: Intro to (Hatha) Yoga and (Mindfulness) Meditation; Asana practice: Intro to Standing Poses
   - **Week 2:** 1/19, 21 – Discussion: *chitta vritti* (mental fluctuations) & the Klesas (afflictions); Asana practice: Intro to Surya Namaskar (the classical sun salutation) Intro to Seated Poses (Forward bends and Twists)
   - **Week 3:** 1/26, 28 – Discussion: Yamas (ethical disciplines), the 1st of the eight limbs (Ashtanga) of yoga; Asana practice: Surya Namaskar A , Intro to Backbends (backward extension)
   - **Week 4:** 2/2, 4 - Discussion: Niyamas (personal disciplines) the 2nd of the eight limbs of yoga; Asana practice: intro to inverted and restorative posess and pranayama (breath control)
   - **Week 5:** 2/9, 11 - Discussion the remaining limbs of yoga: Asana practice: review and consolidation of poses learned thus far
   - **Week 6:** 2/16, 18 - Discussion: Eight Limbs of Yoga (Kriya yoga) and written assignment: Asana practice: Intro to Vinyoga, and yoga for core conditioning
   - **Week 7:** 2/23, 25 – **Eight Limbs of Yoga paper due Tuesday,** Discussion: Designing a Home Practice & Yoga Studio Experience Paper; Asana practice: intermediate standing poses with emphasis on balancing poses and standing twists
   - **Week 8:** 3/1, 3 - Discussion: forms of Meditation (TM, Mindfulness meditation, Mehta
Meditation); Asana practice: emphasis on seated postures.

- Week 9: 3/8, 10 – Discussion: forms of Meditation; Asana practice: Surya Namaskar B and intermediate backbends
- Week 10: 3/15, 17- **Spring Break; attend a class at a yoga studio or fitness center**
- Week 11: 3/22, 24 – **Yoga Studio Experience write-up due today;** Discussion: Designing a home practice and Yoga Journal; Asana practice: Inversions & pranayama
- Week 13: 4/5, 7 – Discussion & Asana practice: Q & A, topics of Interests
- Week 14: 4/12, 14 – Discussion & Asana practice
- Week 15: 4/19, 21 **Yoga Home Practice Journal is due today;** Asana practice
KH 2220 CRN 15135
Anatomy in Kinesiology and Health
Spring 2016 - Monday, Wednesday 12:00pm-1:15pm
Aderhold, Room 214

Department of Kinesiology and Health
Georgia State University

Instructor: Peter A. Rohleder, M.Ed., CSCS
Office: Sports Arena G-13
Hours: Monday & Wednesday 1:30pm-3:30pm; Tuesday & Thursday 9-11am
Phone: (404) 413-8367
E-mail: prohleder@gsu.edu
Prereqs: None

“Trailguide to the Body Stretch and Strengthen”

“Strength Training Anatomy”, Frederic Delavier, current ed.

Website: http://anatomyzone.com/
www.getbodysmart.com

Course Objectives:
After study, discussion, and practical experience, the student shall:
1. Explain the bony landmarks, anatomical terminology and body planes in relation to efficiency of movement patterns
2. Identify certain structural units that carry out the functions of muscle, nerve, cardiac, and connective tissue
3. Identify the musculoskeletal system, and in particular, how complex human movement is produced by the muscles acting on bone
4. Explain the mechanism of injury and structures injured in common human performance injuries
5. Identify the main structures of the joints of the body; namely the tendons, ligaments, articular cartilage, and how these structures are involved in producing complex human movement skills and injuries

COURSE GRADING

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Exam #1</td>
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<td>In-class group work</td>
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<td>Quizzes</td>
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<td>Final Exam</td>
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Last day to withdraw and possibly receive a WP is March 1st, 2016.

New KH Policy as of Fall 2013: You must earn a combined GPA for 2220 and 2230 of a 2.5. You are only allowed to retake either course 1 time in order to earn this GPA and to be considered acceptance into the KH Exercise Science program.
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**NOTE:** The course syllabus provides a general plan for the course, deviations may be necessary.

**Class Policies:**

**ATTENDANCE POLICY**
While attendance is taken in class, it does not affect your grade directly. What WILL affect your grade is missing class because you will miss pop quizzes and important information. The PowerPoints online are NOT designed to cover the information completely in class. Note taking is very important and cannot be done if you are not in class.

Also, coming to class late will affect your grade because the door will be locked 5 minutes after class starts. So, this means come to class and be on time, pay attention, and get something out of this. Using your phone, computer, other devices, or other behaviors that prevent you from listening, paying attention, or participating in class is also up to you, but when it comes to test time, you will have problems...and yes, that will affect your grade. It’s your choice, make it a good one.

**POLICY ON INCOMPLETE GRADES**
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework but, for NONACADEMIC reasons beyond the student's control was, unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the professor and is not the prerogative of the student. An "I" not satisfactorily removed within the prescribed time limit of the END OF THE NEXT QUARTER if the student is enrolled in the university, or not later than the END OF THE NEXT TWO CONSECUTIVE QUARTERS, whether or not the student is enrolled in the university at that time, will be changed automatically to the grade of “F”.

**POLICY ON ACADEMIC HONESTY**
The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit).

Cheating and Plagiarism. Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student’s Rights and Responsibilities.

Please see the General Catalog Policy on Academic Honesty, for further information and definitions.
MAKE-UP EXAMINATION POLICY

Any tests that are missed must be made up with 5 work days of the original test, otherwise the student will receive a 0.

The student must bring a doctor’s note, note from the student clinic, court summons, traffic ticket, or some type of official documentation for missing the test in order to make it up. If no documentation is given to the instructor, the student will receive a 0 for the test. Taking a make-up test will result in an automatic 10 point deduction for taking it late whatever the reason.

The final exam must be made up within 2 days of the original scheduled date. Delay in taking the final exam will result in an automatic 20 point deduction whatever the reason.

CHEATING IS UNACCEPTABLE. IF YOU ARE CAUGHT YOU WILL RECEIVE A “0” ON THAT TEST AND FURTHER DISCIPLINARY ACTION MAY BE TAKEN.

RULES FOR TEST TAKING:

1. No cell phones. If your cell phone goes off during a test, your test has ended.

2. No cell phones, headphones, or any other device is allowed to be out in or near your possession during the test. All cellphones must be turned off and placed on the instructor’s desk or in your bookbag.

3. All book bags, purses, books, notecards, etc. will be placed at the front of class.

4. The only thing students should have in their possession during the test is the test itself and a pen/pencil.

5. Take care of your personal business before the test. If you must leave the room at any time during the test, your test is over.

6. No hats, caps or anything else on the head that have a visor during the test. Head scarves are permissible but only for religious reasons, however, ears must be exposed.

7. Keep eyes on your paper. Keep your work covered. Any suspicion of cheating can and will result in your test ending.

8. If caught cheating, you will receive a zero on the test and further disciplinary action may take place as deemed necessary by the instructor and the KH department head.

9. Violation of any of the test taking rules will result in your test ending and a grade of zero for the test.

Reviewed by GSU Legal 02/2015

Class Policies

1. Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.

2. Class begins promptly. Please be on time - tardiness disrupts the class and will not be tolerated.

3. No beepers, pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off!

4. LATE HOMEWORK IS NOT ACCEPTED

5. The lecture course will adhere to the GSU Attendance Policy (Undergraduate Catalog): “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students
should attend class regularly”.

6. Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, religious holidays of the student’s faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive unexcused absences will not be tolerated and may result in a reduction of the final grade.

7. This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf.

8. Plagiarism: "Plagiarism is presenting another person's work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own."

9. Cheating on Examinations: "Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination."

10. Unauthorized Collaboration: "Submission for academic credit of a work product, or a part thereof, represented as being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty."

11. Plagiarism, unauthorized collaboration, or cheating will result in the receipt of a failing grade (zero points) on the exam/assignment, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

12. This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog).

13. Messages sent by Georgia State units to Georgia State-provided student email addresses will constitute an official means of communication. Students can check their email by using their university-issued email accounts or by forwarding their email to a system of their choice. For more information please go to: http://www.gsu.edu/~wwwist/studentemail.htm

14. All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work submitted with significant mechanical flaws may not be accepted or may result in a reduction in grade for that assignment. The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

Course Outline: KH 2220 Spring 2016

<table>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
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<th>ASSIGNMENT, Trail Guide Student Workbook (WB) Assignment, Homework, Lab</th>
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<tr>
<td>Monday, Jan. 18</td>
<td>Holiday- NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Jan. 20</td>
<td>Day 2 Continued: Types of Joints, Muscles types, Coordinating movements</td>
<td>pp. 20-34</td>
<td>Review Day 4 ppts/video WB: p. 4, 14, 15</td>
<td>Quiz #1 &amp; #2 Review Day 4 ppts/video</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages</td>
<td>Review Day</td>
<td>Quiz #</td>
</tr>
<tr>
<td>--------------</td>
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<tr>
<td>Monday, Feb. 1</td>
<td>Day 6: Muscles of the neck: Sternocleidomastoid, Scalenes, Splenius Capitus, Splenius Cervicus, Suboccipitals</td>
<td>pp. 203, 244-246</td>
<td>Study for test WB: p. 94, 113-117</td>
<td>Quiz #5 Study for test</td>
</tr>
<tr>
<td>Wednesday, Feb. 3</td>
<td>EXAM #1</td>
<td></td>
<td>PPT slides for Days 2-6 Review day 8 &amp; 9 ppts video</td>
<td></td>
</tr>
<tr>
<td>Monday, Feb. 15</td>
<td>EXAM #2</td>
<td></td>
<td>PPT slides Days 8-11 Review Day 13 ppts/video</td>
<td>Review Day 13 ppts/video</td>
</tr>
<tr>
<td>Monday, Mar. 7</td>
<td>Upper Body Presentations</td>
<td></td>
<td></td>
<td>Study for test</td>
</tr>
<tr>
<td>Wednesday, Mar. 9</td>
<td>EXAM #3</td>
<td></td>
<td>PPT slides Days 13-17 Review Day 19 ppts/video</td>
<td>PPT slides Days 13-17 Review Day 19 ppts/video</td>
</tr>
<tr>
<td>Monday, Mar. 14</td>
<td>SPRING BREAK- NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages/Reference</td>
<td>Review/Weeks</td>
<td>Quiz/Notes</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Wednesday, Mar. 16</td>
<td>SPRING BREAK- NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Apr. 6</td>
<td>EXAM #4</td>
<td></td>
<td>PPT Slides Days 19-24</td>
<td>Review Day 26 pts/video</td>
</tr>
<tr>
<td>Monday, Apr. 18</td>
<td>Review for Final</td>
<td></td>
<td>Review</td>
<td>Quiz #20 Review Day 1-28 pts/video</td>
</tr>
<tr>
<td>Wednesday Apr. 20</td>
<td>Lower Body Presentations</td>
<td></td>
<td></td>
<td>Study for final</td>
</tr>
<tr>
<td>Monday May 2</td>
<td>Final Exam (cumulative)</td>
<td></td>
<td>10:45 am-1:15 pm</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The course syllabus provides a general plan for the course; deviations may occur.
KH 2220 CRN 13066
Anatomy in Kinesiology and Health
Spring 2016 - Tuesday, Thursday 11:00am- 12:15pm
College of Education, Room 150

Department of Kinesiology and Health
Georgia State University

Instructor: Peter A. Rohleder, M.Ed., CSCS
Office: Sports Arena G-13
Hours: Monday & Wednesday 1:30 pm-3:30 pm; Tuesday & Thursday 9-11 am
Phone: (404) 413-8367
E-mail: prohleder@gsu.edu
Prereqs: None

“Trailguide to the Body Stretch and Strengthen”

“Strength Training Anatomy”, Frederic Delavier, current ed.

Website: http://anatomyzone.com/
www.getbodysmart.com

Course Objectives:
After study, discussion, and practical experience, the student shall:

1. Explain the bony landmarks, anatomical terminology and body planes in relation to efficiency of movement patterns

2. Identify certain structural units that carry out the functions of muscle, nerve, cardiac, and connective tissue

3. Identify the musculoskeletal system, and in particular, how complex human movement is produced by the muscles acting on bone

4. Explain the mechanism of injury and structures injured in common human performance injuries

5. Identify the main structures of the joints of the body; namely the tendons, ligaments, articular cartilage, and how these structures are involved in producing complex human movement skills and injuries

COURSE GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>15 %</td>
</tr>
<tr>
<td>Exam #2</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #3</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #4</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>5%</td>
</tr>
<tr>
<td>In-class group work</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Last day to withdraw and possibly receive a WP is March 1st, 2016.

New KH Policy as of Fall 2013: You must earn a combined GPA for 2220 and 2230 of a 2.5. You are only allowed to retake either course 1 time in order to earn this GPA and to be considered acceptance into the KH Exercise Science program.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96.5 – 100</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 96.4</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 – 92.4</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 86.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 76.4</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 – 72.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.4</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.4</td>
</tr>
</tbody>
</table>

**NOTE:** The course syllabus provides a general plan for the course, deviations may be necessary.

**Class Policies:**

**ATTENDANCE POLICY**
While attendance is taken in class, it does not affect your grade directly. What WILL affect your grade is missing class because you will miss pop quizzes and important information. The powerpoints online are NOT designed to cover the information completely in class. Note taking is very important and cannot be done if you are not in class.

Also, coming to class late will affect your grade because the door will be locked 5 minutes after class starts. So, this means come to class and be on time, pay attention, and get something out of this. Using your phone, computer, other devices, or other behaviors that prevent you from listening, paying attention, or participating in class is also up to you, but when it comes to test time, you will have problems...and yes, that will affect your grade. It’s your choice, make it a good one.

**POLICY ON INCOMPLETE GRADES**
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework but, for NONACADEMIC reasons beyond the student's control was, unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the professor and is not the prerogative of the student. An "I" not satisfactorily removed within the prescribed time limit of the END OF THE NEXT QUARTER if the student is enrolled in the university, or not later than the END OF THE NEXT TWO CONSECUTIVE QUARTERS, whether or not the student is enrolled in the university at that time, will be changed automatically to the grade of “F”.

**POLICY ON ACADEMIC HONESTY**
The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit).

Cheating and Plagiarism. Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student’s Rights and Responsibilities.

Please see the General Catalog Policy on Academic Honesty, for further information and definitions.
MAKEUP EXAMINATION POLICY

Any tests that are missed must be made up with 5 work days of the original test, otherwise the student will receive a 0.

The student must bring a doctor’s note, note from the student clinic, court summons, traffic ticket, or some type of official documentation for missing the test in order to make it up. If no documentation is given to the instructor, the student will receive a 0 for the test. Taking a make-up test will result in an automatic 10 point deduction for taking it late whatever the reason.

The final exam must be made up within 2 days of the original scheduled date. Delay in taking the final exam will result in an automatic 20 point deduction whatever the reason.

CHEATING IS UNACCEPTABLE. IF YOU ARE CAUGHT YOU WILL RECEIVE A “0” ON THAT TEST AND FURTHER DISCIPLINARY ACTION MAY BE TAKEN.

RULES FOR TEST TAKING:

1. No cell phones. If your cell phone goes off during a test, your test has ended.

2. No cell phones, headphones, or any other device is allowed to be out in or near your possession during the test. All cellphones must be turned off and placed on the instructor’s desk or in your book bag.

3. All book bags, purses, books, notecards, etc. will be placed at the front of class.

4. The only thing students should have in their possession during the test is the test itself and a pen/pencil.

5. Take care of your personal business before the test. If you must leave the room at any time during the test, your test is over.

6. No hats, caps or anything else on the head that have a visor during the test. Head scarves are permissible but only for religious reasons, however, ears must be exposed.

7. Keep eyes on your paper. Keep your work covered. Any suspicion of cheating can and will result in your test ending.

8. If caught cheating, you will receive a zero on the test and further disciplinary action may take place as deemed necessary by the instructor and the KH department head.

9. Violation of any of the test taking rules will result in your test ending and a grade of zero for the test.

Reviewed by GSU Legal 02/2015

Class Policies

1. Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.

2. Class begins promptly. Please be on time - tardiness disrupts the class and will not be tolerated.

3. No beepers, pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off!

4. LATE HOMEWORK IS NOT ACCEPTED

5. The lecture course will adhere to the GSU Attendance Policy (Undergraduate Catalog): “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students
should attend class regularly”.

6. Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, religious holidays of the student’s faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive unexcused absences will not be tolerated and may result in a reduction of the final grade.

7. This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf.

8. Plagiarism: "Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own."

9. Cheating on Examinations: "Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination."

10. Unauthorized Collaboration: "Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty."

11. Plagiarism, unauthorized collaboration, or cheating will result in the receipt of a failing grade (zero points) on the exam/assignment, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

12. This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog).

13. Messages sent by Georgia State units to Georgia State-provided student email addresses will constitute an official means of communication. Students can check their email by using their university-issued email accounts or by forwarding their email to a system of their choice. For more information please go to: http://www.gsu.edu/~wwwist/studentemail.htm

14. All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work submitted with significant mechanical flaws may not be accepted or may result in a reduction in grade for that assignment. The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

Course Outline: KH 2220 Spring 2016

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Trail Guide Book Reference</th>
<th>ASSIGNMENT, Trail Guide Student Workbook (WB) Homework, Lab</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Jan. 19</td>
<td>Day 2 Continued: Types of Joints, Muscles types, Coordinating movements</td>
<td>pp. 20-34</td>
<td>Review Day 4 ppts/video WB: p. 4, 14, 15</td>
<td>Quiz #1 Review Day 4 ppts/video</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>Thursday, Jan. 28</td>
<td>Day 6: Muscles of the neck: Sternocleidomastoid, Scalenes, Splenius Capitus, Splenius Cervicus, Suboccipitals</td>
<td>pp. 203, 244-246</td>
<td>Study for test WB: p. 94, 113-117</td>
<td>Quiz #4 Study for test</td>
</tr>
<tr>
<td>Tuesday, Feb. 2</td>
<td><strong>EXAM #1</strong></td>
<td>PPT slides for Days 2-6 Review day 8 &amp; 9 ppts video</td>
<td>PPT slides for Days 2-6 Review day 8 &amp; 9 ppts video</td>
<td></td>
</tr>
<tr>
<td>Thursday, Feb. 11</td>
<td>Review for Exam</td>
<td>Study for test WB: pp. 30-40, 43-44</td>
<td>Quiz #7 Review Day 8-11 ppts/video Study for test</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Feb. 16</td>
<td><strong>EXAM #2</strong></td>
<td>PPT slides Days 8-11 Review Day 13 ppts/video</td>
<td>Review Day 13 ppts/video</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Mar. 8</td>
<td><strong>Upper Body Presentations</strong></td>
<td>Study for test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Mar. 10</td>
<td><strong>EXAM #3</strong></td>
<td>PPT slides Days 13-17 Review Day 19 ppts/video</td>
<td>PPT slides Days 13-17 Review Day 19 ppts/video</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages/Notes</td>
<td>Review Days</td>
<td>Quizzes</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
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<tr>
<td><strong>Tuesday, Mar. 15</strong></td>
<td><strong>SPRING BREAK- NO CLASS</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Thursday, Mar. 17</strong></td>
<td><strong>SPRING BREAK- NO CLASS</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Tuesday, Mar. 22</strong></td>
<td>Day 19: Pelvis Bony Landmarks</td>
<td>pp. 278-282, 296</td>
<td>Review Day 20</td>
<td>Quiz #13</td>
</tr>
<tr>
<td><strong>Thursday, Apr. 7</strong></td>
<td><strong>EXAM #4</strong></td>
<td></td>
<td>Review Day 26</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, Apr. 12</strong></td>
<td>Day 26: Structure and Ligaments of the knee</td>
<td>pp. 348-349</td>
<td>Review Day 27 &amp; 28</td>
<td>Quiz #18</td>
</tr>
<tr>
<td><strong>Thursday, Apr. 14</strong></td>
<td>Day 27 &amp; 28: Lower Leg Muscles: Anterior Tibialis, Posterior Tibialis, Plantaris, Popliteus, Gastrocnemius, Soleus, Peroneals (fibularis) Longus, Tertius, and Brevis Foot: Tarsals/Metatarsals, Flexor and Extensor Muscles</td>
<td>pp. 371, 376, 378, 381, p. 379</td>
<td>Review Day 27 &amp; 28</td>
<td>Quiz #19</td>
</tr>
<tr>
<td><strong>Tuesday, Apr. 19</strong></td>
<td><strong>Review for Final</strong></td>
<td></td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday Apr. 21</strong></td>
<td><strong>Lower Body Presentations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday Apr. 28</strong></td>
<td><strong>Final Exam (cumulative)</strong></td>
<td>10:45 am-1:15 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The course syllabus provides a general plan for the course; deviations may occur.
Principles of Physical Activity and Fitness
KH 2520-020: Spring 2016
“Preparing informed, empowered, committed, and engaged educators”

Class: T 4:00 – 7:20pm) Sports Arena 135/260
Instructor: Mark Bodnar Office: Kell Hall 668
Phone: 404-873-3363 Office Hours: By appointment
Email: mbodnar@gsu.edu uLearn: http://gsu.view.usg.edu

Prerequisites:

Course Description: Students develop knowledge and skills concerning the fundamental principles of physical activity, physical fitness, and exercise. Content includes health benefits of physical activity and fitness, guidelines for physical activity and components of physical fitness such as: cardiovascular/aerobic fitness, muscular strength and endurance, flexibility, and body composition. Emphasis is placed on implementation of principles by student participation in physical activities, incorporation into a personal fitness plan, and development of individual and group fitness leadership skills. A minimum grade of "C" is required for this course (73% success rate).

Learning Outcomes: As a result of completing each of the course requirements to criteria, it is expected that students will be able to
1. Identify the benefits of exercise and the principles of effective/safe exercise
2. Explain the health benefits of aerobic exercise, flexibility training, and muscular strength training.
3. Develop and engage in a personal fitness program.
4. Identify the major chronic, degenerative diseases.
5. Assess the personal risk of chronic disease and formulate a plan to reduce the risk.
6. Identify the differences in health and skill related fitness
7. Differentiate the training programs for developing health related and skill related fitness.
8. Administer pre and post fitness tests using specified protocol
9. Define basic terminology related to fitness principles and assessment.
10. Measure resting heart rate and determine target heart rate to achieve health benefits.
11. Appropriately administer tests to estimate VO2max (YMCA test, Rockport test).
12. Identify the theory behind behavior change and physical activity adherence.
13. Explain the role of nutrition in maintaining health related fitness.

Required Text Book:

Suggested Text Book:

<table>
<thead>
<tr>
<th>Students who were successful in this class</th>
<th>Students who were unsuccessful in this class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended class regularly</td>
<td>Failed to attend class nearly all days</td>
</tr>
<tr>
<td>Asked questions and participated in discussion</td>
<td>Rarely participated in class</td>
</tr>
<tr>
<td>Attended office hours</td>
<td>Slept, texted, or conversed throughout class</td>
</tr>
<tr>
<td>Treated class like a priority, not a privilege</td>
<td>Placed little importance on their own learning</td>
</tr>
<tr>
<td>Read the required texts or papers</td>
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### Class Grades and Assignments

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Par-Q/Health History Quest.</td>
<td>10</td>
</tr>
<tr>
<td>Goal-Setting/ DBS</td>
<td>10</td>
</tr>
<tr>
<td>Partner Warm-up</td>
<td>10</td>
</tr>
<tr>
<td>Stress MGMT Worksheet</td>
<td>10</td>
</tr>
<tr>
<td>Aerobic Intensity</td>
<td>10</td>
</tr>
<tr>
<td>Resistance Training Intensity</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Pre-Fitness Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Post-Fitness Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Pre-Piedmont 1.5 Mile Run</td>
<td>15</td>
</tr>
<tr>
<td>Post-Piedmont 1.5 Mile Run</td>
<td>15</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (8 @ 10 pts. each)</td>
<td>80</td>
</tr>
<tr>
<td>Practical Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

### THINGS TO KEEP IN MIND

1. **Policy on Late Work:** NO LATE WORK WILL BE ACCEPTED!!
2. **Attendance:** It is expected you attend class regularly. Four or more absences will result in failing grade.
3. **Travel:** This course will require you to travel to Piedmont Park on multiple occasions!
4. **PA LOG:** Recommended but not required
5. **Student ID:** You need to bring your ID to class! You will be counted absent if you don’t have it when we visit the Rec Center!

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**Policy on Late Work:** NO LATE WORK WILL BE ACCEPTED!!!!!!

**Class Policies:**

- The course syllabus provides a general plan for the course; deviations may be necessary.
- Be prepared to be involved in the class. This course requires moderate to vigorous physical activity. Students should inform the instructor of any condition which may preclude them from physical activity.
- Be prepared to be involved directly in the laboratory or physical activities as a client and a trainer. Participation will only be exempted for documented medical conditions.
- Class begins on time. Please be on time – tardiness disrupts the class and will not be tolerated.
- Students are expected to attend class. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practical after the absence. Excessive absences are prohibited and emergencies must be discussed with and determined by the instructor. Exams missed without prior consent may NOT be made-up except in the case of an emergency, which did not allow for prior consent. In the case of such emergencies, make-up tests will be up to the discretion of the instructor and will be decided on an individual basis.
- **No cellular phones,** pagers, or other audible communication devices are allowed in class. Please set them to silent or vibration mode or turn them off!
- Class assignments are considered late as soon as the class grades are entered into the grade book.
- Recreation Center Requirements:
A Valid Panther ID is required for entry into the Student Recreation Center.

Forgetting your PantherCard may result in a charged fee for entry!

The Student Recreation Center is for recreational use only. You must gain entry to the Center as a regular recreation participant to conduct your workout! You must share exercise equipment with all Recreation Center Patrons. Do not dominate machines – use proper gym etiquette!

You MUST dress appropriately for each and every workout, following the clothing guidelines set forth by the facility!

Students will also be required to evaluate the course and the instructor as requested on the following link: http://webdb.gsu.edu/policies/policy_index.cfm?view_policy=4126. “Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.”

This course will adhere to the GSU Attendance Policy (Undergraduate Catalog 2012-2013): http://www2.gsu.edu/~catalogs/2012-2013/undergraduate/. “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly”.

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Excused absences may include

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- Court summons or jury duty,
- Illness, or other compelling reasons as determined by the instructor.

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being late three times counts as an absence

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- Plagiarism: “Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.”

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- Last day to withdraw with a possible grade of “W” March 1, 2016.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture</th>
<th>Lab</th>
<th>Reading &amp; Assignments</th>
</tr>
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<tbody>
<tr>
<td>T 1/12</td>
<td>Introduction to PA</td>
<td>Syllabus / Intro to PA</td>
<td>Overview of Gym/Equipment/Warm-up</td>
<td>Chapter 1 &amp; 2</td>
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<td>Health History &amp; PAR-Q</td>
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<tr>
<td>T 1/19</td>
<td>Behavior Change</td>
<td>Why &amp; How Behavior Change</td>
<td>Dec Bal Sheet SMART Goal/MI/Warm-up</td>
<td>Chapter 7, 8 &amp; 9 Quiz 1: Intro &amp; Behavior Change</td>
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<tr>
<td>T 1/26</td>
<td>Intro to Muscular Fitness/Movement</td>
<td>Anatomy &amp; Kinesiology ppt</td>
<td>Movement/Partner WOD Circuit/Core Conditioning</td>
<td>Chapter 3</td>
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<tr>
<td>T 2/2</td>
<td>Resistance Training</td>
<td>Intro to Muscular Fitness</td>
<td>Body Weight Circuit</td>
<td>Chapter 13/Quiz 2: RT Intro</td>
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<td>ppt/Movement</td>
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<td>T 2/9</td>
<td>Resistance Training</td>
<td>RT Programming/Upper Body</td>
<td>Chest &amp; Back/Arms &amp; Shoulders</td>
<td>Chapter 14 Quiz 3: RT Programming 1</td>
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<td>T 2/16</td>
<td>Resistance Training</td>
<td>RT Adv Programming/Lower Body</td>
<td>Legs &amp; Glutes</td>
<td>Quiz 4: RT Programming 2</td>
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<tr>
<td>T 2/23</td>
<td>Resistance Training</td>
<td>Intensity</td>
<td>Progression &amp; Programming/Create RT Program/Plyometrics</td>
<td>Quiz 5: RT Programming 3</td>
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<tr>
<td>T 3/1</td>
<td>EXAM 1</td>
<td>Create RT Plan</td>
<td>Practicals</td>
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<tr>
<td>T 3/8</td>
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</tr>
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<td>T 3/15</td>
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<td>NO CLASS</td>
<td>SPRING BREAK</td>
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<td>T 3/22</td>
<td>Aerobic Training</td>
<td>FITT-PV/Program Design</td>
<td>Long Slow Distance (LSD)</td>
<td>Chapter 15/Quiz 6: Aerobic Exercise 1</td>
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<tr>
<td>T 3/29</td>
<td>Aerobic Training</td>
<td>PIEDMONT PARK?</td>
<td>Interval</td>
<td>Quiz 7: Aerobic Exercise 2</td>
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<tr>
<td>T 4/5</td>
<td>Anaerobic Training/Flexibility</td>
<td>Anaerobic Conditioning &amp; Flexibility</td>
<td>Tabata/Stretching Examples</td>
<td>Chapter 16/</td>
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<tr>
<td>T 4/12</td>
<td>Stress/Yoga</td>
<td>Stress ppt/Yoga</td>
<td>Yoga/Meditation/Relaxation</td>
<td>Quiz 8: Stress</td>
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<td>T 4/19</td>
<td>Exam 2</td>
<td>Conditioning Program</td>
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</tr>
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</table>

*Material may be subject to change*
Principles of Physical Activity and Fitness  
KH 2520-010: Spring 2016  
“Preparing informed, empowered, committed, and engaged educators”

Class:  M/W(2:00-3:40pm) Sports Arena 135/260  
Instructor: Mark Bodnar Office: Kell Hall 668  
Phone: 404-873-3363 Office Hours: By appointment  
Email: mbodnar@gsu.edu uLearn: http://gsu.view.usg.edu

Prerequisites:

Course Description: Students develop knowledge and skills concerning the fundamental principles of physical activity, physical fitness, and exercise. Content includes health benefits of physical activity and fitness, guidelines for physical activity and components of physical fitness such as: cardiovascular/aerobic fitness, muscular strength and endurance, flexibility, and body composition. Emphasis is placed on implementation of principles by student participation in physical activities, incorporation into a personal fitness plan, and development of individual and group fitness leadership skills. A minimum grade of “C” is required for this course (73% success rate).

Learning Outcomes: As a result of completing each of the course requirements to criteria, it is expected that students will be able to
1. Identify the benefits of exercise and the principles of effective/safe exercise
2. Explain the health benefits of aerobic exercise, flexibility training, and muscular strength training.
3. Develop and engage in a personal fitness program.
4. Identify the major chronic, degenerative diseases.
5. Assess the personal risk of chronic disease and formulate a plan to reduce the risk.
6. Identify the differences in health and skill related fitness
7. Differentiate the training programs for developing health related and skill related fitness.
8. Administer pre and post fitness tests using specified protocol
9. Define basic terminology related to fitness principles and assessment.
10. Measure resting heart rate and determine target heart rate to achieve health benefits.
11. Appropriately administer tests to estimate VO2max (YMCA test, Rockport test).
12. Identify the theory behind behavior change and physical activity adherence.
13. Explain the role of nutrition in maintaining health related fitness.

Required Text Book:  

Suggested Text Book:  

<table>
<thead>
<tr>
<th>Students who were successful in this class</th>
<th>Students who were unsuccessful in this class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended class regularly</td>
<td>Failed to attend class nearly all days</td>
</tr>
<tr>
<td>Asked questions and participated in discussion</td>
<td>Rarely participated in class</td>
</tr>
<tr>
<td>Attended office hours</td>
<td>Slept, texted, or conversed throughout class</td>
</tr>
<tr>
<td>Treated class like a priority, not a privilege</td>
<td>Placed little importance on their own learning</td>
</tr>
<tr>
<td>Read the required texts or papers</td>
<td></td>
</tr>
</tbody>
</table>
THINGS TO KEEP IN MIND

1. **Policy on Late Work:** NO LATE WORK WILL BE ACCEPTED!

   2. **Attendance:** It is expected you attend class regularly. **Four or more absences will result in a failing grade**

   3. **Travel:** This course will require you to travel to Piedmont Park on multiple occasions!

   4. **PA LOG:** recommended but not required

   5. **Student ID:** You need to bring your ID to class! You will be counted absent if you don’t have it when we visit the Rec Center!

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Class Grades and Assignments

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Par-Q/Health History Quest.</td>
<td>10</td>
</tr>
<tr>
<td>Goal-Setting/ DBS</td>
<td>10</td>
</tr>
<tr>
<td>Partner Warm-up</td>
<td>10</td>
</tr>
<tr>
<td>Stress MGMT Worksheet</td>
<td>10</td>
</tr>
<tr>
<td>Aerobic Intensity</td>
<td>10</td>
</tr>
<tr>
<td>Resistance Training Intensity</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Pre-Fitness Evaluation</td>
<td>25</td>
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<tr>
<td>Post-Fitness Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Pre-Piedmont 1.5 Mile Run</td>
<td>15</td>
</tr>
<tr>
<td>Post-Piedmont 1.5 Mile Run</td>
<td>15</td>
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<tr>
<td>Class participation</td>
<td>10</td>
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<tr>
<td>Quizzes (8 @ 10 pts. each)</td>
<td>80</td>
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<tr>
<td>Practical Exam</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

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**Class Policies:**

- The course syllabus provides a general plan for the course; deviations may be necessary.
- Be prepared to be involved in the class. This course requires moderate to vigorous physical activity. Students should inform the instructor of any condition which may preclude them from physical activity. Be prepared to be involved directly in the laboratory or physical activities as a client and a trainer. Participation will only be exempted for documented medical conditions.
- Class begins on time. Please be on time – tardiness disrupts the class and will not be tolerated.
- Students are expected to attend class. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practical after the absence. Excessive absences are prohibited and emergencies must be discussed with and determined by the instructor. Exams missed without prior consent may NOT be made-up except in the case of an emergency, which did not allow for prior consent. In the case of such emergencies, make-up tests will be up to the discretion of the instructor and will be decided on an individual basis.
- **No cellular phones,** pagers, or other audible communication devices are allowed in class. Please set them to silent or vibration mode or turn them off!
- Class assignments are considered late as soon as the class grades are entered into the grade book.
Recreation Center Requirements:
- A Valid Panther ID is required for entry into the Student Recreation Center
- Forgetting your PantherCard may result in a charged fee for entry!
- The Student Recreation Center is for recreational use only. You must gain entry to the Center as a regular recreation participant to conduct your workout! You must share exercise equipment with all Recreation Center Patrons. Do not dominate machines – use proper gym etiquette!
- You MUST dress appropriately for each and every workout, following the clothing guidelines set forth by the facility!

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<tr>
<td>M 1/11</td>
<td>Introduction</td>
<td>Syllabus Health History &amp; PAR-Q</td>
<td>Overview of Gym/Equipment</td>
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<td>W 1/13</td>
<td>Introduction to PA</td>
<td>Intro to PA ppt/Components of Fitness</td>
<td>WARM-UP INTRO</td>
<td>Chapters 1 &amp; 2</td>
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<td>M1/18</td>
<td>MLK Day NO CLASS</td>
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<td>W 1/20</td>
<td>Behavior Change</td>
<td>Why BC?</td>
<td>Dec Bal/Warm-up w/ Part</td>
<td>Chapters 7, 8 &amp; 9</td>
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<td>M 1/25</td>
<td>PRE-TEST</td>
<td>PRE-TEST</td>
<td>At Piedmont Park</td>
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<tr>
<td>W 1/27</td>
<td>Behavior Change</td>
<td>Adherence &amp; Counseling Techniques</td>
<td>Motivational Interviewing</td>
<td>Quiz 1Intro to PA &amp; BC/Chapter13</td>
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<td>M 2/1</td>
<td>Resistance Training</td>
<td>Intro to Muscular Fitness ppt</td>
<td>Body Weight Circuits</td>
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<td>M 2/3</td>
<td>Resistance Training</td>
<td>Movement</td>
<td>Core Conditioning Partner WOD Circuit</td>
<td>Quiz 2 Intro to RT Chapter 14</td>
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<td>Upper Body</td>
<td>Chest &amp; Back</td>
<td>Chapter 18</td>
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<td>Resistance Training</td>
<td>Upper Body</td>
<td>Arms &amp; Shoulders</td>
<td>Quiz 3</td>
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<td>M 2/15</td>
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<td>Lower-Body Lifts</td>
<td>Legs &amp; Glutes</td>
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<td>Intensity, Progression &amp; Programming</td>
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<td>W 2/24</td>
<td>Soft Tissue Mobility</td>
<td>Mobility ppt</td>
<td>Bands &amp; Rollers</td>
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<td>W 3/2</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Location</td>
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<td>FITT-PV ppt 1</td>
<td>Chapter 15</td>
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<td>Quiz 6 FITT &amp; Intensity</td>
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<td>W 4/6</td>
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<td>W 4/13</td>
<td>Chronic Stress</td>
<td>Chronic Stress ppt</td>
<td>Yoga/Progressive muscle Relaxation</td>
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<td>(causes)</td>
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<td>Stress Management</td>
<td>Stress Worksheet</td>
<td>Yoga/Meditation/Relaxation</td>
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<td>(coping)</td>
<td>Journaling techniques</td>
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<td>W 4/20</td>
<td>Post Fitness Test</td>
<td>Piedmont Park</td>
<td>Piedmont Park 1.5 mile Quiz 8 Stress &amp; Flexibility</td>
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<td>M 4/25</td>
<td>Exam 2</td>
<td>Conditioning Program</td>
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*Material may be subject to change*
Physiology of Exercise  
KH 3650: Spring 2016

Class: Tuesday/Thursday  11:00 am – 12:15 pm  Aderhold 323  
Lab Section 4 (#17951): Friday  12:30 – 2:00 pm  Sports Arena G18  
Lab Section 5 (#11012): Friday  2:00 – 3:30 pm  Sports Arena G18  
Lab Section 6 (#13189): Friday  3:30 – 5:00 pm  Sports Arena G18

Instructor: J. Andrew Doyle, Ph.D.  
Office: Room 137/G03, Sports Arena  
Phone: 404/413-8478 or 8050  
Email: adoyle@gsu.edu  
Twitter: @DrJAndrewDoyle  
Lab Instructors: Denise Myers  
      dmyers7@student.gsu.edu  
      Josh Villalobos  
      jvillalobos3@student.gsu.edu  
      Jason Thomas  
      jthomas31@student.gsu.edu

Office Hours: T, R, F 9:00 – 11:00 am  
Other times by appointment  
Brightspace:  http://gsu.view.usg.edu

Prerequisites: KH 2230 with a grade of C or higher, or equivalent, or consent of instructor

Course Description: Focuses on alterations in body systems and organs during physical activity with emphasis on metabolic, cardiorespiratory, and body composition parameters. Laboratory experiences employing physiological principles during active participation in exercise are also included. This course is a Critical Thinking through Writing (CTW) course.

Course Objectives: The student should be able to:

1. Define exercise physiology and discuss the importance of the field.
2. Explain acute responses and chronic adaptations to exercise by various body systems.
3. Discuss the roles of the energy systems during physical activity and exercise.
4. Explain the processes underlying force generation by skeletal and cardiac muscle.
5. Discuss the mechanisms of action of the cardiovascular system in oxygen and carbon dioxide transport at rest and during exercise.
6. Discuss the mechanism of action of the respiratory system for gas exchange at rest and during exercise.
7. Discuss acid-base balance in the body during exercise.
8. Discuss the body's response and adaptation to exercise under varying environmental conditions, e.g. heat stress, altitude, etc.
9. Discuss gender and chronological age differences in responses or adaptations to exercise.
10. Discuss the relationship between physical activity and long-term health.
11. Discuss the role of nutrition and body composition as it relates to exercise performance and health.
12. List and discuss the proposed mechanism of action and effectiveness of various ergogenic aids in sport performance.
13. Discuss basic laboratory methodology in the measurement of human exercise and athletic performance.
14. Think critically, which is a reflective process of acquisition, analysis, and evaluation of information and ideas that leads to the development and active implementation of reasonable and defensible solutions to problems, issues, and situations. It includes the ability to:

- Gather, organize, classify, and analyze pertinent information, materials, and data
- Evaluate assumptions, evidence, ideas, and information
- Consider and integrate disparate ideas, information, methods, systems, and beliefs
- Develop rational, reasonable, and informed conclusions
- Render accurate judgments
- Present a clear expression of derived conclusions, judgments, and solutions
- Apply understanding and knowledge to new and different problems and situations

Course Requirements:

Exams: There will be two (2) exams during the semester – see the attached course schedule for tentative dates. Exams may consist of multiple choice, true/false, matching, short answer and/or essay questions which will be used to assess critical thinking skills.

Final Exam: There will be a final exam. It will be a comprehensive exam, covering material from the entire term. See the attached course schedule for exam date and time.

Laboratory Assignments: This course includes a lab that meets weekly. There will be laboratory activities that require participation and written reports that will assess practical application of critical thinking abilities. See the attached course schedule for lab topics and the current lab manual for details.

Quizzes: There will be five (5) in-class quizzes on material covered in class. See the attached course schedule for tentative quiz dates. You must be present in class to take the quiz. The only exception is for an excused absence.

Application Assignments: Throughout the term there will be a number of individual and small group assignments to be completed. The purpose of these assignments is to apply the concepts being discussed in class to enhance understanding and practical application of the information. Ten (10) of these assignments will be graded and will contribute to your final grade.


Grading Policy*:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>Exams (2 @ 100 points)*</td>
<td>200</td>
<td>A+ = 97–100%</td>
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<tr>
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<td></td>
<td>C+ = 77–79%</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>A = 93–96%</td>
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<tr>
<td></td>
<td></td>
<td>C = 73–76%</td>
</tr>
<tr>
<td>Laboratory Assignments*</td>
<td>100</td>
<td>A- = 90–92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C- = 70–72%</td>
</tr>
<tr>
<td>Quizzes (5 @ 10 points)</td>
<td>50</td>
<td>B+ = 87–89%</td>
</tr>
<tr>
<td>Application Assignments (10 @ 5 points)</td>
<td>50</td>
<td>B = 83–86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F &lt; 60%</td>
</tr>
<tr>
<td><strong>Total Possible:</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Critical thinking assignments = 25% of total grade
Class Policies:

- The course syllabus provides a general plan for the course; deviations may be necessary.
- Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.
- Class begins promptly at the scheduled time. Please be on time – tardiness is a disruption to the instructor and to the entire class.
- Silence or turn off cell phones or other audible devices. Please do not be a distraction to other students or the instructor. The instructor reserves the right to remove distractions from the classroom.
- Class assignments are considered late as soon as the class grades are entered into the grade book. Late assignments will lose 25% of the total possible points for each day they are late.
- This course will adhere to the GSU Attendance Policy (Undergraduate Catalog 2015-2016): http://catalog.gsu.edu/undergraduate20152016/). “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly”.
  - Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, religious holidays of the student’s faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before the absence if possible, or as soon as practicable afterwards.
  - Attendance and participation in laboratory activities are mandatory. No make-up laboratory activities will be scheduled. If a lab activity missed, it is the responsibility of the student to obtain the lab results from the lab instructor or from another student. Unexcused absences will result in a reduction in laboratory assignment grade (see current Laboratory Policies for details).
- This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog 2015-2016): http://catalog.gsu.edu/undergraduate20152016/), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.
  - Plagiarism: “Plagiarism is presenting another person’s work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.”
  - Cheating on Examinations: “Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.”
  - Unauthorized Collaboration: “Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty.”
- The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment with the possibility of revising and resubmitting the assignment. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought
in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education and Human Development, and Georgia State University.

- **Exam policies:**
  - Exams and quizzes will begin and end at the scheduled times. No allowance will be made for tardiness or unexcused absence.
  - Absolutely no use of cell phones, cameras, computers, personal digital assistants (PDA’s), pagers, music listening devices, personal calculators, recording devices, or any other electronic devices during the exam unless approved by the instructor.
  - Once examinations have been distributed, students must remain in the classroom until their individual examination is turned in to the instructor. **Students will not be allowed to leave the room and re-enter to complete the exam,** unless due to emergency.

- **Disability accommodation**
  - Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

- **Student Evaluation of Instructor**
  - Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

- **This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog 2015-2016):** [http://catalog.gsu.edu/undergraduate20152016/]
  - Last day to withdraw with a possible grade of “W”: March 01, 2016.
**Plus-Minus Grading Policy**

Beginning Fall 2006, all instructors at Georgia State University will have the option to award grades on a plus/minus scale. If a course requires a prerequisite of a “B” or “C”, a grade of “B-” or “C-” will not meet that prerequisite. The following quality points will be used to calculate your GPA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
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<tbody>
<tr>
<td>*A+</td>
<td>4.30</td>
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<tr>
<td>A</td>
<td>4.00</td>
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<td>A-</td>
<td>3.70</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.70</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>0.00</td>
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<tr>
<td>WF</td>
<td>0.00</td>
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</tbody>
</table>

For the purposes of awarding HOPE, all plus and minus grades will be stripped from your GPA calculation. If you have all B- grades at a HOPE audit and a GPA of 2.70 you will still maintain HOPE with a HOPE GPA of 3.0. You will have two GPA’s, one for HOPE that strips all plus and minus from the grades and the other for transcripts and all other matters of academic standing. You can see all your GPAs on GoSOLAR by going to your My GPAs page.

**For more information: www.gsu.edu/es**

The Department of Kinesiology and Health will use Plus-Minus Grading, effective Fall, 2006. The percentage score for each letter grade will be as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
</tr>
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<tbody>
<tr>
<td>*A+</td>
<td>97 – 100%</td>
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<td>A</td>
<td>93 – 96%</td>
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<tr>
<td>A-</td>
<td>90 – 92%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
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</table>

Approved by the Department of Kinesiology and Health on May 5, 2006.
*Added by the University Senate to go into effect Spring, 2009.*
<table>
<thead>
<tr>
<th>Date</th>
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<th>Text*</th>
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<th>Lab</th>
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<tr>
<td>Jan 12</td>
<td>Introduction</td>
<td>Ch 01</td>
<td></td>
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<tr>
<td>Jan 14</td>
<td>Exercise Physiology</td>
<td>Ch 02, 14</td>
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<td>Jan 15</td>
<td>Lab</td>
<td></td>
<td>(1) Intro to Lab Methods</td>
<td>(2) Peak Power</td>
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<td>Bioenergetics Creatine Phosphate</td>
<td>Ch 03, 04</td>
<td>Practice Quiz on BrightSpace</td>
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<td>Jan 21</td>
<td>Creatine Phosphate Creatine Loading</td>
<td>Ch 03; 04 p 50, 571-572</td>
<td>Quiz #1</td>
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<tr>
<td>Jan 22</td>
<td>Lab</td>
<td></td>
<td></td>
<td>Review Lab 2 Reports</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Anaerobic Glycolysis</td>
<td>Ch 03, 04</td>
<td></td>
<td></td>
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<td>Jan 28</td>
<td>Acid-Base Balance Bicarbonate Loading</td>
<td>Ch 11, p 231-232 p 251, 576-577</td>
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<td>Jan 29</td>
<td>Lab</td>
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<td>(3) Fatigue Index</td>
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<td>Feb 02</td>
<td>Oxidative Phosphorylation</td>
<td>Ch 03, 04</td>
<td></td>
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<tr>
<td>Feb 04</td>
<td>Oxidative Phosphorylation</td>
<td>p 280-287, 336-339</td>
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<td>Feb 05</td>
<td>Lab</td>
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<td>(4) Aerobic Metabolism</td>
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<td>Feb 09</td>
<td>Fuel Utilization and Exercise Metabolism</td>
<td>Ch 03, Ch 04, Ch 05, Ch 23, p 89-100, 463-466</td>
<td>Quiz #2</td>
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<td>Feb 11</td>
<td>Protein Metabolism Fat Metabolism</td>
<td>Ch 03, Ch 04, Ch 05, Ch 23, 523-526</td>
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<td>Feb 12</td>
<td>Lab</td>
<td></td>
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<td>(5) VO&lt;sub&gt;2max&lt;/sub&gt;</td>
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<tr>
<td>Feb 16</td>
<td>Caffeine</td>
<td>p 578-581</td>
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<td>Carbohydrate Metabolism</td>
<td>Ch 03, 04, Ch 05, 517-523</td>
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<td>Exam #1</td>
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<td>Exam #1</td>
<td>*** Review Recorded Lecture on BrightSpace</td>
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<tr>
<td>Mar 01</td>
<td>Control of Force Production</td>
<td>Ch 08, 07</td>
<td>*** Neuromuscular System Fundamentals</td>
<td>Ch 08, 07</td>
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<tr>
<td>Mar 03</td>
<td>DOMS</td>
<td>p 76, 490-492</td>
<td>Quiz #3</td>
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<tr>
<td>Mar 04</td>
<td>Lab</td>
<td></td>
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<td>(8) Muscle Fatigue</td>
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<td>Mar 08</td>
<td>Muscle Adaptation</td>
<td>p 299-306, 485-90</td>
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<td>Mar 10</td>
<td>Steroids</td>
<td>p 104, 97</td>
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<td>Mar 11</td>
<td>Lab</td>
<td></td>
<td></td>
<td>(9) Heart Rate &amp; BP</td>
</tr>
<tr>
<td>Mar 01</td>
<td>Control of Force Production</td>
<td>Ch 08, 07</td>
<td>*** Cardiovascular System</td>
<td>Ch 09</td>
</tr>
<tr>
<td>Mar 03</td>
<td>DOMS</td>
<td>p 76, 490-492</td>
<td>Quiz #3</td>
<td>*** Review Recorded</td>
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<td>Topic</td>
<td>Page(s)</td>
<td>Lecture on BrightSpace</td>
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<tr>
<td>Mar 22</td>
<td>Cardiac Output</td>
<td>Ch 09</td>
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<tr>
<td>Mar 24</td>
<td>Cardiac Output</td>
<td>Ch 09</td>
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<tr>
<td>Mar 25</td>
<td>Lab</td>
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<td>(10) Cardiovascular Response</td>
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<td>Mar 29</td>
<td>a-v (O_2) Difference</td>
<td>Ch 09</td>
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<td>Mar 31</td>
<td>Blood and Plasma Volume</td>
<td>p 202</td>
<td>Quiz #4</td>
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<td></td>
<td>Blood Doping</td>
<td>p 574-6</td>
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<tr>
<td>Apr 01</td>
<td>Exam #2</td>
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<tr>
<td>Apr 05</td>
<td>Fluid Balance</td>
<td>p 526-530</td>
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<td>Apr 07</td>
<td>Thermoregulation</td>
<td>Ch 12, p 551-560</td>
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<tr>
<td>Apr 08</td>
<td>*** Pulmonary System Fundamentals</td>
<td>Ch 10</td>
<td>*** Review Recorded Lecture on BrightSpace</td>
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<td>Apr 12</td>
<td>Ventilation</td>
<td>Ch 10</td>
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<td>Apr 14</td>
<td>Diffusion</td>
<td>Ch 10</td>
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<td>Apr 15</td>
<td>Lab</td>
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<tr>
<td>Apr 19</td>
<td>Altitude</td>
<td>p 541-550</td>
<td></td>
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<tr>
<td>Apr 21</td>
<td>Female Athlete Triad Performance</td>
<td>p 103-108, 500-04 Ch 19</td>
<td>Quiz #5</td>
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<td>Apr 22</td>
<td>Lab</td>
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<td>Apr 28</td>
<td>Final Exam</td>
<td>10:45 am</td>
<td>Aderhold 323</td>
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</tbody>
</table>

KH3635 Coaching Athletes with Disabilities  
Spring Semester - 2016  
Revised 01/06/2016

Instructor: Daniel R. Humphreys, MS, CDSS  
Office: Sports Arena Room 137  
Telephone: 404-751-8748  
Email: dhumphreys@gsu.edu  
Class Time/Location: T/TH 11:45 – 1pm Kell Hall 670  
Office Hours: By Appointment  
Credit Hours: 3  
Prerequisites: None

Course Theme: Coaching for All

Course Description

Sport and recreation is becoming ever more available to everyone regardless of the presence of a disability. In order to be an effective coach you must understand the special considerations for coaching athletes with various types of disabilities as well as the similarities to coaching in the general population. This course will introduce students to the functional abilities of persons with a disability and the implications of impairment for coaching athletes with disabilities. Students will learn about reasonable accommodations in participation, equipment, training, communication or rules to enable sport participation of athletes with disabilities. An understanding of classification also will facilitate coaching and athlete performance.

Course Objectives

1. Develop a comprehensive understanding of coaching athletes with disabilities.
2. Understand and demonstrate proper accommodations relative to various disabilities relative to:
   a. Participation
   b. Equipment
   c. Training
   d. Communication
   e. Rules.
3. Understand and demonstrate understanding of the Paralympic classification system.

Required Readings

Required Text:
Disability Sport  
Edition: 2nd  
Year: 2005  
ISBN: 0-7360-4638-0  
Author: DePauw, Karen P., Gavron, Susan J.  
Publisher: Human Kinetics

Additional Reading:

All the required readings/viewings outside of the required text are available on esDire2Learn/Brightspace. The readings/viewings are included in the respective topic folder along with copies of PowerPoint presentations where relevant. All readings/viewings should be completed and you should be prepared to discuss the content on the class date(s) noted.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Viewing</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Course Overview Part I: Overview of Sport and Individuals with Disability</td>
<td>Disability Sport 2nd Chapter 1 – Introduction</td>
<td>We will review the syllabus, grading scheme, instructor expectations of students, attendance policy and the course pre-assessment.</td>
</tr>
<tr>
<td>January 14</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>Disability Sport: The Future for Superior Sport Performance</td>
<td>Paper: Why I am interested in coaching athletes with disability. DUE 01/19/16</td>
</tr>
<tr>
<td>January 19</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>Disability Sport 2nd Chapter 2 – Historical Context of Disability Sport</td>
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</tr>
<tr>
<td>January 21</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>Olympian, Femalempian, Paralympian? Power of inclusion in sport</td>
<td></td>
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<tr>
<td>January 26</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>Disability Sport 2nd Chapter 3 – History of Disability Sport</td>
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<tr>
<td>January 28</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>The Mandeville Legacy - Paralympics Documentary</td>
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<tr>
<td>February 2</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>Disability Sport 2nd Chapter 4 – Structure and Organizations for Disability Sport</td>
<td>Paper: Disability Sport Organization in the U.S. DUE 02/09/16</td>
</tr>
<tr>
<td>February 4</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
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<tr>
<td>February 9</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>Disability Sport 2nd Chapter 5 – Competitions and Sport Opportunities for Athletes with Disabilities</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
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<tr>
<td>February 11</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
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<tr>
<td>February 16</td>
<td>Part I: Overview of Sport and Individuals with Disability</td>
<td>Disability Sport 2&lt;sup&gt;nd&lt;/sup&gt; Chapter 6 – Sport and Disability: A World View</td>
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<td>February 18</td>
<td>PART I EXAM</td>
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<td>PART I EXAM</td>
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<tr>
<td>February 23</td>
<td>Part II: Sport and Sport Performance</td>
<td>Disability Sport 2&lt;sup&gt;nd&lt;/sup&gt; Chapter 7 – Sport for Athletes with Disabilities</td>
<td>Paper: Compare and Contrast the Paralympic Games, Special Olympics and Deaflympics. DUE 03/01/16</td>
</tr>
<tr>
<td>February 25</td>
<td>Part II: Sport and Sport Performance</td>
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</tr>
<tr>
<td>March 1</td>
<td>Part II: Sport and Sport Performance</td>
<td>Disability Sport 2&lt;sup&gt;nd&lt;/sup&gt; Chapter 8 – Coaching and Training Athletes with Disabilities</td>
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<tr>
<td>March 3</td>
<td>Part II: Sport and Sport Performance</td>
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<tr>
<td>March 8</td>
<td>Part II: Sport and Sport Performance</td>
<td>Disability Sport 2&lt;sup&gt;nd&lt;/sup&gt; Chapter 9 – Sports Medicine and Athletic Training for Athletes with Disabilities</td>
<td>Paper: Considerations for an athlete with a disability. DUE 03/22/16</td>
</tr>
<tr>
<td>March 10</td>
<td>Part II: Sport and Sport Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>NO CLASS</td>
<td></td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>March 17</td>
<td>NO CLASS</td>
<td></td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>March 22</td>
<td>Part II: Sport and Sport Performance</td>
<td>Disability Sport 2&lt;sup&gt;nd&lt;/sup&gt; Chapter 10 – Sport Equipment</td>
<td></td>
</tr>
<tr>
<td>March 24</td>
<td>Part II: Sport and Sport Performance</td>
<td></td>
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</tr>
<tr>
<td>March 29</td>
<td>Part II: Sport and Sport Performance</td>
<td>Disability Sport 2&lt;sup&gt;nd&lt;/sup&gt; Chapter 11 -Event Management</td>
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<tr>
<td>March 31</td>
<td>PART II EXAM</td>
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<td>PART II EXAM</td>
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<tr>
<td>April 5</td>
<td>Part III: The Changing Landscape of Disability</td>
<td>Disability Sport 2&lt;sup&gt;nd&lt;/sup&gt; Chapter 12 – Challenges and Controversies in Disability Sport</td>
<td>Paper: Do we have an ethical responsibility to broadcast the Paralympic Games in the U.S.? DUE 04/07/16</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
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<tr>
<td>April 7</td>
<td>Part III: The Changing Landscape of Disability</td>
<td>Continued</td>
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</tr>
<tr>
<td>April 12</td>
<td>Part III: The Changing Landscape of Disability</td>
<td>Disability Sport 2\textsuperscript{nd} Chapter 13 – Female Athletes with Disabilities in Sport</td>
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<tr>
<td>April 14</td>
<td>Part III: The Changing Landscape of Disability</td>
<td>Continued</td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>Part III: The Changing Landscape of Disability</td>
<td>Disability Sport 2\textsuperscript{nd} Chapter 14 – The Future of Disability Sport</td>
<td>Paper: The three things needed to be done to improve opportunities for athletes with disability. DUE 04/21/16</td>
</tr>
<tr>
<td>April 21</td>
<td>PART III EXAM</td>
<td></td>
<td>PART III EXAM</td>
</tr>
</tbody>
</table>

Note: There is often a need to adjust the schedule to accommodate guest speakers, available events, and student availability for off-campus opportunities. A revised schedule will be emailed to all students and posted in Desire2Learn (D2L)/Brightspace throughout the semester.

Description of Assignments/Course Requirements

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

1,000 total points are available throughout this semester.

Attendance/Class Participation (28%) –280 points

Students are expected to attend class and participate in class discussion and in-class assignments throughout the semester. The 280 points will be equally divided by the number of class sessions throughout the semester. Fifty percent (50%) or 140 of the points will be awarded for attendance and fifty percent (50%) or 140 points for active class participation.

Students are allowed a total of three (3) absences throughout the semester. On the fourth (4) absence the student will be given a failing grade for the class.
Tests (36%) – 360 points

There will be a test at the end of each section of the required text that will cover the material in that section.

Papers (36%) – 360 points - 60 points each graded as Pass/Fail

1. Why I am interested in coaching athletes with disability. DUE 01/19/16
2. Disability Sport Organization in the U.S. DUE 02/09/16
3. Compare and Contrast the Paralympic Games, Special Olympics and Deaflympics. DUE 03/01/16
4. Considerations for an athlete with a disability. DUE 03/22/16
5. Do we have an ethical responsibility to broadcast the Paralympic Games in the U.S.? DUE 04/07/16
6. The three things needed to be done to improve opportunities for athletes with disability. DUE 04/21/16

Instructions for Assignment Completion

1. Assignments must be turned in at the start of class on the due date. Late assignments will not be accepted in the absence of extreme circumstances that fall outside the control of the student.
2. All assignments must be typed using 1” margins, double spaced using 12pt Calibri font, unless otherwise indicated.
3. All assignments must be written with sensitivity to person first language. See the first lecture for guidelines. Errors in the use of respectful, person first terminology may result in a grade of Fail and zero (0) points on the assignment.
4. All assignments have as a basic requirement proper grammar, spelling, and sentence structure. Errors such as these in your writing may result in a grade of Fail and zero (0) points on the assignment.
5. Attendance for the tests are mandatory. Students arriving late for the test (arriving after the first students has turned in his/her test) will not be allowed to take the test and a grade of 0 will be assigned.
Please Read These Important Policies and Procedures

Class Policies:

- The course syllabus and schedule provides a general plan for the course; deviations may be necessary.
- Be prepared to be involved in the class. A schedule of topics is provided along with reading and viewing assignments and other material. This information should be reviewed prior to class and you should be prepared to discuss the material.
- Class begins at 9:30am. Please be on time – tardiness disrupts the class and will not be tolerated.
- Smart phones, tablets, and laptop computers may be used to reference required reading materials and take notes. If such devices are used in the classroom for any other purpose the student will be asked to leave the classroom immediately and will receive a grade of 0 for any assignments associated with that class.
- Class assignments/homework must be typed using 12pt Calibri font, double spaced, with 1” margins on all sides. The student’s name and semester must appear on the first page. If using more than one page, the paper MUST either be stapled and/or double sided. If submitting an assignment electronically, follow the filename convention as given in the assignment instructions.

Attendance:

- This course will adhere to the GSU Attendance Policy (Undergraduate Catalog 2015-2016, Section 1334): http://catalog.gsu.edu/undergraduate20152016/university-academic-regulations/#class-attendance

Students are allowed a total of three (3) absences throughout the semester. On the fourth (4) absence the student will be given a failing grade for the class.

Academic Honesty:

- This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog 2015-2016, Section 1380): http://catalog.gsu.edu/undergraduate20152016/?s=1380
- Examples include:
  - **Plagiarism**: Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own.
  - **Cheating on Examinations**: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.
  - **Unauthorized Collaboration**: Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.
o **Falsification:** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (for example, false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

o **Multiple Submissions:** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit.

- The first incident of plagiarism or unauthorized collaboration will result in a receipt of failing grade (zero points) on the assignment with the possibility of revising and resubmitting the assignment based on instructor discretion. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated and will result in the receipt of a failing grade (zero points) on the exam and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

- **Exam Policies:**
  - Exams and quizzes will begin and end at the scheduled times. No allowance will be made for tardiness or unexcused absences.
  - Absolutely no use of cell phones, cameras, computers, tablets, calculators or other electronic devices during the exam unless approved by the instructor.
  - Once examinations have been distributed, students must remain in the classroom until their individual examination is turned into the instructor. Students will **not** be allowed to leave the room and re-enter to complete the exam, unless due to an emergency.
  - Students arriving late to an exam after classmates have completed and turned in their exams will not be allowed to take the exam and a grade of zero will be assigned.

**Withdrawal:**

- This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog 2015-2016, Section 1332): [http://catalog.gsu.edu/undergraduate20152016/?s=1332](http://catalog.gsu.edu/undergraduate20152016/?s=1332)
KH 3600 Biomechanics, Spring 2016

CRN 12548/11018/13188
Lecture: Tuesday/Thursday 1:00 pm – 1:50 pm, COE 150
Labs: COE 100  Friday: 9:00-10:30 am (CRN 12548)
      11:00 am-12:30 pm (CRN 11018)
      3:00-4:30 pm (CRN 13188)

Instructor: Peter A. Rohleder, M.Ed., CSCS
Office: Sports Arena G13
Phone: (404) 413-8367
Email: prohleder@gsu.edu
Office hours: Monday/Wednesday 1:30-3:30 pm; Tuesday/Thursday 9-11 am

Lab Instructors:

Rebecca Jane Ban
Labs: Friday 9-10:30 am
      11:00 am-12:30 pm
Email: rban1@student.gsu.edu
Office Hour(s): Thursday 10:30-12:30; 3-4 pm

Stephen Trinh Duong
Labs: Friday 3-4:30 pm
Email: sduong5@student.gsu.edu
Office Hour(s): Friday 11 am -1 pm

Prerequisites: KH 2220 and Math 1111
Required Text: Applied Biomechanics: Concepts and Connections
                John McLester, Peter St. Pierre

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Define the words “Biomechanics”, “Kinematics”, and “Kinetics” and list examples of topics relevant to biomechanics and analyzed by biomechanists,

2. Analyze basic problems in biomechanics both qualitative and quantitative methods,

3. Explain the concepts and formulas associated with linear and angular displacement, velocity, and acceleration, and perform calculations of quantities in kinematics and kinetics.

4. Apply a working knowledge of concepts and formulas associated with Force and Moment,

5. Analyze a human movement activity using video-based software, and

6. Explain products of biomechanics instrumentation including 3-D kinematic graphs and ground reaction force curves.
<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
<th>LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>1/14 Discussion: the fastest man alive, longest long jump; Topic: Mechanisms of Injury</td>
<td>Week 1 Location: COE 100 Topic: Functional Anatomy; Planes, Identifying Movements</td>
</tr>
<tr>
<td>Topic: Defining Biomechanics, links to related disciplines Book: Chapter 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/19</td>
<td>1/21 Topic: System Motion Continued Book: Chapter 2</td>
<td>Week 2 Location: COE 100 Topic: 3D coordinates, Degrees of Freedom, Full Body Diagrams, Kinetic Chains</td>
</tr>
<tr>
<td>Topic: System Motion Book: Chapter 2</td>
<td></td>
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</tr>
<tr>
<td>1/26</td>
<td>1/28 Topic: Coordinate Systems, Vectors Book: Chapter 3</td>
<td>Week 3 Location: TBD Topic: Quantitative vs. Qualitative</td>
</tr>
<tr>
<td>Topic: Quantitative and Qualitative Motion Analysis Book: Chapter 3</td>
<td></td>
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</tr>
<tr>
<td>2/2</td>
<td>2/4 Topic: Analyzing Vectors with Trigonometry Continued Book: Chapter 3</td>
<td>Week 4 Location: COE 100 Topic: Vectors</td>
</tr>
<tr>
<td>Topic: Analyzing Vectors with Trigonometry Book: Chapter 3</td>
<td>Due: Homework 1</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>2/11 Topic: Force and Newton’s Laws of Motion Book: Sections 4.1-4.2</td>
<td>Week 5 Location: COE 100 Topic: Introduction to video analysis software: practice with Kinovea</td>
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<td>EXAM 1</td>
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<tr>
<td>2/16</td>
<td>2/18 Topic: Pressure, Stress, Strain Book: pages 105-114</td>
<td>Week 6 Location: Sports Arena G15-Biomechanics Lab Topic: Friction</td>
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<tr>
<td>Topic: Types of Forces, Friction Book: pages 96-105</td>
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<tr>
<td>Topic: Linear Kinematics: Position, Velocity, Acceleration Book: Section 5.1</td>
<td>Due: Homework 2</td>
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<tr>
<td>Topic: Linear Kinetics: Linear Momentum Book: Section 5.2</td>
<td>Due: Homework 3</td>
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<td>3/3</td>
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<tr>
<td>Tuesday</td>
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<td>LAB</td>
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<tr>
<td>3/8</td>
<td>3/10</td>
<td>Week 9</td>
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<tr>
<td>Topic: Work, Energy, Power Continued</td>
<td>EXAM 2</td>
<td>Location: COE 100</td>
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<tr>
<td>Book: Section 5.3, pages 157-158</td>
<td></td>
<td>Topic: Sample video analysis project presentation, selection of project topics</td>
</tr>
<tr>
<td>3/15 Spring Break</td>
<td>3/17 Spring Break</td>
<td>Week 10 Spring Break</td>
</tr>
<tr>
<td>3/22</td>
<td>3/24</td>
<td>Week 11</td>
</tr>
<tr>
<td>Topic: Angular kinematics</td>
<td>Topic: Torque</td>
<td>Location: COE 100</td>
</tr>
<tr>
<td>Book: Section 6.3</td>
<td>Book: Section 6.1</td>
<td>Topic: Torque</td>
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<tr>
<td></td>
<td></td>
<td>PROJECT VIDEOS DUE</td>
</tr>
<tr>
<td>3/29</td>
<td>3/31</td>
<td>Week 12</td>
</tr>
<tr>
<td>Book: Section 6.1</td>
<td>Book: Sections 6.4 and 6.6</td>
<td>Topic: Muscle Kinetics</td>
</tr>
<tr>
<td>Due: Homework 4</td>
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<tr>
<td>4/5</td>
<td>4/7</td>
<td>Week 13</td>
</tr>
<tr>
<td>Topic: Muscle kinetics</td>
<td>Topic: System balance and stability</td>
<td>Location: COE 100</td>
</tr>
<tr>
<td>Book: Pages 329-337</td>
<td>Book: Chapter 7</td>
<td>Topic: Base of Support, Equilibrium</td>
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<tr>
<td>4/12</td>
<td>4/14</td>
<td>Week 14</td>
</tr>
<tr>
<td>Topic: The System as a Machine</td>
<td>EXAM 3</td>
<td>Location:</td>
</tr>
<tr>
<td>Book Chapter 8</td>
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<td>Topic: Levers</td>
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<td>Due: Homework 5</td>
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<tr>
<td>4/19</td>
<td>4/21</td>
<td>Week 15</td>
</tr>
<tr>
<td>Topic: TBD</td>
<td>Review Final Exam</td>
<td>Project presentations</td>
</tr>
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<tr>
<td>4/26</td>
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<tr>
<td>FINAL EXAM 10:45 am-1:15 pm</td>
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</tbody>
</table>
VIDEO ANALYSIS PROJECT: Record two (2) videos in a compatible format for analysis. Analyze the two videos, and present results to classmates on 4/22. Video content must include human motion, and is not limited to sports-related motion. You will compare and contrast the two movement variations, and discuss how each movement could be modified, improved, etc. Examples may include, but are not limited to: walking, stair climbing, typing, running, tumbling, jumping, wheelchair propulsion, throwing, kicking, etc. Choose something you’re interested in or have questions about. Analysis must include, but is not limited to:

1. Measurement of a linear velocity,
2. Measurement of at least two angles,
3. A still-frame free body diagram of a system, and
4. A graph of either linear or angular position versus time and velocity versus time

We will provide a sample presentation in advance on 3/11.

GRADING

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>96.5 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 96.4%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 – 92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 86.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 76.4%</td>
</tr>
<tr>
<td>C-</td>
<td>69.4 – 72.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.5%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.4%</td>
</tr>
</tbody>
</table>

The Department of Kinesiology and Health uses Plus-Minus Grading, effective Fall, 2006. The percentage score for each letter grade is shown in the table.

HOMEWORK

All homework assignments must be HAND-WRITTEN and turned in at the beginning of class on the day that it is due. Typed or emailed homework assignments will NOT be accepted. No late assignments will be taken. You must show your work to receive full credit.

LAB

Lab attendance is required. Tardiness will not be allowed. It is up to the discretion of each respective lab instructor to decide when they will not allow students into lab after the scheduled start time of the respective lab. Each respective lab instructor has the same authority as an instructor. If you have an issue with your lab grade, you must discuss it with your respective lab instructor.

POLICIES

- Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class. Interaction is far more interesting than passive listening!
- Please be on time – tardiness is disruptive, unprofessional and unacceptable. The doors will be locked 5 minutes after scheduled start time, and admittance will not be allowed.
- No pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off! Cellular phones, PDAs, etc. must be kept out of sight during exams. Only basic calculators are allowed when specified. No phones, iPods, etc. may be used as calculators.
- Assignments are considered late if they submitted after the specified due date and time. Late homework and laboratory assignments will not be accepted.
• Lab quizzes start 5 minutes after the scheduled lab time. Students have 10 minutes from that start time to complete the quiz—no exceptions. **There are no lab quiz make-ups.**

• This course will adhere to the GSU Attendance Policy (Undergraduate Catalog): “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly.”

• Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may **not** be made up. Excused absences may include university approved activities, religious holidays of the student’s faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as possible after the absence. No assignment can be made up once the material has been returned to students.

• This course will adhere to the GSU Policy on Academic Honesty (**Section 409**), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.

• Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

• Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

• Last day to withdraw: 3/16.

The course syllabus provides a general plan for the course; deviations may be necessary.
KH 3600 Biomechanics, Spring 2016

CRN 11011/19162
Lecture: Tuesday/Thursday 1:00 pm – 1:50 pm, Petit Science Center, 255
Labs: COE 100 Friday: 1:00-2:30 pm (CRN 11011)
COE 106 Friday: 1:00-2:30 pm (CRN 19162)

Instructor: Diego M. Ferreira
Email: dferreira2@student.gsu.edu
Office hours: Tuesday/Thursday 9:00 am -12 pm

Lab Instructors:

Rebecca Jane Ban
Labs: Friday: 1-2:30 pm
Email: rban1@student.gsu.edu
Office Hour(s): Thursday 10:30-12:30; 3-4 pm

Stephen Trinh Duong
Labs: Friday: 1-2:30 pm
Email: sduong5@student.gsu.edu
Office Hour(s): Friday 11 am -1 pm

Prerequisites: KH 2220 and Math 1111
Required Text: Applied Biomechanics: Concepts and Connections
John McLester, Peter St. Pierre

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Define the words “Biomechanics”, “Kinematics”, and “Kinetics” and list examples of topics relevant to biomechanics and analyzed by biomechanists,
2. Analyze basic problems in biomechanics both qualitative and quantitative methods,
3. Explain the concepts and formulas associated with linear and angular displacement, velocity, and acceleration, and perform calculations of quantities in kinematics and kinetics.
4. Apply a working knowledge of concepts and formulas associated with Force and Moment,
5. Analyze a human movement activity using video-based software, and
6. Explain products of biomechanics instrumentation including 3-D kinematic graphs and ground reaction force curves.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
<th>LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>1/14</td>
<td>Week 1</td>
</tr>
<tr>
<td>Topic: Defining Biomechanics, links to related disciplines</td>
<td>Discussion: the fastest man alive, longest long jump; Topic: Mechanisms of Injury</td>
<td>Location: COE 100/TBD</td>
</tr>
<tr>
<td>Book: Chapter1</td>
<td></td>
<td>Topic: Functional Anatomy; Planes, Identifying Movements</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Book</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>1/19</td>
<td>System Motion</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1/21</td>
<td>System Motion Continued</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>1/26</td>
<td>quantitative and qualitative motion analysis</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Analyzing Vectors with Trigonometry</td>
<td>Chapter 3</td>
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<td></td>
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<tr>
<td>2/9</td>
<td>EXAM 1</td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>2/16</td>
<td>Types of Forces, Friction</td>
<td>Chapter 3</td>
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</tr>
<tr>
<td>2/23</td>
<td>Linear Kinematics: Position, Velocity, Acceleration</td>
<td>Chapter 5</td>
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<tr>
<td>3/1</td>
<td>Linear Kinetics: Linear Momentum</td>
<td>Chapter 5</td>
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<tr>
<td>3/15</td>
<td>Spring Break</td>
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<td>3/18</td>
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<td>3/21</td>
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<td>3/25</td>
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<td>3/28</td>
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<td>3/31</td>
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</tbody>
</table>
### Video Analysis Project

**Video Analysis Project:** Record two (2) videos in a compatible format for analysis. Analyze the two videos, and present results to classmates on 4/22. Video content must include human motion, and is not limited to sports-related motion. You will compare and contrast the two movement variations, and discuss how each movement could be modified, improved, etc. Examples may include, but are not limited to: walking, stair climbing, typing, running, tumbling, jumping, wheelchair propulsion, throwing, kicking, etc. Choose something you’re interested in or have questions about. Analysis must include, but is not limited to:

1. Measurement of a linear velocity,
2. Measurement of at least two angles,
3. A still-frame free body diagram of a system, and
4. A graph of either linear or angular position versus time and velocity versus time

We will provide a sample presentation in advance on 3/11.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Book</th>
<th>Date</th>
<th>Topic</th>
<th>Book</th>
<th>Location</th>
<th>Topic</th>
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<tbody>
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<td></td>
<td>Location: COE 100/COE 106</td>
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<td>Topic: Torque</td>
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<td></td>
<td>Topic: Muscle Kinetics</td>
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<td>Location: COE 100/COE 106</td>
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<td></td>
<td></td>
<td>Topic: Base of Support, Equilibrium</td>
</tr>
<tr>
<td>4/12</td>
<td>Topic: The System as a Machine</td>
<td>Book Chapter 8</td>
<td>4/14</td>
<td>EXAM 3</td>
<td></td>
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<td>Week 14</td>
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<td>Location: TBD</td>
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<td></td>
<td></td>
<td></td>
<td>Topic: Levers</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td>4/19</td>
<td>Topic: TBD</td>
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<td>Week 15</td>
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<td></td>
<td></td>
<td>LAB</td>
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<tr>
<td>4/19</td>
<td></td>
<td></td>
<td>4/21</td>
<td>Review Final Exam</td>
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<td>Project presentations</td>
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<td>4/26</td>
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<td>FINAL EXAM 10:45 am-1:15 pm</td>
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</table>
Homework

All homework assignments must be HAND-WRITTEN and turned in at the beginning of class on the day that it is due. Typed or emailed homework assignments will NOT be accepted. No late assignments will be taken. You must show your work to receive full credit.

Lab

Lab attendance is required. Tardiness will not be allowed. It is up to the discretion of each respective lab instructor to decide when they will not allow students into lab after the scheduled start time of the respective lab. Each respective lab instructor has the same authority as an instructor. If you have an issue with your lab grade, you must discuss it with your respective lab instructor.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96.5 – 100%</td>
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<tr>
<td>A</td>
<td>92.5 – 96.4%</td>
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<tr>
<td>A-</td>
<td>89.5 – 92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 86.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 76.4%</td>
</tr>
<tr>
<td>C-</td>
<td>69.4 – 72.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.5%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.4%</td>
</tr>
</tbody>
</table>

The Department of Kinesiology and Health uses Plus-Minus Grading, effective Fall, 2006. The percentage score for each letter grade is shown in the table.

POLICIES

- Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class. Interaction is far more interesting than passive listening!
- Please be on time – tardiness is disruptive, unprofessional and unacceptable. **The doors will be locked 5 minutes after scheduled start time, and admittance will not be allowed.**
- No pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off! Cellular phones, PDAs, etc. must be kept out of sight during exams. Only basic calculators are allowed when specified. No phones, iPods, etc. may be used as calculators.
- Assignments are considered late if they submitted after the specified due date and time. **Late homework and laboratory assignments will not be accepted.**
- This course will adhere to the GSU Attendance Policy (Undergraduate Catalog): “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly.”
- Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, religious holidays of the student’s faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if
possible or as soon as possible after the absence. No assignment can be made up once the material has been returned to students.

- This course will adhere to the GSU Policy on Academic Honesty (Section 409), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.

- Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

- Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

- **Last day to withdraw: 3/1/16.**

The course syllabus provides a general plan for the course; deviations may be necessary.
KH 3410/KH 7470
Assessment in Health and Physical Education
Spring Semester – 2016
Time: 11:00–12:15 Monday and Wednesday

Room #: 135 Sports Arena
CRN: 84735

Instructor: Jackie Lund
Office: 137 PE
Phones: 404-413-8051
E-mail: jlund@gsu.edu

Course Description: Assessment in Health and Physical Education. Co-Requisite: Must take concurrently with KH 3420. Traditional and authentic assessment methods currently in use in health, physical education, and adapted physical education settings are studied, including the organization, administration, and interpretation of those assessments. Students also examine various standards and learn how to develop assessments for them. A minimum grade of "C" is required for this course.

Prerequisites: None

Textbooks:

Supplemental texts:


NASPE Assessment Series monographs

Georgia Performance Standards for Physical Education (Available from the DOE website)

Course requirements:
Regular attendance and participation: Students are expected to attend class and actively participate. Classes will begin promptly. A disposition rubric is part of the grading system and poor attendance and non-professional behavior will be reflected on that. Students who cannot attend class due to a medical or personal emergency (as determined by the instructor) must contact the instructor, by phone or in person, prior to the class session or as soon as possible. Notes and assignments from missed classes or parts of classes will be the responsibility of the absent student. The instructor will not assist a student with missed assignments unless the absence was due to an emergency (as determined by the instructor). The use of cell phones is prohibited at any time. Assignments are due at the beginning of class on the date assigned. Unless the instructor is
notified prior to class and agrees to the absence, the student must attend class to turn in assignments.

**Late assignments:** Unless a class is missed due to an emergency (as determined by the instructor), an assignment turned in late will not be accepted; a grade of 0 will be earned on that assignment. A student who misses a quiz or test (unless due to an emergency as determined by the instructor) will earn a 0 on the quiz or test.

**Course objectives:**
Students will demonstrate:
- Knowledge of formative and summative assessment by developing an assessment portfolio on a sport or activity area
- The ability to develop a variety of assessments (cognitive, affective, psychomotor) for physical education
- Knowledge of Fitnessgram by administering the test and setting goals for improvement based on test results (individual and class/group)
- The ability to administer the Test of Gross Motor Development (TGMD), rate students, and make a determination of appropriate physical activity for those students
- The ability to identify appropriate criteria by writing various types of rubrics that are appropriate for the accompanying assessment
- Knowledge of grading practices in physical education by creating a grading plan for a middle or high school health or physical education class.

**Assignments and Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional profile</td>
<td>20</td>
</tr>
<tr>
<td>Your turn and other chapter activities</td>
<td>75</td>
</tr>
<tr>
<td>Skill test assessment</td>
<td>25</td>
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<tr>
<td>Portfolio</td>
<td>110</td>
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<tr>
<td>Game play assessment</td>
<td>15</td>
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<tr>
<td>Fitness assignment</td>
<td>25</td>
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<tr>
<td>TGMD assignment</td>
<td>20</td>
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<tr>
<td>Grading policy</td>
<td>25</td>
</tr>
<tr>
<td>Written test assignment</td>
<td>25</td>
</tr>
<tr>
<td>Affective domain assessment</td>
<td>20</td>
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<tr>
<td>Elementary assessment</td>
<td>20</td>
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<tr>
<td>Concept maps</td>
<td>20</td>
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</table>

Total: 400 points
Scale:

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 92%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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<td>B</td>
<td>83 – 86%</td>
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<td>B-</td>
<td>80 – 82%</td>
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<td>C+</td>
<td>77 – 79%</td>
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<td>C</td>
<td>73 – 76%</td>
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<tr>
<td>C-</td>
<td>70 – 72%</td>
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<td>D</td>
<td>60 – 69%</td>
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<td>F</td>
<td>&lt; 60%</td>
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<tr>
<th>Score Range</th>
<th>Score</th>
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<td>360-372</td>
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<td>348-359</td>
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<td>280-291</td>
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<td>240-279</td>
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</table>

Course Policies

The Center for Writing and Research in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty of graduate student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

Attendance: The attendance policy for this course is consistent with the University guidelines as stated in the University General Catalog, in that excessive absences are prohibited and emergencies must be discussed with and determined by the instructor.

Academic Integrity/Dishonesty: Please be aware of GSU, College of Education, and KH Departmental policies regarding academic dishonesty, which includes Plagiarism, Cheating on Examinations, Unauthorized Collaboration, Falsification, and Multiple Submissions.

Special Student Needs: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are listed above.
## Tentative course schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Course expectations; Pre-assess assessment knowledge; Concept map assignment</td>
<td></td>
</tr>
<tr>
<td>January 13</td>
<td>What is assessment? The need for assessment (Chapter 1); Sportfolio project assignment</td>
<td>concept maps due</td>
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<tr>
<td>January 18</td>
<td>Martin Luther King Day</td>
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<tr>
<td>January 20</td>
<td>Chapter 2 Planning the big picture; summative assessment</td>
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<tr>
<td>January 25</td>
<td>Chapter 3: Graphic organizers and essential questions</td>
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<tr>
<td>January 27</td>
<td>Chapter 4: Writing rubrics</td>
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<tr>
<td>February 1</td>
<td>Chapter 4: Writing rubrics</td>
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</tr>
<tr>
<td>February 3</td>
<td>Chapter 5: Block plan, diagnostic and formative assessment</td>
<td>Game play assignment due</td>
</tr>
<tr>
<td>February 8</td>
<td>Chapter 6 Choosing meaningful assessments</td>
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<tr>
<td>February 10</td>
<td>Chapter 7: Writing learning outcomes</td>
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<tr>
<td>February 15</td>
<td>Chapter 7 continued</td>
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<tr>
<td>February 17</td>
<td>Chapter 8 Psychomotor assessments</td>
<td></td>
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<tr>
<td>February 22</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>February 24</td>
<td>Chapter 9: Cognitive assessments</td>
<td>Skill test assignment due</td>
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<tr>
<td>February 29</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>March 2</td>
<td>GPAI</td>
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<tr>
<td>March 7</td>
<td>Chapter 10: Affective domain assessments</td>
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<tr>
<td>March 9</td>
<td>Chapter 10</td>
<td>Sportfolio due</td>
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<tr>
<td>March 14 and 16</td>
<td>Spring Break</td>
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<tr>
<td>March 21</td>
<td>Chapter 11: Using assessment data</td>
<td>Affective assignment due</td>
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<tr>
<td>March 23</td>
<td>Chapter 12: Managing assessment</td>
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<tr>
<td>March 28</td>
<td>Chapter 13: Grading</td>
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<tr>
<td>March 30</td>
<td>Chapter 13</td>
<td></td>
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<tr>
<td>April 4</td>
<td>GPAI</td>
<td>Grading assignment due</td>
</tr>
<tr>
<td>April 6</td>
<td>Fitness assessments</td>
<td>GPAI due</td>
</tr>
<tr>
<td>April 11</td>
<td>Elementary assessments</td>
<td>Fitness assignment due</td>
</tr>
<tr>
<td>April 13</td>
<td>Elementary assessments</td>
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</tr>
<tr>
<td>April 18</td>
<td>TGMD</td>
<td>Elementary assessment assignment due</td>
</tr>
<tr>
<td>April 20</td>
<td>Chapter 14 Developing as an assessor</td>
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</tr>
<tr>
<td>April 25</td>
<td>Putting it all together</td>
<td>TGMD assignment due</td>
</tr>
<tr>
<td>April</td>
<td>Final exam</td>
<td>Concept map #2 due</td>
</tr>
</tbody>
</table>

Note: Your turn activities are to be completed and turned in on the first day that a chapter is covered unless notified otherwise.
KH 3390
Advanced First Aid & Emergency Care
Spring 2016

Class (Langdale Hall; Room 318); Friday: 11:00-12:15- CRN# 16619 & 19017
Lab (Kell Hall, Room 670); Friday: 12:15-1:30- CRN#16619 (section 015)
Lab (Kell Hall, Room 670); Friday: 1:45-3:00- CRN #19017 (section 020)

Instructor: Anjuly Davis
Office: Class and Lab locations
Hours: By Appointment
Phone: 404-413-8050
E-mail: adavis93@gsu.edu (best method of contact outside of class hours)

Required Text: American Heart Association Heartsaver First Aid CPR
AED Student Workbook
Edition published in 2011
ISBN: 978-1616690175 or 1616690178

Supplies: Pocket Mask (must have by April 1st)

OBJECTIVES OF THE COURSE:

Description:
The course covers the technical skills necessary to provide emergency first aid and CPR
to victims of accidents and sudden illness. Additionally, this course covers principles of
safety and injury prevention. Students who successfully complete the requirements of the
course and of The American Heart Association (AHA) are eligible to receive AHA’s
Heartsaver First Aid & CPR certification.

The objective of the course will be to:

1. Identify guidelines that ensure personal safety and the safety of others at an
   emergency scene.
2. Explain what happens in the body if one or more body systems fail to function.
3. Identify ways in which diseases are transmitted and describe the universal safety
   precautions to prevent transmission.
4. Explain the emergency action principles.
5. Recognize breathing emergencies, such as choking, and provide proper care for them.
6. Recognize life-threatening bleeding and demonstrate how to control it.
7. Identify the major risk factors for cardiovascular disease and injury, and describe how
   to control them.
8. Recognize the signs and symptoms of a possible heart attack, and describe how to
   care for someone who is experiencing persistent chest pain and/or other signs and
   symptoms of heart attack.
9. Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide
   cardiopulmonary resuscitation (CPR).
10. Identify breathing devices and demonstrate how to use them.
11. Recognize the signs and symptoms of shock, and describe how to minimize the
    effects of shock.
12. Recognize the signs and symptoms of various soft tissue and musculoskeletal injuries and demonstrate how to care for them.

13. Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies.

**ATTENDANCE POLICY:**
The attendance policy for this course is consistent with the University guidelines as stated in the University General Catalog, in that excessive absences are prohibited and emergencies must be discussed with and determined by the instructor. **Regular doctor appointments, illnesses, travel, etc. are not considered an emergency.** More than 2 unexcused absence will result in a letter grade drop AND, NO certification. Being more than 10 minutes late for class will result in being marked absent for that day.

**POLICY ON INCOMPLETE GRADES:**
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework but for NONACADEMIC reasons beyond the student’s control are unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the professor and is not the prerogative of the student.

**POLICY ON ACADEMIC HONESTY**
The University assumes as a basic and minimum standard of conduct in academic matters that students are honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom the work is being submitted for additional credit).

**Cheating and Plagiarism.** Any exam found to have been completed with unauthorized help will be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student’s Rights and Responsibilities.

Please see the General Catalog Policy on Academic Honesty, for further information and definitions.

All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in any university course. Students may walk in to consult, with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.
MAKE-UP EXAMINATION POLICY
Exams may only be made-up due to an emergency. It is the instructor’s full discretion to determine a student’s right to make-up an exam. Exams must be made up by the next course day.

RESCUE SCENARIOS
Over various sections students will be given true to life emergency situations to which they will describe what first aid measures they would take. Some of the situations will be student generated, most often working with a partner.

DISABILITY SERVICES: Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

COURSE EVALUATIONS: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

CLASS RULES

♦ **Cell phone use is strictly prohibited.** Refrain from all cell phone use during class and lab (texting, internet use, etc.).
♦ **BE ON TIME.** You will be marked absent if you are 10 minutes or more late for class or lab.
♦ **Respect for self, others, and property is mandatory.**
♦ **Dress appropriately for lab, skills activities, and the practical exam.** Refrain from wearing short skirts/dresses, low tops/pants, flip-flops and/or any other apparel that will hinder activities.
♦ **Refrain from sleeping.** Stay awake, pay attention, practice and participate. This is an activity course that requires adequate knowledge of life-saving skills for certification. If you are repeatedly inattentive or repeatedly demonstrate lack of participation, you will be asked to leave class for the day and you will receive an absence.
COURSE GRADE:

The final grade for the course will be calculated using the following guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Course Assignment/Activity/Exam</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>600 - 538</td>
<td>Attendance &amp; Participation</td>
<td>330</td>
</tr>
<tr>
<td>B</td>
<td>537 - 477</td>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>476 - 418</td>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>D</td>
<td>417 – 358</td>
<td>Online Quizzes</td>
<td>40</td>
</tr>
<tr>
<td>F</td>
<td>357 &gt;</td>
<td>Practical Exam</td>
<td>30</td>
</tr>
</tbody>
</table>

**ONLINE QUIZZES:**
All online quizzes must be completed within the designated time that they are available (see schedule below). Each quiz is available for access for 1 week. The online quizzes are also timed. You must make sure that you are able to complete the quiz once you start it. Therefore, schedule accordingly as to when you will take each quiz. **No exceptions will be made for making-up the quizzes.**

**FIRST AID & CPR CERTIFICATION:**
You must complete the AHA’s Heartsaver First Aid & CPR certification process to become certified. **Again, more than 2 unexcused absences during the semester will result in a reduction of one letter grade and not earning the certification.**

**POCKET MASKS:**
Each student must purchase their own pocket mask prior to our April 1st lab. **Failure to have your own pocket mask will result in being ineligible to participate in lab, loss of participation points, and ineligibility to take practical exam.**
The following schedule is tentative and may be revised as needed.
Spring 2016
CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE/ Lesson #/ Exams</th>
<th>CLASS- Topics</th>
<th>LAB- Topics</th>
<th>ONLINE QUIZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15th Lessons 1-3</td>
<td>Class Introduction; Preparing to Act; The Human Body; Acting in an Emergency</td>
<td></td>
<td>Lessons 1-3 DUE by 11:59 p.m. on 1/21/16</td>
</tr>
<tr>
<td>January 22nd Lessons 4-5</td>
<td>Assessing the Victim; Controlling Bleeding</td>
<td>Preparing to Act; Acting in an Emergency; Assessing the Victim; Controlling Bleeding</td>
<td></td>
</tr>
<tr>
<td>January 29th Lessons 6-8</td>
<td>Shock; Wounds and Soft Tissue; Fires and Burns</td>
<td>Shock; Wounds and Soft Tissue; Fires and Burns</td>
<td></td>
</tr>
<tr>
<td>February 5th Lessons 9-10</td>
<td>Head and Spinal Injuries; Chest, Abdominal and Pelvic Injuries</td>
<td>Head and Spinal Injuries; Chest, Abdominal and Pelvic Injuries</td>
<td></td>
</tr>
<tr>
<td>February 12th EXAM 1 (lessons 1-10) 11:00 – 11:45 a.m. Lesson 11</td>
<td>Bone, Joint, and Muscle Injuries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 19th Lessons 12-13</td>
<td>Extremity Injuries and Splints; Sudden Illness</td>
<td>Bone, Joint, and Muscle Injuries; Extremity Injuries and Splints; Sudden Illness</td>
<td>Lessons 14-15 DUE by 11:59 p.m. on 3/3/16</td>
</tr>
<tr>
<td>February 26th Lessons 14-15</td>
<td>Poisoning; Substance Misuse and Abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 4th NO CLASS/LAB/QUIZ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 11th Lessons 16-17</td>
<td>Bites and Stings; Cold and Heat Emergencies</td>
<td></td>
<td>Lessons 16-17 DUE by 11:59 p.m. on 3/17/16</td>
</tr>
<tr>
<td>March 18th Lessons 18-19</td>
<td>Behavioral Emergencies; Pregnancy and Childbirth</td>
<td>Bites and Stings; Cold and Heat Emergencies; Behavioral Emergencies; Pregnancy and Childbirth</td>
<td></td>
</tr>
<tr>
<td>March 25th Lessons 20-21</td>
<td>Remote Location First Aid; Rescuing and Moving Victims</td>
<td></td>
<td>Lessons 20-21 DUE by 11:59 p.m. on 3/31/16</td>
</tr>
<tr>
<td>April 1st EXAM 2 (lessons 11-21) 11:00 – 11:45 a.m. Lessons 22-23</td>
<td>CPR; AED</td>
<td>CPR; AED</td>
<td></td>
</tr>
<tr>
<td>April 8th Lessons 24-25</td>
<td>Airway Obstructions; Moving Forward</td>
<td>Practice Skills for Exam: First Aid, CPR, AED Skills</td>
<td></td>
</tr>
<tr>
<td>April 14th (Thursday) Lab Practical Exam</td>
<td>AHA Heartsaver First Aid &amp; CPR Certification (11:00 a.m.- 1:30 p.m.; Kell Hall- Room 670)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 15th Lab Practical Exam</td>
<td>AHA Heartsaver First Aid &amp; CPR Certification (11:00 a.m.- 1:30 p.m.; Kell Hall- Room 670)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### KH3360 Disability, Sport, and Physical Activity

**Spring Semester - 2016**  
*Revised 01/06/2016*

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Daniel R. Humphreys, MS, CDSS</th>
<th>Office:</th>
<th>Sports Arena Room 137</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>404-751-8748</td>
<td>Email:</td>
<td><a href="mailto:dhumphreys@gsu.edu">dhumphreys@gsu.edu</a></td>
</tr>
<tr>
<td>Class Time/Location:</td>
<td>T/Th 9:30 – 10:45am Langdale Hall 217</td>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Course Theme: Understanding the interaction between disability, sport and physical activity**

**Course Description**

Students will examine the structure, function, and outcome of the disability sport movement in the United States and internationally, considering its impact on opportunities, current trends, behaviors, and attitudes towards persons with a disability (PWD). Students will experience opportunities to observe and participate in a variety of disability sport offerings.

**Course Objectives**

1. Demonstrate knowledge of disability, disability laws and disability etiquette.
2. Demonstrate knowledge about sport opportunities, competitions, and programs that include athletes with disabilities.
3. Understand ways to modify sports and physical activities for persons with disabilities.
4. Develop an understanding if current issues in disability sport.

**Required Readings**

All the required readings/viewings outside of the required text are available on esDire2Learn/Brightspace. The readings/viewings are included in the respective topic folder along with copies of PowerPoint presentations where relevant. All readings/viewings should be completed and you should be prepared to discuss the content on the class date(s) noted.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Activities/ Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Course Overview</td>
<td>Volunteer Opportunities in Atlanta</td>
<td>Pre-Assessment – DUE 01/14/16</td>
<td></td>
</tr>
<tr>
<td>January 14</td>
<td>Disability Awareness and Etiquette</td>
<td>Disability Etiquette: Tips for Interacting with People with Disabilities</td>
<td>Person First Language in the Media – DUE 01/19/16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BlazeSports America. Disability Awareness and Etiquette</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>BlazeSports America Etiology of Physical Disability</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>BlazeSports Certified Disability Sports Specialist Curriculum</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Seven Myths About Physical Disability and Physical Activity in the General Population:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://youtu.be/h_vY3wWhY">http://youtu.be/h_vY3wWhY</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 19</td>
<td>Campus CLASS Accessibility Tour</td>
<td>Accessibility Check List – <a href="http://youtu.be/DeLHEbFXU">Print out and bring to class</a></td>
<td></td>
<td>Meet in classroom, dress appropriately for weather outside</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An Introduction to Creating Accessible Sport Fitness and Physical Activity Environments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 21</td>
<td>Campus GROUP Accessibility Tour</td>
<td>What really handicaps a person with a disability? Paper and ADA Checklist DUE 01/26/16</td>
<td></td>
<td>Meet on own in assigned building</td>
</tr>
<tr>
<td>January 26</td>
<td>Federal Disability Rights Laws</td>
<td>Overview of the ADA and other Federal Laws</td>
<td>ADA Signing Reaction Paper – DUE 02/02/16</td>
<td>Discuss Person First Language in the Media Assignment</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
<td>Activities/Speakers</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| February 2 | Murderball Movie       | Unites States Quad Rugby Association: [http://usqra.org/](http://usqra.org/)  
Overview: [http://usqra.org/the_game](http://usqra.org/the_game)  
Rules: [http://usqra.org/rules_regulations](http://usqra.org/rules_regulations)  
Spirit in Motion: An Introduction to the Paralympic Movement: [http://youtu.be/t1YBr2gxrQw](http://youtu.be/t1YBr2gxrQw)  
Who Competes in Paralympic Sport?: [http://youtu.be/OwB0rNiEd0I](http://youtu.be/OwB0rNiEd0I)  
Paralympic Sport History and Structure BlazeSports Certified Disability Sport Specialist Curriculum | Disabled Sport Organizations (DSO) in the U.S. – DUE 03/03/16 | |
<p>| February 16| Sitting Volleyball      | Sitting Volleyball Rules <a href="http://www.sittingvolleyball.org/rules.htm">http://www.sittingvolleyball.org/rules.htm</a> | | Meet in Sports Arena 260 |
| February 18| No Class               |                                                                         | | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Activities/ Speakers</th>
</tr>
</thead>
</table>
| February 25| Classification                              | Introduction to Classification: [http://www.paralympic.org/classification](http://www.paralympic.org/classification)  
   History of Classification: [http://www.paralympic.org/classification/history](http://www.paralympic.org/classification/history)  
   Sport Specific Classification: [http://www.paralympic.org/classification/sport-specific](http://www.paralympic.org/classification/sport-specific)  
   Medal Quest: [https://youtu.be/SN42lqx0UK8](https://youtu.be/SN42lqx0UK8)  
   Paralympic Classification of Elite Athletes with Intellectual Disabilities: [https://youtu.be/nT1KtxsQKWQ](https://youtu.be/nT1KtxsQKWQ)  
   Introduction to Eligibility and Classification of Persons with Intellectual Disability  
   U.S. National Classification  
   Classification 101  
   USA Classification Policies and Procedures – GENERAL File  
   USA Classification Policies and Procedures - Education and Training File  
   USA Classification Policies and Procedures – LOC  
   Layman’s Guide to Paralympic Classification  
   Summer Sports  
   Winter Sports  
   Paralympic Sport Classification  
   BlazeSports Certified Disability Sport Specialist Curriculum |                                                                  |                                                                                                    |                                                         |
| March 8    | Future of the Olympic and Paralympic Games |                                                                                                   | Should the Olympic and Paralympic Games be combined? – DUE 03/22/16                                                      | Class Debate |


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Activities/ Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td>HAVE FUN</td>
<td></td>
</tr>
<tr>
<td>March 17</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td>HAVE FUN</td>
<td></td>
</tr>
<tr>
<td>March 22</td>
<td>Sport as part of a holistic rehabilitation program</td>
<td>See Required Reading/Viewing List</td>
<td>Prepared Questions for Guest Speaker</td>
<td>Matt Edens – Shepherd Center</td>
</tr>
<tr>
<td>March 29</td>
<td>Long Term Athlete Development Model (LTAD)</td>
<td>BlazeSports CDSS LTAD PPT</td>
<td>Long Term Athlete Development Model (LTAD)</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>Options in Sport and Recreation for Persons with Physical Disability</td>
<td>BlazeSports Active for Life Guide 2nd Edition – Chapter 4 – Options in Sport and Recreation</td>
<td>Prepared Questions for Guest Speaker</td>
<td>BlazeSports America – Jessie Romito and Maggie Frederick</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
<td>Activities/Speakers</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>April 7</td>
<td>Current Events in Adapted and Paralympic Sports</td>
<td></td>
<td>Come to class prepared to discuss one current topic of your choice</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td><strong>SPORT QUIZ</strong></td>
<td></td>
<td><strong>QUIZ</strong></td>
<td></td>
</tr>
<tr>
<td>April 14</td>
<td>Disability, Sport and Physical Activity Quiz</td>
<td></td>
<td><strong>QUIZ</strong></td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>Final Project Presentations</td>
<td></td>
<td>All Final Projects Due</td>
<td></td>
</tr>
<tr>
<td>April 21</td>
<td>Final Project Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: There is often a need to adjust the schedule to accommodate guest speakers, available events, and student availability for off-campus opportunities. A revised schedule will be emailed to all students and posted in Desire2Learn (D2L)/Brightspace throughout the semester.

Description of Assignments/Course Requirements

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

1,000 total points are available throughout this semester.

Attendance/Class Participation (20%) – 200 points

Students are expected to attend class and participate in class discussion and in-class assignments throughout the semester. The 200 points will be equally divided by the number of class sessions throughout the semester. Fifty percent (50%) or 100 of the points will be awarded for attendance and fifty percent (50%) or 100 points for active class participation.

Students are allowed a total of three (3) absences throughout the semester. On the fourth (4) absence the student will be given a failing grade for the class.

Written Assignments and Quizzes (60%) – 600 points - 75 points each graded as Pass/Fail

1. **Course Pre-Assessment Quiz:** This quiz will provide a baseline of your knowledge relative to physical disability, sport and physical activity prior to this class.

2. **Sport Quiz:** Students will be required to review readings for each sport prior to the class in which the sport will be played or discussed. At the end of the series of sport classes, students will take a quiz on the history/background, athlete eligibility, equipment, rules and skills of the respective sports. Students will complete a quiz that may include the following sports: wheelchair basketball, wheelchair rugby, boccia, goalball, sitting volleyball, and wheelchair tennis. The test will be comprised of multiple choice, true and false, and matching type questions.

3. **Disability, Sport and Physical Activity Quiz:** Students will be tested on their knowledge and understanding of disability and its implications for movement. Disability categories covered on the test will include: (a) Spinal cord injury, (b) Amputee, (c) Cerebral Palsy, and (d) Visual...
impairment. The test will also include information on organizations and competitions for athletes with these disabilities. The test will be comprised of multiple choice, true and false, matching and short answer questions.

4. Person First Language in the Media Writing Assignment
5. ADA Signing Video Reaction Paper Writing Assignment
6. What really handicaps a person with a disability? Writing Assignment
7. Disabled Sport Organizations in the U.S. Writing Assignment
8. Should the Olympic and Paralympic Games be combined into one event? Writing Assignment

Final Project (20%) – 200 points – Due 9:00am Tuesday, April 19th

Final Project - New Perspectives on Disability, Sport, and Physical Activity. Write and present a reflective report, minimum six (6) pages utilizing 1” margins, double spaced, Calibri 12pt font, on your experience in and the knowledge gained from this. In this reflection paper you must address the following criteria:

a. 25 points: Describe your attitudes towards people with disabilities and sport at the start of this class. In what ways do you look at sport and physical activity for persons with disabilities differently or similarly from when you started this course? Was there a specific defining situation where you noticed your attitudes changing? If so, describe it, if not, how do you explain any changes or lack of changes in your attitudes towards sport for persons with disabilities across the semester?

b. 25 points: What happened in this class that you liked or disliked? (Be specific and give examples). Why? What was the most rewarding or challenging about this class?

c. 25 points: Highlight 3 specific concepts/knowledge gained (i.e., what new information, ideas, or opinions were formed, what information stood out most to you. What did you learn or experience that had the greatest impact on you?)

d. 25 points: Summarize your one-day volunteer experience; where did you volunteer, who did you meet, what affect did it have on your perceptions of persons with disability?

e. 50 points: Summarize your tour of Shepherd Center; what did you see, who did you meet, what sports did you see, what sports does Shepherd Center offer, how many athletes does Shepherd Center Sports Teams roster?

f. 50 points: Summarize your overall experience in this class. Did this class meet/exceed your expectations or goals? Why or why not? What suggestions or feedback do you have to improve this class?

Failure to address each item and the content within each item will result in loss of points.

1,000 total points are available throughout this semester.
Instructions for Assignment Completion

1. Assignments must be turned in at the start of class on the due date. Late assignments will not be accepted in the absence of extreme circumstances that fall outside the control of the student.

2. All assignments must be typed using 1” margins, double spaced using 12pt Calibri font, unless otherwise indicated.

3. All assignments must be written with sensitivity to person first language. See the first lecture for guidelines. Errors in the use of respectful, person first terminology may result in a grade of Fail and zero (0) points on the assignment.

4. All assignments have as a basic requirement proper grammar, spelling, and sentence structure. Errors such as these in your writing may result in a grade of Fail and zero (0) points on the assignment.

5. Attendance for the tests are mandatory. Students arriving late for the test (arriving after the first students has turned in his/her test) will not be allowed to take the test and a grade of 0 will be assigned.

Please Read These Important Policies and Procedures

Class Policies:

- The course syllabus and schedule provides a general plan for the course; deviations may be necessary.
- Be prepared to be involved in the class. A schedule of topics is provided along with reading and viewing assignments and other material. This information should be reviewed prior to class and you should be prepared to discuss the material.
- Class begins at 9:30am. Please be on time – tardiness disrupts the class and will not be tolerated.
- Smart phones, tablets, and laptop computers may be used to reference required reading materials and take notes. If such devices are used in the classroom for any other purpose the student will be asked to leave the classroom immediately and will receive a grade of 0 for any assignments associated with that class.
- Class assignments/homework must be typed using 12pt Calibri font, double spaced, with 1” margins on all sides. The student’s name and semester must appear on the first page. If using more than one page, the paper MUST either be stapled and/or double sided. If submitting an assignment electronically, follow the filename convention as given in the assignment instructions.

Attendance:

- This course will adhere to the GSU Attendance Policy (Undergraduate Catalog 2015-2016, Section 1334): http://catalog.gsu.edu/undergraduate20152016/university-academic-regulations/#class-attendance

Students are allowed a total of three (3) absences throughout the semester. On the fourth (4) absence the student will be given a failing grade for the class.
Academic Honesty:

- This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog 2015-2016, Section 1380): [http://catalog.gsu.edu/undergraduate20152016/?s=1380](http://catalog.gsu.edu/undergraduate20152016/?s=1380)
- Examples include:
  - **Plagiarism**: Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own.
  - **Cheating on Examinations**: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.
  - **Unauthorized Collaboration**: Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.
  - **Falsification**: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (for example, false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).
  - **Multiple Submissions**: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit.

- The first incident of plagiarism or unauthorized collaboration will result in a receipt of failing grade (zero points) on the assignment with the possibility of revising and resubmitting the assignment based on instructor discretion. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated and will result in the receipt of a failing grade (zero points) on the exam and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

- **Exam Policies**:
  - Exams and quizzes will begin and end at the scheduled times. No allowance will be made for tardiness or unexcused absences.
  - Absolutely no use of cell phones, cameras, computers, tablets, calculators or other electronic devices during the exam unless approved by the instructor.
  - Once examinations have been distributed, students must remain in the classroom until their individual examination is turned into the instructor. Students will **not** be allowed to leave the room and re-enter to complete the exam, unless due to an emergency.
  - Students arriving late to an exam after classmates have completed and turned in their exams will not be allowed to take the exam and a grade of zero will be assigned.
Withdrawal:

- This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog 2015-2016, Section 1332): [http://catalog.gsu.edu/undergraduate20152016/?s=1332](http://catalog.gsu.edu/undergraduate20152016/?s=1332)
KH 3060 Performance and Analysis in Disability Sport
KH 8655 Inclusion through Disability Sport
Spring 2016

Instructor: Dr. Deborah Shapiro
Office: Sports Arena Room 179
Telephone: (404) 413-8372
Email: dshapiro@gsu.edu
Class date/time: Tues/Thurs 12:30-1:45
Office Hours: Tues/Thurs 11:00-12:00 or by appointment
Credit hours: 3
Prerequisites: None

Course Theme: Understanding Disability in Physical Activity

COURSE DESCRIPTION

This course is designed for people working in physical education, sport, and recreation settings with individuals with disabilities. By participating in disability sports, students will learn the fundamental skills, rules, and strategies necessary to play, coach and develop programs for individuals with disabilities.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will:
1. Observe, perform, describe and explain the movement requirements of selected sport skills for persons with disabilities with an 85% success rate. [Knowledge, Understand, Apply, Analyze]
2. Define, identify, describe, compare, movement characteristics, abilities, and coaching related issues pertaining to individuals with a disability with an 80% success rate. [Understand, Apply, Analyze, Evaluate]
3. Describe, explain knowledge of history, sport opportunities and current issues in disability sport. [knowledge, Understand]

REQUIRED READINGS

There is no assigned textbook for this class. All reading materials are listed below in the schedule and posted when available on D2L. Students are encouraged to print out all coaching material and organize it in a 3 ring binder.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Reading</th>
<th>Assignments</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues Jan 12</td>
<td>Introduction to course Termination and disability etiquette</td>
<td>1. Power point presentation on D2L</td>
<td></td>
<td>Sports Arena 135</td>
</tr>
<tr>
<td>Thurs Jan 14</td>
<td>Background to disability sport</td>
<td>1. Power point presentation on D2L</td>
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<td>Sports Arena 135</td>
</tr>
<tr>
<td>Thurs Jan 21</td>
<td>Understanding Disability - spinal cord injury (SCI) &amp; spina bifida (SB)</td>
<td>1. <a href="https://www.youtube.com/watch?v=Gx0F67mnTys&amp;index=2&amp;list=PLdBakfx9g1hY8pP9ohzJimrdh9dpmFpwI">https://www.youtube.com/watch?v=Gx0F67mnTys&amp;index=2&amp;list=PLdBakfx9g1hY8pP9ohzJimrdh9dpmFpwI</a> (intro -4 min)</td>
<td>Bring completed review questions to class</td>
<td>Sports Arena 135</td>
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<tr>
<td>Tues Jan 26</td>
<td>Wheelchair components strapping &amp; transfer wheelchair basics</td>
<td>1. The Sport Wheelchair manual</td>
<td></td>
<td>2nd floor gym</td>
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<tr>
<td>Thurs Jan 28</td>
<td>Test 1 (material from Jan 12-26)</td>
<td>Test 1</td>
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<td>Test 1</td>
</tr>
<tr>
<td>Tues Feb 2</td>
<td>Wheelchair basics</td>
<td>1. Wheelchair handling final text in D2L</td>
<td>Student skill presentation</td>
<td>2nd floor gym</td>
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<td></td>
<td></td>
<td>2. Ball Handling guide in D2L</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Thurs Feb 4</td>
<td>Wheelchair basketball</td>
<td>1. AAASP Wheelchair basketball guidelines in D2L</td>
<td>Basketball test</td>
<td>2nd floor gym sports arena</td>
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<td>Student skill presentation</td>
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<td></td>
<td>2. 2015 NWBA rule book in D2L</td>
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<tr>
<td>Mon Feb 8</td>
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<td></td>
<td>Intramural Wheelchair Basketball at GSU Rec Center 6-10pm</td>
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<tr>
<td>Tues Feb 9</td>
<td>Wheelchair basketball</td>
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<td></td>
<td>Student skill presentation</td>
<td>2nd floor gym sports arena</td>
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<tr>
<td>Thurs Feb 11</td>
<td>Wheelchair basketball</td>
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<tr>
<td>Mon Feb 15</td>
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<td></td>
<td>Intramural Wheelchair Basketball at GSU Rec Center 6-10pm</td>
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<tr>
<td>Tues Feb 16</td>
<td>Wheelchair handball</td>
<td>1. <a href="https://www.youtube.com/watch?v=Rzb2MCyQ3M">https://www.youtube.com/watch?v=Rzb2MCyQ3M</a></td>
<td>Handball test</td>
<td>2nd floor gym sports arena</td>
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<td>Student skill presentation</td>
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<tr>
<td>Thurs Feb 18</td>
<td>Wheelchair handball</td>
<td>2. WH Handball rule book in D2L</td>
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<tr>
<td>Mon Feb 22</td>
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<td></td>
<td>Intramural Wheelchair Basketball at GSU Rec Center 6-10pm</td>
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<tr>
<td>Tues Feb 23</td>
<td>Wheelchair handball</td>
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<td>Thus Feb 25</td>
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<td>No Class - Wheelchair sports make-up day</td>
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<tr>
<td>Tues March 1</td>
<td>Understanding disability</td>
<td>1. <a href="http://www.aph.org/blindness-basics/">http://www.aph.org/blindness-basics/</a></td>
<td>Bring completed review questions to class</td>
<td>Sports Arena 135</td>
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<tr>
<td></td>
<td>- visual impairment</td>
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<tr>
<td>Thurs March 3</td>
<td>Goalball</td>
<td>1. Sportime goalball trainer activity guide in D2L</td>
<td>Visual impairment &amp; Goalball test</td>
<td>2nd floor gym Sports Arena</td>
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<td></td>
<td>Student skill presentation</td>
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<tr>
<td>Tues March 8</td>
<td>Goalball</td>
<td>2. <a href="https://www.youtube.com/watch?v=5c6Z7hicTQU">https://www.youtube.com/watch?v=5c6Z7hicTQU</a></td>
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<td>Student skill presentation</td>
<td>2nd floor gym Sports Arena</td>
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<tr>
<td>Thurs March 10</td>
<td>Beep baseball</td>
<td>1. <a href="https://www.youtube.com/watch?v=ZNXqN_QVmpk">https://www.youtube.com/watch?v=ZNXqN_QVmpk</a></td>
<td>Student skill presentation</td>
<td>2nd floor gym Sports Arena</td>
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<td>March 14-18</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignments</td>
<td>Location</td>
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</tbody>
</table>
| Tues March 22 | Wheelchair football                         | 1. [https://www.youtube.com/watch?v=fuQ9bKstPwI](https://www.youtube.com/watch?v=fuQ9bKstPwI)  
2. WF Rule book in D2L | Wheelchair football test  
Student skill presentation | 2nd floor gym  
Sports Arena |
| Thurs March 24 | Wheelchair football                         |                                                                        | Student skill presentation | 2nd floor gym  
Sports Arena |
| Friday March 25 | Wheelchair Football Game against Atlanta Wolfpack  
Sylvan Middle School 1461 Sylvan Rd SW, Atlanta, GA 30310  
from 6:00-8:30 |   |   |   |
| Tues March 29 | Wheelchair football                         |                                                                        | Student skill presentation  
Wheelchair football reflection due in D2L | 2nd floor gym  
Sports Arena |
| Thurs March 31 | Special Olympics                           | 1. Power point presentation in D2L | Bring completed review questions to class | Sports Arena 135 |
| Tues April 5  | SO floor hockey                             | 1. Floor hockey rules-final-March 2014 in D2L  
2. Special Olympics floor hockey in D2L | Special Olympics and floor hockey test  
Student skill presentation | 2nd floor gym  
Sports Arena |
| Thurs April 7 | No Class - Wheelchair sports make-up day    |                                                                        |   |   |
| Tues April 12 | SO floor hockey                             |                                                                        | Student skill presentation | 2nd floor gym  
Sports Arena |
| Thurs April 14 | Coaching athletes with disabilities         | Articles posted to D2L                                                  | Guest speaker questions | Sports Arena 135 |
| Tues April 19 | Developing a disability sport program       | Articles posted to D2L                                                  | Guest speaker questions | Sports Arena 135 |
| Thurs April 21 | Last Class – wrap-up                        |                                                                        |   | Sports Arena 135 |

Note: When possible arrangements have been made to invite guests from the community to participate in class. The schedules of invited guests may change unexpectedly, thus, the schedule for the class will change accordingly. Revised syllabi will be distributed when a course change is made.
LEARNING ACTIVITIES/ASSIGNMENTS

1. **Class Participation** (100 points). This is a practicum intensive class. This means students must be prepared to actively participate in each class period. There are a total of 20 activity and/or guest speaker class sessions. Students will earn 5 points for participating in each class. Unless approved by the instructor in advance, points will be deducted accordingly: 1 point for tardiness within the first 10 minutes of class, 2 points for tardiness between 10 and 15 minutes, 3 points for tardiness 15-30 minutes and 4 points for tardiness 30 minutes or more. *Students can miss up to 2 classes without losing participation points.*  
   Note: Students interested in obtaining AAASP coaching certification are not permitted any absences or tardies beyond 10 minutes for all wheelchair basics, wheelchair handball, wheelchair basketball or wheelchair football classes. Students interested in obtaining Special Olympics coaching certification are not permitted any absences or tardies beyond 10 minutes for all Special Olympics and floor hockey classes.

2. **Dispositions** (18 points). Students will be graded on their affective behavior in class. A rubric posted on D2L will outline the specific criteria being evaluated. As part of this evaluation, students will be required to assist in the preparation and clean-up of the wheelchairs and court markings. Students will sign-up to help in a particular class. On those respective dates, students will be expected to arrive to class 15 minutes early and remain up to 15 minutes after class is over.

1. **Intramural wheelchair basketball participation** (30 points). Students will be asked to join a class team to participate in the intramural wheelchair basketball season at GSU. Participation in this season is voluntary but can replace the reflection assignment required with the wheelchair football scrimmage. It does not however, replace the required participation in the wheelchair football scrimmage.

2. **Wheelchair football practice scrimmage & reflection paper** (60 points). Students will be required to participate in a disability sport competitions/practices in the community with the Atlanta Wolfpack team (30 points). As part of this out of class practicum, students will be required to write a reflection paper about their experience (30 points). Instructions for the reflection paper and corresponding rubrics are available on D2L. The due date is listed in the syllabus. Students who participate in the wheelchair basketball intramural program will not have to complete the reflection paper. Participation in wheelchair football practice scrimmage, however, is still required.

3. **Skill Presentation** (25 points). Students will research a drill to practice the relevant sports skills being taught in class. At the beginning of the student’s assigned class period, the student will lead the class in their respective drill. Students will hand in a copy of their activity with a paragraph explaining the drill and its goals and post it to D2L. Assignment details are available on D2L.

4. **Review questions for class** (25 points – 5 points each). students will be asked to
complete for homework and bring to class review questions pertaining to the material covered in class. This is to ensure students have a working familiarity with the concepts addressed in class. Review questions will be posted on D2L under the respective topic.

5. **Tests** (TBD points). Students will be required to complete several tests throughout the course. Students can become AAASP and Special Olympics certified coaches in wheelchair handball, wheelchair basketball, and wheelchair football and Floor hockey with a grade of 90% or better on each sport test. Material for each sport will include rules, skills, and strategies.

6. **Guest speaker questions** (30 points – 15 points each). To ensure a meaningful discussion and class participation, students will be required to read several articles and develop questions from the readings they would like to ask the guest speakers. To obtain credit for these questions, students must attend the class sessions with the guest speakers and ask at least one of their questions in class. Readings and instructions on question development are available on D2L.

**INSTRUCTIONS FOR LEARNING ACTIVITIES/ASSIGNMENT COMPLETION**

1. All assignments **must be typed** using 12 point font, 1” margins and double spaced unless otherwise indicated.
2. All assignments must have your name and date clearly labeled on all pages. If using more than one page either staple you papers or print them double sided.
3. All assignments must be written with sensitivity to person first language. Errors in the use of respectful, person first terminology will result in up to a 5 point deduction from your grade on that assignment.
4. All assignments cited in the syllabus must be turned in at the start of class on the due date. Late assignments (those handed in after the first 10 minutes of class) will be docked 5 points. Unless otherwise approved by the instructor, assignments handed in more than 2 days late will not be accepted and a grade of 0 will be assigned. Assignments submitted by email without prior consent of the instructor will not be accepted and a grade of 0 will be assigned. Selected assignments (predetermined by the instructor in advance) and handed in for a day in which the student is absent can earn a maximum of ½ the assignments points for that assignment.
5. All assignments have as a basic requirement proper grammar, spelling, and sentence structure. Errors such as these in your writing will result in up to a 5 point deduction from your grade on that paper.
6. Attendance for the tests is mandatory. Students arriving late for the test (late is defined as arriving after the first student has turned in his/her test) will not be allowed to take the test and a grade of 0 will be assigned. Students missing a test without prior consent of the instructor will not be allowed to retake the test and a grade of 0 will be applied.

**GRADING**
Note: points for tests are subject to change once the tests are written. To calculate your grade, divide your score by the total number of points and multiply by 100 to get a percentage.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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</tbody>
</table>

COACHING CERTIFICATION

AAASP recognizes successful completion of these course requirements for certification. AAASP will recognize successful completion of these courses by awarding the first of a two part AAASP certification. AAASP reserves the right to confirm that the coursework satisfies AAASP requirements. Students will be responsible for the $35 registration and membership fee associated with the registration of their certification with AAASP. Students must complete the American Sport Education Program (ASEP) course certification separate from KH 3060 and KH 8655 to become fully certified as an Adapted Sports coach. Requirements for certification include:
1. Successfully complete all tests with a minimum grade of 90%
2. Attendance at all class practicum sessions

CLASS POLICIES

- Be prepared to be involved in the class. As this is a practicum intensive class, students must come in exercise appropriate clothing and footwear. A schedule of topics is provided along with reading assignments. This information should be reviewed before each class.
- Class begins at 12:30pm. Please be on time – tardiness disrupts the class and will not be tolerated.
- No beepers, pagers, cellular phones, or other audible communication devices are allowed in class. Please set them to silent or vibration mode or turn them off!
- Please do not wear jewelry to class. Also sport gloves are recommended but not required. You are encouraged to keep your nails short throughout the semester as your fingers will get bruised and caught in the spokes of your wheelchair.
- This course will adhere to the GSU Attendance Policy
- This course will adhere to the GSU Policy on Academic Honesty, including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.
  - The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment for all involved. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s)
of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

- Exam policies:
  - Exams and quizzes will begin and end at the scheduled times. No allowance will be made for tardiness or unexcused absence.
  - Absolutely no use of cell phones, cameras, computers, personal digital assistants (PDA’s), pagers, music listening devices, personal calculators, recording devices, or any other electronic devices during the exam unless approved by the instructor.
  - Once examinations have been distributed, students must remain in the classroom until their individual examination is turned in to the instructor. Students will not be allowed to leave the room and re-enter to complete the exam. Once students have turned in their exam and left the classroom, late arriving students will not be permitted to take the exam and will earn a grade of 0.

- This course will adhere to the GSU Policy on Withdrawal from Enrollment.
- This course will adhere to the GSU Policy on Distribution of Official Georgia State Notifications to Students via Email).
Instructor: Barbara Greene
Office Location: Sports Arena – Room # 170
Office Hours: After class or by appointment
Phone/Email: 404-413-8364  bgreene4@gsu.edu

Required Materials/Travel


Tennis Balls: Each student is required to supply one new can of tennis balls.

Travel: The class will meet off campus for Tennis and Ultimate Frisbee. Students are responsible for arranging transportation to off campus locations.

Course Overview
This course is designed to introduce the rules, concepts and strategies of Tennis, Ultimate Frisbee, Pickle-ball, and Badminton. In addition, the course is designed to introduce the Tactical Games and Cooperative Learning instructional models.

Student Learning Outcomes
As a result of completing each of the course requirements to criteria, it is expected that students will…

1. Demonstrate a minimum skill level in the four sports covered in class by successfully performing a variety of skills during instruction and tournament play.

2. Identify the rules, strategies, and safety procedures associated with Tennis, Badminton, Pickle ball, and Ultimate Frisbee by participating in game play and written exams.

3. Identify the critical elements associated with the primary skills for teaching Tennis, Badminton, Pickle ball and Ultimate Frisbee, and create games that allow the application of these skills in game-like situations.

4. Analyze skills of peers for assessment and to provide appropriate feedback to enhance instructional effectiveness.

5. Develop and teach practice tasks for skill acquisition.

6. Identify major benchmarks for the tactical and cooperative learning instructional models.
Grading Scale

- A+ = 97-100
- A  = 93-96
- A- = 90-92
- B+ = 87-89
- B  = 83-86
- B- = 80-82
- C+ = 77-79
- C  = 73-76
- C- = 70-72
- D  = 60-69
- F  = 59 & below

Course Requirements

First day attendance is required: Information essential for understanding instructional models used for this class will be provided. Students not present to receive this information will be dropped from the class.

Sport Skill Notebooks: (2 @ 25 pts.) 50 points

GPAI Application and Analysis: (2 @ 10 pts.) 20 points
Students will use a Game Performance Assessment Instrument (GPAI) to observe and record data for peer game involvement and performance for Badminton and Ultimate Frisbee. Students will complete a written analysis of the data.

Written Tests: (4 @ 15 pts.) 60 points
Students will identify rules and etiquette of each sport taught in class on a written test.

Skills Tests: (4 @ 40 pts.) 160 points
Students will be required to demonstrate a minimum skill level on skills tests for the sports taught in this course.

Quizzes: (10 @ 5pts. each) 50 points
Quizzes will be given to assess students’ cognitive understanding of skills, strategies and model applications.

Teaching Lab: 10 points
Each student will teach one racket sport lead-up game. Information will be given in class.

Online Assignment: (1 @ 5pts. each) 5 points
Details will be given in class (see course calendar for date).

Affective Assessment: 55 points
Students will be assessed on their professional behaviors. A detailed description of the disposition rubric will be given in class.

Attendance

Attendance the first day is required. Students not present on 1/11/2016 will be withdrawn from the class. Because this class is heavily based on student performance, attendance is essential. In case of an emergency absence the instructor must be notified prior to the start of the class. If a student is absent the day of a skills assessment the test may not be made up (a grade of “0” will be given for that test). A student missing 4 classes (excused or unexcused) will be withdrawn from the course.

Policy on late work

All work is expected to be completed and handed in as scheduled. The nature of the course requires that all materials be completed by the assigned date to receive credit. Materials received past the assigned date will not be accepted. In the event of extenuating circumstances and university-sponsored events, make up assignments may be assigned on an individual basis provided the student sought the instructor’s approval.
prior to the pre-arranged absence. Skills tests and labs may not be made-up.

**Policy on incomplete grades**
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework; but for NONACADEMIC reasons beyond the student's control, was unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the professor and is not the prerogative of the student. An "I" not satisfactorily removed within the prescribed time limit of the END OF THE NEXT SEMESTER if the student is enrolled in the university, or not later than the END OF THE NEXT TWO CONSECUTIVE SEMESTERS, whether or not the student is enrolled in the university at that time, will be changed automatically to the grade of "F". (Please see GSU Catalog, on-line for further information).

**Academic Integrity/ Dishonesty**
The university assumes as a basic and minimum standard of conduct in academic matters that students are honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit).

**Cheating and Plagiarism** Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student's Rights and Responsibilities.

Please see the current General Catalog Policy on Academic Honesty, on-line for further information and definitions.

All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

**Writing Center** (Excerpt from GSU Catalog, 2015-16 online)
The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

**Appropriate Dress for activity each day.**

Acceptable attire: tennis/athletic shoes, t-shirts with sleeves, shorts (appropriate length), and warm-ups. Unacceptable attire: non-athletic shoes, sleeveless shirts, tank tops, short shorts, khakis, jeans, hats (unless class is meeting outdoors). Students who are dressed inappropriately will not be allowed to enter/participate in class.

**Evaluations**
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
Students with Disabilities

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Note: The syllabus provides a general plan for this course; changes may be made at the instructor’s discretion.
KH 3020
Performance & Analysis Area 2: Fitness and Physical Activity for P-12
Spring 2016
11:00-12:15 T/Th
CRN 11247

“Preparing informed, empowered, committed, and engaged educators”

Instructor Barbara Greene
Email bgreene4@gsu.edu
Office Sports Arena 170
Phone 404-413-8364

Office hours after class every day and by appointment

Required Texts

Additional Requirements
1. Physical Best Certification Fee: $35 for AAHPERD members, $55 for non-members
2. MapMyFitness account (www.mapmyfitness.com)

Course Overview
This lecture/lab course introduces prospective physical education teachers to the foundations and components of health-related fitness and physical activity, provision of developmentally appropriate health-related fitness content and the assessment of health-related fitness. All students will apply for Physical Best certification.

Student Learning Outcomes
Each student will attain a minimum criterion of 73% (a letter grade of C) through demonstration of the following competencies, by identifying on written tests and demonstrating in a laboratory experience mastery of the following:

1. Components of health-related fitness for school-age children, including cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. **NASPE Beginning Teacher Standards 1, 2**

2. Basic training principles and the implementation of developmentally appropriate protocols in K-12 physical education settings. **NASPE Beginning Teacher Standards 3, 4**

3. Development of alternative curriculum and instructional strategies for the promotion of school-age children’s physical activity and health-related fitness. **NASPE Beginning Teacher Standards 1, 2, 3**

4. Assessment protocols, including, but not limited to FITNESSGRAM, associated with school-age children’s physical activity and health-related fitness programming in schools. **NASPE Beginning Teacher Standard 5**
5. Demonstration of personal fitness by achieving and maintaining age and gender-appropriate Health Fitness Zone values as identified on the FITNESSGRAM Tests. **NASPE Beginning Teacher Standards 2, 5**

6. Ability to utilize FITNESSGRAM test results, software and reports to develop an individual fitness program. **NASPE Beginning Teacher Standards 2, 5**

**Course Policies**

**Attendance:** Students are expected to attend all class sessions. Once a student misses the fourth (4th) class (excused or unexcused) the student will not receive a passing grade. A tardy of 15 minutes or more (excused or unexcused) counts as ½ an absence. Leaving the class before the scheduled dismissal time (excused or unexcused) will count as ½ an absence. **Attendance the first day of the semester is mandatory.**

**Academic Integrity/Dishonesty:** Please be aware of GSU College of Education, and KH Departmental policies regarding academic dishonesty, which includes Plagiarism, Cheating on Examinations, Unauthorized Collaboration, Falsification, and Multiple Submissions.

**Appropriate Dress:** Dress for activity every day. **Acceptable attire:** tennis/athletic shoes, t-shirts with sleeves, shorts (appropriate length), warm-ups. **Unacceptable attire:** non-athletic shoes, sleeveless shirts, tank tops, short shorts, khakis, jeans, sagging pants. When teaching you must wear **professional attire:** collared polo-style shirt, shorts, or warm-ups. You will not be allowed to participate in class activities or teach if you are dressed inappropriately.

**Policy on Late Work:** All work is expected to be completed and handed in as scheduled. The nature of the course requires that all materials be completed by the assigned date to receive credit. Materials received past the assigned date **will not be accepted.** In the event of extenuating circumstances and university-sponsored events, make up assignments may be assigned on an individual basis provided the student sought the instructor’s approval prior to the pre-arranged absence.

**Course Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course please take time to fill out the online course evaluation.

**Students with Disabilities**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed **Accommodation Plan** and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.
### Course Requirement Descriptions: 435 total points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes</strong> (19 @ 5 pts.) = 95 pts.</td>
<td>95/95</td>
</tr>
<tr>
<td>You will have a total of 19 quizzes. Each quiz is based on the assigned readings. Timed quizzes will be given the first 5 minutes of each class. If you are absent or arrive after the 5 minute time limit you will not be able to make up the quiz. SLO # 1, 2</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Dispositions</strong> = 56 pts.</td>
<td>/56</td>
</tr>
<tr>
<td>A handout describing this affective assessment will be given in class and posted on D2L.</td>
<td></td>
</tr>
<tr>
<td><strong>Labs</strong> = (2 @25 pts.) = 50 pts.</td>
<td>50/50</td>
</tr>
<tr>
<td>You will be assigned one elementary and one secondary lab. During labs you will be teaching your colleagues within a classroom setting. In order to receive credit you must be present on the assigned date and complete the work associated with the lab instruction. Labs will require that you prepare materials in advance of your assigned lab date. Departmental lesson plan templates will be utilized. No make-up labs will be given. SLO # 2, 3</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Fitness Assessment and Plan</strong> = 24 pts.</td>
<td>24/24</td>
</tr>
<tr>
<td>You will be required to complete a 12-week personal fitness plan/log based on your fitness test results. The log will be maintained through a personal MapMyFitness account. Assignment details will be given in class. SLO # 5, 6</td>
<td></td>
</tr>
<tr>
<td><strong>CSPAP Project</strong> = 25 pts.</td>
<td>25/25</td>
</tr>
<tr>
<td>You will be assigned a project related to Comprehensive School Physical Activity Programs and the H.O.P.E. curriculum model. Details will be given in class. SLO # 3</td>
<td></td>
</tr>
<tr>
<td><strong>Health Related Fitness Activity</strong> = 15 pts.</td>
<td>15/15</td>
</tr>
<tr>
<td>You will use online resources to identify a quality health-related fitness activity to teach your peers in a lab setting. Departmental lesson plans templates will be utilized. Details will be given in class. SLO # 3</td>
<td></td>
</tr>
<tr>
<td><strong>Fitness Test Administration</strong> = 25 pts.</td>
<td>25/25</td>
</tr>
<tr>
<td>You will be assessed on your ability to administer the FITNESSGRAM tests to peers. SLO # 4</td>
<td></td>
</tr>
<tr>
<td><strong>Track and Field Skills/Knowledge</strong> = 25 pts.</td>
<td>25/25</td>
</tr>
<tr>
<td>During the course you will engage in a cooperative learning track and field unit. Skill and knowledge assessments will be administered as part of this unit. Departmental lesson plans templates will be utilized SLO # 5</td>
<td></td>
</tr>
<tr>
<td><strong>Online FITNESSGRAM Training</strong> = 20 pts.</td>
<td>20/20</td>
</tr>
<tr>
<td>Log onto <a href="http://www.fitnessgram.net">www.fitnessgram.net</a> and complete the free online training program. Upon completion you will print a certificate and submit to Mrs. Greene to receive the 20 pts. SLO # 4</td>
<td></td>
</tr>
<tr>
<td><strong>Final Exam</strong> = 100 pts.</td>
<td>100/100</td>
</tr>
<tr>
<td>The Physical Best Certification Test is administered online at the end of the course.</td>
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</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>435/435</td>
</tr>
</tbody>
</table>
### Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A+</em></td>
<td>96.5 – 100</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 96.4</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 – 92.4</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 86.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 76.4</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 – 72.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.4</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.4</td>
</tr>
</tbody>
</table>
# KH 3020 Spring 2016 Course Calendar

*Note: The syllabus and course calendar provide a general plan for the course; deviations may be necessary.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>Tuesday</th>
<th>DATE</th>
<th>Thursday</th>
</tr>
</thead>
</table>
| 1/12  | **Assigned Reading:** Chapter 1 (pg. 1-11) P.E. for Lifelong Fitness  
**Quiz #1:** Chapter 1 P.E. for Lifelong Fitness  
**Lecture #1:**  
- Course Orientation  
- Introduction to Physical Best | 1/14  | **Assigned Reading:** Chapters 1 & 4 FITTESTGRAM Test Manual  
**Quiz #2:** FITTESTGRAM Test Manual Chapter 4  
**Lecture #2:** FITTESTGRAM Test Administration  
FITTESTGRAM Fitness Testing (Pre) |
| 1/19  | **Assigned Reading:** Chapter 9 FITTESTGRAM Manual (pg. 63-72)  
**Quiz #3:** Chapter 9 FITTESTGRAM Manual  
**Lecture #3:**  
- Interpreting & reporting FITTESTGRAM Scores  
FITTESTGRAM software & data entry (COE) | 1/21  | **Assigned Reading:** Chapter 3 (pg. 37-49) P.E. for Lifelong Fitness  
**Quiz #4 (Online):** Chapter 3 P.E. for Lifelong Fitness - Basic Training Principles  
FITTESTGRAM Test Application - SA 260 |
| 1/26  | **Assigned Reading:** Chapter 2 (pg. 13-35) P.E. for Lifelong Fitness  
**Quiz #5:** Chapter 2 P.E. for Lifelong Fitness  
**Lecture #5:** Physical Activity Behavior and Motivation: Goal Setting  
Lab 1: (see lab schedule)  
**Assigned:** 12-Week Personal Fitness Plan | 1/28  | **Assigned Reading:** 1/2 Chapter 5 (pg. 71-80) P.E. for Lifelong Fitness (Stop after Table 5.3)  
**Quiz #6:** ½ Chapter 5 P.E. for Lifelong Fitness  
**Lecture #6:**  
- Body Composition  
- Calculate BMI  
- Electrical Impedance  
Lab 6: (see lab schedule) |
| 2/2   | **Assigned Reading:** 1/2 Chapter 5 (pg. 80-92) P.E. for Lifelong Fitness (Start at 'Target Heart Rate Zones')  
**Quiz #7:** ½ Chapter 5 P.E. for Lifelong Fitness  
**Lecture #7:** Aerobic Fitness  
Lab 3: (see lab schedule)  
*Begin 12 week Plan* | 2/4   | **Assigned Reading:** Chapter 6 (pg. 93-112) P.E. for Lifelong Fitness  
**Quiz #8:** Chapter 6 P.E. for Lifelong Fitness  
**Lecture #8:**  
- Muscular Strength and Endurance  
Lab 4: (see lab schedule) |
| 2/9   | **Assigned Reading:** 1/2 Chapter 7 (pg. 113-117) P.E. for Lifelong Fitness (Stop after “Physical Best’s Position”)  
**Quiz #9:** ½ Chapter 7 P.E. for Lifelong Fitness  
**Lecture #9:** Flexibility  
Guest Yoga Instructor | 2/11  | **Assigned Reading:** 1/2 Chapter 7 (pg. 117-125) P.E. for Lifelong Fitness (Start at 'Benefits of Flexibility')  
**Quiz #10:** ½ Chapter 7 P.E. for Lifelong Fitness  
**Lecture #10:**  
- Body Composition  
Lab 5: (see lab schedule) |
| 2/16  | **Assigned Reading:** 1/2 Chapter 8 (pg. 127-136) P.E. for Lifelong Fitness (Stop before "Helping the overfat or underfat student").  
**Quiz #11:** ½ Chapter 8 P.E. for Lifelong Fitness  
**Lecture #11:**  
- Body Composition  
- Calculate BMI  
- Electrical Impedance  
Lab 6: (see lab schedule) | 2/18  | **Assigned Reading:** 1/2 Chapter 8 (pg. 136-143) P.E. for Lifelong Fitness  
**Quiz #12:** ½ Chapter 8 P.E. for Lifelong Fitness  
**Lecture #12:**  
- Body Composition  
- Eating Disorders  
Lab 7: (see lab schedule) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Reading</th>
<th>Quiz</th>
<th>Lecture</th>
<th>Lab</th>
<th>Date</th>
<th>Assigned Reading</th>
<th>Quiz</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/23</td>
<td>1/2 Chapter 4 (pg. 51-59) P.E. for Lifelong Fitness (<em>Stop before ‘Dietary Tools’</em>)</td>
<td>#13</td>
<td>Nutrition</td>
<td>8: (see lab schedule)</td>
<td>2/25</td>
<td>1/2 Chapter 4 (pg. 59-67) P.E. for Lifelong Fitness</td>
<td>#14</td>
<td>Nutrition Activity</td>
<td></td>
</tr>
<tr>
<td>3/1</td>
<td>Chapter 9 P.E. for Lifelong Fitness (pg. 147-163)</td>
<td>#15</td>
<td>Curriculum Development</td>
<td>9: (see lab schedule)</td>
<td>3/3</td>
<td>Assigned Reading: Will be posted on D2L</td>
<td>#16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/8</td>
<td>Chapters 10 &amp; 11 P.E. for Lifelong Fitness (pg. 165-203)</td>
<td>#17</td>
<td>Teaching Styles and Strategies/Including Everyone</td>
<td>10: (see lab schedule)</td>
<td>3/10</td>
<td>Assigned: Online FITNESSGRAM Training</td>
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<tr>
<td>3/15</td>
<td>NO CLASS - SPRING BREAK</td>
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<td>3/17</td>
<td>NO CLASS - SPRING BREAK</td>
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<tr>
<td>3/22</td>
<td>T&amp;F – Intro.</td>
<td></td>
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<td>3/24</td>
<td>T&amp;F</td>
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<tr>
<td>3/29</td>
<td>T&amp;F</td>
<td></td>
<td></td>
<td></td>
<td>3/31</td>
<td>Track Meet</td>
<td></td>
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<tr>
<td>4/5</td>
<td>Chapter 13 P.E. for Lifelong Fitness (pg. 223-236)</td>
<td>#18</td>
<td>Assessment Overview</td>
<td>11: (see lab schedule)</td>
<td>4/7</td>
<td>Chapter 14 P.E. for Lifelong Fitness (pg. 237-254)</td>
<td>#19</td>
<td>Affective and Cognitive Assessments</td>
<td>12: (see lab schedule)</td>
</tr>
<tr>
<td>4/12</td>
<td>Fitness Activity Presentations</td>
<td></td>
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<td></td>
<td>4/14</td>
<td>Fitness Activity Presentations</td>
<td></td>
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<tr>
<td>4/19</td>
<td>FITNESSGRAM Administration - SA 260</td>
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<td>4/21</td>
<td>Lecture: Final Seminar FITNESSGRAM Fitness Testing (Post) Due: 12-Week Personal Fitness and PA Plan</td>
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<tr>
<td>4/28</td>
<td>Final Exam – 10:45 AM CEHD Computer Lab Physical Best Certification Test</td>
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</tbody>
</table>
KH 3000  
Personal Health and Wellness  
Spring 2016  
Thursday F2F 2:30-3:45 & Tuesday on-line  
CRN 17294  
Sparks Hall room 311

Instructor V Vicki Burrow  
Office n/a  
E-mail vburrow@gsu.edu  
Office hours As requested, before or after class


Course Layout:  
Personal Health and Wellness has been designed as a hybrid course. This means that class will be conducted in the classroom and online via D2L. When class is conducted online, students will not report to the classroom.

Major Course Learning Objectives:  
The student will:  
☐ Explore health prevention strategies necessary for the achievement of optimal health over the lifespan.  
☐ Recognize the influence of behavior, heredity, and the environment on the attainment of optimal health.  
☐ Identify and apply prevention strategies to promote a life span approach to optimal health.  
☐ Combine knowledge about degenerative diseases and health risk behaviors for assessment and interpretation of personal health risk.  
☐ Be aware of university and community prevention resources and services to promote wellness through the life span.  
☐ Apply critical thinking skills to a selected health issue through the development of group project.

Classroom Policy:  
☐ Turn all phones off prior to coming in class. There is no texting allowed in class. If you must use your phone, excuse yourself and leave the class.  
☐ Laptops are for note taking only. If a student is seen using laptop for other reasons than noted, they will forfeit their right to bring a laptop to class and lose 2 disposition points.

Attendance Policy:  
You are expected to attend class. This lecture course will adhere to the GSU Attendance Policy. “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend ALL CLASSES. Upon receiving three absences the student will be dropped from the class.

Assignments missed without prior consent may NOT be made up except in the case of an emergency, which did not allow for prior consent. In the case of such emergencies, make-up tests will be up to the discretion of the instructor and will be decided on an individual basis. Excused absences may include university approved activities, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Students will be dropped from the course after 3 absences.
Requirements:

1. **Quizzes** and various assignments will be given online throughout the semester. These quizzes and assignments are worth 20 points each. They will not be graded if they are submitted after the due date.

2. Class assignments are due at the date and time specified on the syllabus. NOTE: ONLINE CLASS ASSIGNMENTS ARE DUE AT 11:30 pm ON THE ASSIGNED DATE. D2L will make note of late assignments, and they will not be accepted. Late assignments will result in a 0.

3. There are 2 assigned papers; topics are described below. Each paper will be worth 30 points. Papers will be no longer than 2 pages typed, double-spaced. Paper due dates are reflected on the course schedule. Topics must be thoroughly researched. Include at least 3 credible resources used for each topic.

   a. Research the most common causes of death in the early 1900’s. Compare these with the most common causes of death today. Based on your findings, write about what Health related careers might exist 5-10 years from now that do not exist today. This is a research based paper, site your resources and use at least 3 professional sources for your information.
   
   b. Look at the information provided by the CDC on childhood obesity. What emerging trends do you see in our country based on this information? Write about academic, social, financial and medical problems we face if this trend continues and include at least three interventions that could help reverse this health problem.

*Paper instructions and details will be delivered in a separate cover.*

4. **The Final** will be a group project. The project requires you to create a website about a course related health topic. The final is worth 150 points and is due by Tuesday, April 12 at 11:30pm. Final Project instructions and details will be delivered in a separate cover.

   All written work must exhibit college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

   The Writing Center in the Department of English offers assistance with writing assignments for any courses in the university. Students may walk in to consult with faculty or graduate student tutors about basic writing, issues, ways of developing an assigned topic, or techniques for revising text and proofreading copy. [http://www.writingstudio.gsu.edu/](http://www.writingstudio.gsu.edu/).

Grading:

Final Project 150 possible points
Quizzes (9 @ 20 points each) 180 possible
Health Topic Papers (2 @ 30 points each) 60 possible points
Assignments and reflections (4 @ 10 points each) 40 possible points
Disposition 20 points

Total Semester Points- 450

*Note: The syllabus and course calendar provide a general plan for the course; changes may be made at the instructor’s discretion.*

<table>
<thead>
<tr>
<th>Week #</th>
<th>TUESDAY - Online</th>
<th>THURSDAY – Face2Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course Overview (attendance required)</td>
</tr>
<tr>
<td></td>
<td>1/14</td>
<td>Student Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Disposition forms</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>1/19 &amp; 1/21</td>
<td>Professional Dispositions form: due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1 – Wellness- Chapter 1 assignment – Exploring Student Health due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>3</td>
<td>1/26 &amp; 1/28</td>
<td>Online quiz- Chapter 1- Due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>4</td>
<td>2/2 &amp; 2/4</td>
<td>Online quiz- Chapter 12 - Due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>5</td>
<td>2/9 &amp; 2/11</td>
<td>Online Quiz for Chapter 13 - Due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>6</td>
<td>2/16 &amp; 2/18</td>
<td>Health Topic Paper #1 – Due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>7</td>
<td>2/23 &amp; 2/25</td>
<td>Online Quiz chapters 14 and 15 Due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>8</td>
<td>3/1 &amp; 3/3</td>
<td>Online quiz -chapter 2- Due 11:30 pm BRIGHTSPACE</td>
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<tr>
<td></td>
<td></td>
<td>Assignment: The Longevity game</td>
</tr>
<tr>
<td>9</td>
<td>3/8 &amp; 3/10</td>
<td>Online Quiz on Chapter 3- Due 11:30 pm BRIGHTSPACE</td>
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<tr>
<td>SPRING BREAK!</td>
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<td>Online Quiz Chapter 9 –Due11:30 pm BRIGHTSPACE</td>
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<td>10</td>
<td>3/22 &amp; 3/24</td>
<td>Online Quiz Chapter 11 – Due 11:30 pm BRIGHTSPACE</td>
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<tr>
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<td></td>
<td>Health Topic Paper #2 – Due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>11</td>
<td>3/29 &amp; 3/31</td>
<td>Reflection - Assignment due 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>12</td>
<td>4/5 &amp; 4/7</td>
<td>Online Quiz Chapter 5 – Due 11:30 pm BRIGHTSPACE</td>
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<tr>
<td></td>
<td></td>
<td>Website projects DUE 11:30 pm BRIGHTSPACE</td>
</tr>
<tr>
<td>13</td>
<td>4/12 &amp; 4/14</td>
<td>WORK ON GROUP PROJECTS</td>
</tr>
<tr>
<td>14</td>
<td>4/19 &amp; 4/21</td>
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</tr>
<tr>
<td>15</td>
<td>Final Exam Day 4/28</td>
<td></td>
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</tbody>
</table>
**KH 4600 Advanced Biomechanics for Exercise Science, Spring 2016**

Lecture: Tuesday and Thursday 9:30-10:45am  
Location: Petite Science Center 230  
Prerequisites: KH3600  

Primary Instructor: Dr. Jerry Wu  
Office: Sports Arena G14; Phone: 404-413-8476; Email: jwu11@gsu.edu  
Office hours: 11:00-12:30 on Tuesday and Thursday

Teaching Assistant: Virginia Liang  
Office: Sports Arena G15; Phone: 404-413-8056; Email: hliang2@student.gsu.edu  
Office hours: 1:00-2:30 on Monday and Wednesday

**COURSE OBJECTIVE**  
The objectives of this course are:  
1. Students will demonstrate the quantitative analysis of human movement using the principles of physics and physiology;  
2. Students will improve their critical thinking skills through writing.

At the conclusion of this course, students should be able to:  
1. Quantitatively analyze human movement  
   a. Describe 1-D and 2-D linear and angular kinematics;  
   b. Explain mechanical work, energy, power;  
   c. Interpret joint torque and muscle mechanics;  
   d. Demonstrate human body chronic adaptations.  
2. Writing across the curriculum  
   a. Gather and analyze the pertinent information and data;  
   b. Evaluate assumptions and integrate information;  
   c. Develop rational reasoning and draw plausible conclusions;  
   d. Present critical thinking skills through writing.

**GRADING**  
1. Exams  
   a. Exam #1 20%  
   b. Exam #2 20%  
   c. Final exam 24%  
   **Subtotal:** 64%  
2. Assignments  
   a. Homework 30% (5% x 6)  
   b. I-clicker questions 6%  
   **Subtotal:** 36%  
   **Total:** 100%

You will need to use an i-clicker to participate i-clicker questions in class. We will officially use the i-clicker starting from Week 3 (Lecture #5 on January 26).
The percentage score for each letter grade will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.0 – 100</td>
<td>B+</td>
<td>87.0 – 89.9</td>
<td>C+</td>
<td>77.0 – 79.9</td>
<td>D</td>
<td>60.0 – 69.9</td>
</tr>
<tr>
<td>A</td>
<td>93.0 – 96.9</td>
<td>B</td>
<td>83.0 – 86.9</td>
<td>C</td>
<td>73.0 – 76.9</td>
<td>F</td>
<td>&lt; 60.0</td>
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<tr>
<td>A-</td>
<td>90.0 – 92.9</td>
<td>B-</td>
<td>80.0 – 82.9</td>
<td>C-</td>
<td>70.0 – 72.9</td>
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</tbody>
</table>

Approved by the Department of Kinesiology and Health on May 5, 2006.

**COURSE OVERVIEW**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
<th>Textbook</th>
<th>Due date</th>
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<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>1</td>
<td>Introduction of course</td>
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<td>2</td>
<td>1/14</td>
<td>2</td>
<td>1-D linear kinematics-A</td>
<td>pp. 3-12</td>
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<tr>
<td>3</td>
<td>1/19</td>
<td>3</td>
<td>1-D linear kinematics-B</td>
<td>pp. 3-12</td>
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<tr>
<td>4</td>
<td>1/20</td>
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<td>2-D linear kinematics-A</td>
<td>pp. 13-21</td>
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<tr>
<td>5</td>
<td>1/26</td>
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<td>2-D linear kinematics-B</td>
<td>pp. 13-21</td>
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<tr>
<td>6</td>
<td>1/28</td>
<td>6</td>
<td>2-D linear kinematics-C</td>
<td>pp. 129-132</td>
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<tr>
<td>7</td>
<td>2/2</td>
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<td>Angular kinematics-A</td>
<td>pp. 21-25</td>
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<td>8</td>
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<td>Angular kinematics-B</td>
<td>pp. 21-25</td>
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<td>9</td>
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<td>Newton’s laws</td>
<td>pp. 35-37</td>
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<tr>
<td>10</td>
<td>2/11</td>
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<td>Ground reaction forces-A</td>
<td>pp. 50-55</td>
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<td>11</td>
<td>2/16</td>
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<td>Ground reaction forces-B</td>
<td>pp. 132-140</td>
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<td>12</td>
<td>2/18</td>
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<td>Friction</td>
<td>pp. 54-56</td>
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<td>13</td>
<td>2/23</td>
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<td>Fluid resistance</td>
<td>pp. 56-62</td>
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<tr>
<td>14</td>
<td>2/25</td>
<td>14</td>
<td>Impulse, momentum-A</td>
<td>pp. 105-112</td>
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<td>15</td>
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<td>Impulse, momentum-B</td>
<td>pp. 105-112</td>
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<tr>
<td>16</td>
<td>3/8</td>
<td>16</td>
<td>Work, energy, power-A</td>
<td>pp. 118-126</td>
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<td></td>
<td>3/10</td>
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<tr>
<td>17</td>
<td>3/15</td>
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<td>Spring break (no class)</td>
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<td>18</td>
<td>3/17</td>
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<tr>
<td>19</td>
<td>3/22</td>
<td>17</td>
<td>Work, energy, power-B</td>
<td>pp. 118-126</td>
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<tr>
<td>20</td>
<td>3/24</td>
<td>18</td>
<td>Work, energy, power-C</td>
<td>pp. 118-126</td>
<td></td>
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<tr>
<td>21</td>
<td>3/29</td>
<td>19</td>
<td>Joint torque-A</td>
<td>pp. 62-76</td>
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<tr>
<td>22</td>
<td>3/31</td>
<td>20</td>
<td>Joint torque-B</td>
<td>pp. 62-76</td>
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<tr>
<td>23</td>
<td>4/4</td>
<td>21</td>
<td>Joint torque-C</td>
<td>pp. 62-76</td>
<td>Homework #5</td>
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<tr>
<td>24</td>
<td>4/7</td>
<td>22</td>
<td>Joint torque-D</td>
<td>pp. 62-76</td>
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<tr>
<td>25</td>
<td>4/12</td>
<td>23</td>
<td>Joint torque-E</td>
<td>pp. 62-76</td>
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<td>26</td>
<td>4/14</td>
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<td>Net muscle moment</td>
<td>pp. 81-84</td>
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<td>27</td>
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<td>25</td>
<td>Chronic adaptations</td>
<td>pp. 377-414</td>
<td>Homework #6</td>
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<tr>
<td>28</td>
<td>4/21</td>
<td>26</td>
<td>Chronic adaptations</td>
<td>pp. 377-414</td>
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<tr>
<td>29</td>
<td>4/28</td>
<td></td>
<td>Final exam (8:00-10:30am)</td>
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</tbody>
</table>

The course syllabus provides a general plan for the course; deviations may be necessary.
POLICIES

1. This course will adhere to the GSU Attendance Policy (Undergraduate Catalog 2015-2016):
   a. “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly.”

2. Be prepared to be involved in the class. Interaction in the class is far more interesting than passive listening.

3. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.

4. Please be on time – tardiness is disruptive and unprofessional.

5. No pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off.

6. Cellular phones, PDAs, etc. must be kept out of sight during exams.

7. Assignments should be turned in before the class on the due date. Late assignments will lose 25% of the total possible points for each day they are late.

8. Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence.

9. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up.
   a. Excused absences may include university approved activities, religious holidays of the student’s faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor.
   b. Appropriate documentation of the reason for absence is required.
   c. Please inform the instructor before class if possible or as soon as possible after the absence.

10. No assignment can be made up once the material has been returned to students.

11. This course will adhere to the GSU Policy on Academic Honesty (Section 409, Undergraduate Catalog 2015-2016):
   a. **Plagiarism**: “Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.”
      i. The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment with the possibility of revising and resubmitting the assignment.
      ii. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment.
   b. **Cheating on Examinations**: “Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.”
      i. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam.
      ii. Cheating on examinations may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself.
   c. **Unauthorized Collaboration**: “Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty.”
      i. It is not allowed to use an absent student’s i-clicker to register votes for this absent student. This will result in the receipt of a failing grade (zero points) for both students on that date;
      ii. Any subsequent incidents will result in the receipt of a failing grade (zero points) on the i-clicker questions for the rest of the semester.
      iii. See the other penalties under plagiarism.
   d. Disciplinary sanctions can be sought and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations.
e. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

12. Last day to withdraw with a possible grade of “W”: 3/1/2016

WRITING ASSIGNMENTS

**Example:** write an essay no more than 200 words to explain the similarity and difference between *linear displacement* and *linear distance* to high school students.

Both linear displacement and linear distance are variables to quantify the motion of a system. When a system travels from point A to B, the straight line connecting point A and B is the linear displacement while the length of the path that the system travels from point A to B is the linear distance. When a system travels in a straight line from point A to B, linear displacement is equal to linear distance. However, when a system travels from point A to B following a curved path, linear displacement is not equal to linear distance. For example, when a person walks in a circular track for a full lap, his linear displacement is zero but his linear distance is the length of a full lap, i.e., the circumference of the circular track.
Clinical Exercise Physiology
Spring 2016 KH 4360

LECTURE
Friday 9:30—11:00 AM College of Education 180

LAB
Sports Arena 106

<table>
<thead>
<tr>
<th>CRN</th>
<th>DAY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>19103</td>
<td>Tuesday</td>
<td>2:30 pm -3:45 pm</td>
</tr>
<tr>
<td>19108</td>
<td>Thursday</td>
<td>9:00 am -10:15 am</td>
</tr>
</tbody>
</table>

Instructor:  Courtney Strosnider, MS
Phone:  
Email: cstrosnider@gsu.edu
Office Hours:  Sports Arena Room 133
Mondays & Wednesdays 9 am –12 pm; All others by appointment

Lab Teaching Assistants:  
Casey Hollowed  chollowed1@student.gsu.edu
Jessica Canteen  jcanteen1@student.gsu.edu

OPEN LAB:

Required Texts:  


Suggested Texts:  
Dysrhythmia Recognition and Management, Fenstermacher, Karen.
ISBN: 978-0721637907 or 0721637906

COURSE DESCRIPTION:

This course is a detailed study of applied exercise physiology for the exercise specialist, technologist, or technician who is responsible for the development of an exercise prescription for patients with known coronary artery or valvular heart disease while taking into account comorbidities such as diabetes and other endocrine disorders, heart failure, implanted cardiac device therapy, peripheral arterial disease, stroke, chronic renal disease, chronic obstructive lung disease, asthma, arthritis, and issues with the elderly patient.
COURSE OBJECTIVES:
- Evaluate the need for exercise physiologists and cardiac rehabilitation with a minimum score of 72.5*
- Apply terminology specific to electrocardiography and diagnostic exercise testing with a minimum score of 72.5*
- Analyze all components (rate, rhythm, axis, hypertrophy, infarction) of normal and abnormal EKGs as covered in course material (text and lecture) with a minimum score of 72.5*
- Evaluate and analyze resting and exercise EKG data with a minimum score of 72.5*
- Apply adjustments to exercise testing and create exercise prescription for the following clinical populations: CVD, CAD, diabetes, downs syndrome, cancer, Parkinson’s disease, PAD, stroke, chronic renal disease, MS, COPD, and asthma with a minimum score of 72.5*
- Evaluate the benefits and risks of exercise for the following clinical populations: CVD, CAD, diabetes, downs syndrome, cancer, Parkinson’s disease, PAD, stroke, chronic renal disease, MS, COPD, and asthma with a minimum score of 72.5*

*A final grade of 72.5/C must be achieved in order to pass this course. Students will be evaluated via exams (midterm and final) quizzes, plan of care project, lab assignments and practical, and a cardiac rehab site visit.

EVALUATION:

Midterm exam (Mar 11) 25%
Final Exam – Cumulative (Apr 29) 25%
Weekly Cumulative Quizzes 15%
Lab Final Practical 10%
Lab Assignments 10%
Lab Attendance 5%
Cardiac Rehab Site visit (Wednesday Mar 23) 5%
Plan of Care & Brochure Project (Wednesday Apr 13) 5%

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
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<td>96.5 – 100</td>
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<tr>
<td>A</td>
<td>92.5 – 96.4</td>
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<tr>
<td>A-</td>
<td>89.5 – 92.4</td>
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<tr>
<td>B+</td>
<td>86.5 – 89.4</td>
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<tr>
<td>B</td>
<td>82.5 – 86.4</td>
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<tr>
<td>B-</td>
<td>79.5 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 76.4</td>
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<tr>
<td>C-</td>
<td>69.5 – 72.4%</td>
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<tr>
<td>D</td>
<td>59.5 – 69.4</td>
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<tr>
<td>F</td>
<td>&lt; 59.4</td>
</tr>
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</table>

Last day to withdraw with a Possible “W” is March 1, 2016

A passing score for the class to count toward graduation is C (72.5)
Exams: please bring a calculator (you cannot use your cell phone as a calculator). All cell phones must be turned off and stored in book bag/purse (it cannot be out on desk or available for use).
1. No cell phones. If your cell phone goes off during a test, your test has ended.
2. No blackberry’s, headphones, or any other device is allowed to be out in or near your possession during the test.
3. All book bags, purses, books, notecards, etc. will be placed at the front of class. All cellphones, blackberry’s, etc. will be turned off and placed on the instructor’s desk or in your book bag.
4. Take care of your personal business before the test. If you must leave the room at any time during the test, your test is over.
5. No hats, caps or anything else on the head that have a visor during the test.
6. The only thing students should have in their possession during the test is the test itself and a pen/pencil.
7. Keep eyes on your paper. Keep your work covered. Any suspicion of cheating can and will result in your test ending. If caught cheating, you will receive a zero on the test and further disciplinary action may take place as deemed necessary by the instructor and the KH department head.
8. Violation of any of the test taking rules will result in your test ending and a grade of zero for the test.

**LECTURE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Important Info</th>
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</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction to Cardiac Rehab, Heart Anatomy/Physiology, Resting EKG Set-up, Rate</td>
<td>Chapter 1 Clinical Phys book EKG Book Chpt 1-4</td>
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<tr>
<td>Jan 15</td>
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<tr>
<td>Week 2:</td>
<td>Rate, Rhythm</td>
<td>EKG Book Chpt 4-5</td>
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<tr>
<td>Jan 22</td>
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<tr>
<td>Week 3:</td>
<td>Rhythm, Axis</td>
<td>EKG Book Chpt 5-7</td>
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<td>Jan 29</td>
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<td>Week 4:</td>
<td>Hypertrophy, Infarction</td>
<td>EKG Book Chpt 7-9</td>
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<td>Feb 5</td>
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<td>Week 5:</td>
<td>CAD, CVD</td>
<td>Chpt 7, 8, 9 Clinical Phys book</td>
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<td>Feb 12</td>
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<td>Week 6:</td>
<td>MI, Heart Failure, Valvular Heart Disease</td>
<td>Chpt 7, 13, 14 Clinical Phys book</td>
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<td>Feb 19</td>
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<td>Week 7:</td>
<td>Implanted Cardiac Devices</td>
<td>Chpt 3, 4, 5 Clinical Phys book</td>
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<tr>
<td>Feb 26</td>
<td>Practice EKGs</td>
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<tr>
<td>Week 8:</td>
<td>Cardiac Rehabilitation</td>
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<tr>
<td>Mar 4</td>
<td>Practice EKGs</td>
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<td>Week 9:</td>
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<tr>
<td>Mar 11</td>
<td>MIDTERM EXAM</td>
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<td>Week 10:</td>
<td>SPRING BREAK!!!</td>
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<td>Mar 14-20</td>
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<td>Week 11:</td>
<td>Diabetes</td>
<td>Chpt 6 Clinical Phys book</td>
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<tr>
<td>Mar 25</td>
<td>Practice EKGs</td>
<td>Mar 23—Cardiac Rehab Site Visit due by 11:59pm in drop box</td>
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<td>Week 12:</td>
<td>Cancer</td>
<td>Chpt 20, 32 Clinical Phys book</td>
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<td>Apr 1</td>
<td>Downs Syndrome</td>
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<td>Week 13:</td>
<td>Parkinson’s Disease</td>
<td>Chpt 26, 30 Clinical Phys book</td>
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<td>Apr 8</td>
<td>Multiple Sclerosis</td>
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<td>Week 14:</td>
<td>Peripheral Artery Disease</td>
<td>Chpt 11, 15, 28 Clinical Phys book</td>
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<tr>
<td>Apr 15</td>
<td>Stroke</td>
<td>Apr 13—Project DUE by 11:59 pm in dropbox</td>
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<td>Week 15:</td>
<td>Chronic Obstructive Pulmonary Disease Asthma</td>
<td>Chpt. 17, 18 Clinical Phys book</td>
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<td>Apr 22</td>
<td>Cardiopulmonary Rehab</td>
<td>ACSM Guidelines Chpt 11</td>
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<td></td>
<td>Behavioral Theories</td>
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**APR 29, 2016**  FINAL EXAM 8:00 AM—10:30 AM

**SUBJECT TO CHANGE**
Admission/Discharge Plan of Care: (worth 5%)

1. Will be done with a partner
2. You will be given a patient scenario to use
3. The forms on Desire2Learn are to be used. Many already have pertinent information on them as the scenario progress. Follow these progressions.
4. You will be graded on:
   a. Are all the risk factors for the patient identified?
   b. Are national guidelines used to establish goals?
   c. Are interventions based on guideline approved medical therapy?
   d. Are you following organizational guidelines for exercise progressions for cardiac rehab?
   e. Are individual patient challenges in reaching goals taken into account?
   f. Are interventions written in a way that is motivating to the patient?
   g. Is the brochure professional, informative, and creative?

Sites that can be accessed for patient education material on your topic:

- American Association of Cardiovascular and Pulmonary Rehabilitation (www.aacvpr.org)
- American Heart Association (www.americanheart.org)
- National Heart Lung and Blood Institute (www.nhlbi.nih.gov)
- National Institutes of Health (www.nih.gov)
- American Diabetes Association (www.diabetes.org)
- Heart Failure Society of American (www hfsa.org)
- Heart Rhythm Society (www.hrsonline.org)
- Preventive Cardiovascular Nurses Association (www.pcna.org)
- The American Association of Heart Failure Nurses (www.aahfn.org)

SITE VISIT: (worth 5%)
***You have a site visit to do! Visit a cardiac rehab facility and meet with one of the exercise physiologists on staff. Dress professionally (khakis/collared shirt) make an appointment and take a tour, talk to the staff, and write a 1-2 page paper (12 font, double spaced) of:

1. Day-to-day duties of the staff
2. Success stories of their patients
3. Common reason patients are there (what type of cardiac event)
4. Any patients have to come back?
5. Patient education lectures that they teach
6. MUST HAVE SIGNED BUSINESS CARD OR SIGNED FORM BY TOUR GUIDE AS PROOF YOU WENT TO FACILITY. Failure to submit proof is an automatic 0.
Laboratory Component of Clinical Exercise Physiology:

Expected Student Behavior:

- Be prepared to start lab on time. The lab time is short and it is necessary to start on time in order to finish on time. Labs will be posted on D2L. Read the appropriate lab material in advance and be prepared.
- Be prepared to be involved directly in the laboratory activities as either a subject or a technician. Participation as a subject will only be exempted for documented medical conditions.
- Essential materials for each lab:
  - Copy of current lab activity with data collection sheets (will be posted on D2L)
  - Exercise clothing and shoes
  - Writing utensil
  - Calculator
- Absolutely no food or beverages allowed in the laboratory beyond the sink.
- Do not attempt to operate, adjust, or repair laboratory equipment without direction or consultation from lab instructors. Injury to students or damage to equipment may result.
- When lab activities are completed, work areas should be cleaned and straightened, and equipment and supplies should be returned to the proper place.

Laboratory Policies:

- To facilitate lab organization, management, and involvement the class will be divided into 4 lab sections. Each lab section will be further divided into small work groups of 3-5 students, depending upon the size of the class and lab section.
- The laboratory grade will be included in the grade for the class. Laboratory assignments will comprise approximately 10% of the total class grade. Laboratory assessment check-off on clinical exercise testing will account for 10% of the total class grade. Laboratory attendance will comprise 5% of the total class grade. Students are expected to apply the material covered in the lecture and text to the laboratory experiences and assignments.
- Attendance in all laboratory sessions is required and participation is expected. Be prepared to participate in physical activity. No make-up laboratory activities will be scheduled. Exceptions will only be considered with written documentation that is presented within 24 hours of the missed lab.
- **Attendance in all laboratory sessions is required and participation is expected.** Be prepared to start lab on time. The lab time is short and it is necessary to start on time in order to finish on time. Each student is responsible for signing in on the attendance sheet provided by the lab instructor at the beginning of each lab. Failure to do so will result in being considered absent. This will affect your attendance grade in lab as well as your overall grade. Once the lab is over, you cannot ask to sign the sheet.
- All laboratory assignments/results are due at the following lab meeting at the beginning of class. **Late lab assignments NOT be accepted.**

Skills Tests:

- All students will be responsible for passing (must score at least a 90%) the following skills tests:
  - Resting HR & BP*
  - Exercising HR & BP*
  - Electrode Placement*
  - EKG Interpretation
  - 6 Minute Walk Test*
- Each skills test must be scheduled with your lab instructor. Bring your checklist with you when you are ready to be tested. The tests must be done in order.
- *Need a partner for this skills test
- **ALL skills tests must be passed by the listed deadline for EACH test in order to take the lab practical. You must take the skills tests in order. You will NOT be allowed to take a skills test after its due date. NO EXCUSES! For example: If you do not pass the Exercising HR & BP skills test by the deadline, you will not be able to take the Electrode Placement, EKG Interpretation, 6 MWT, or the lab practical.
### Skills Test Schedule:

<table>
<thead>
<tr>
<th>SKILLS TEST</th>
<th>Should I bring a partner?</th>
<th>DEADLINE</th>
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<tbody>
<tr>
<td>Resting HR &amp; BP</td>
<td>Yes</td>
<td>Jan 28</td>
</tr>
<tr>
<td>Exercising HR &amp; BP</td>
<td>Yes</td>
<td>Feb 11</td>
</tr>
<tr>
<td>Electrode Placement</td>
<td>Yes</td>
<td>Feb 18</td>
</tr>
<tr>
<td>EKG Interpretation</td>
<td>No</td>
<td>Feb 25</td>
</tr>
<tr>
<td>6 Minute Walk Test</td>
<td>Yes</td>
<td>Mar 10</td>
</tr>
</tbody>
</table>

**Laboratory Schedule**

*Schedule is subject to change!

| Lab 1: | Week of Jan 11 | Orientation to lab procedures, Calibration of equipment, Pre-participation Screening, Risk Stratification, & Consent Forms for healthy populations. Resting measures. |
| Lab 2  | Week of Jan 18 | Clinical Populations. Cardiac Rehab risk stratification. Physiological Data Collection – Hemodynamic Responses during Exercise (HR and BP) & Introduction to Resting/Exercise EKG (12-lead hook-up, electrode placement) |
| Lab 3  | Week of Jan 25 | 12-lead EKG Hook-up procedures and wave form identification |
| Lab 4  | Week of Feb 1  | Rate & Interpretation EKG arrhythmia with use of simulator & stress testing |
| Lab 5  | Week of Feb 8  | Continuation of Cardiac Disturbances – use of simulator (addition of blocks and bundle branch blocks) Review of all arrhythmias |
| Lab 6  | Week of Feb 15 | EKG review (rhythms and axis); Exercise Termination Criteria |
| Lab 7  | Week of Feb 22 | 6 minute walk test |
| Lab 8  | Week of Feb 29 | Stress Testing Bruce Protocol |
| Lab 9  | Week of Mar 7 | Stress Testing Bruce Protocol |
| Lab 10 | Week of Mar 21 | Case studies |
| Lab 11 | Week of Mar 28 | Chair Exercise Class |
| Lab 12 | Week of Apr 4 | Mock Emergency Situations/Protocols |
| Lab 13 | Week of Apr 11 | Practical Exam |
| Lab 14 | Week of Apr 18 | Practical Exam |
Class Policies:

ATTENDANCE POLICY
You are expected to attend class! In order to succeed in this course, you will need to attend every lecture and take notes. Miss 4 classes in the Fall/Spring semester and you fail the class…no excuses! Two tardies = 1 absence. Tardy = 10 minutes late.

POLICY ON INCOMPLETE GRADES
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework but for NONACADEMIC reasons beyond the student’s control was unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the professor and is not the prerogative of the student. An "I" not satisfactorily removed within the prescribed time limit of the END OF THE NEXT QUARTER if the student is enrolled in the university, or not later than the END OF THE NEXT TWO CONSECUTIVE QUARTERS, whether or not the student is enrolled in the university at that time, will be changed automatically to the grade of "F".

POLICY ON ACADEMIC HONESTY
The university assumes as a basic and minimum standard of conduct in academic matters that students are honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit).

Cheating and Plagiarism. Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student's Rights and Responsibilities.

Please see the General Catalog Policy on Academic Honesty, for further information and definitions.

MAKE-UP EXAMINATION POLICY LECTURE AND LAB
- Regular exams must be made up within five (5) academic days.
- Any tests that are missed must be made up with 1 week of the original test; otherwise the student will receive a 0. The student must bring a doctor’s note, note from the student clinic, court summons, traffic ticket, or some type of documentation for missing the test in order to make it up. If no documentation is given to the instructor, the student will receive a 0 for the test. Taking a make-up test will result in an automatic 10 point deduction for taking it late whatever the reason. The final exam must be made up within 2 days of the original scheduled date. Delay in taking the final exam will result in an automatic 20 point deduction whatever the reason.
- All quizzes are given the first 15 minutes of class time. If you are late, but still within the 15 minute limit, you can take the quiz, but you only have the allotted time left. If you are late and miss the quiz, you cannot make it up.

POLICIES CONTINUED:
1. Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.
2. Class begins promptly. Please be on time - tardiness disrupts the class and will not be tolerated. The door will be shut and locked 10 minutes after class begins. If you show up after this time, you will not be allowed in class.
3. No beepers, pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off!
4. No laptops are allowed in class. Students need to come prepared to class by printing out the posted notes/outline that can be found on D2L and take additional notes throughout lecture.
5. Late homework is not accepted

4. LATE HOMEWORK IS NOT ACCEPTED
5. The lecture course will adhere to the GSU Attendance Policy (Undergraduate Catalog): http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf. "The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly".
6. Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive unexcused absences will not be tolerated and may result in a reduction of the final grade. NOTE: Attendance at the lab section is MANDATORY. Any unexcused absence from lab will result in a one letter grade reduction in the final grade. After 3 lab absences, the student will earn a 0/F for lab attendance. Any lab absence should be discussed with the instructor (Courtney Sutton) prior to the absence whenever possible but no later than 48 hours (two school days) later.

7. This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration. http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf.

8. Plagiarism: "Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own."

9. Cheating on Examinations: "Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination."

10. Unauthorized Collaboration: "Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty."

11. Multiple Submissions: "It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature."

12. The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

13. This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog).

14. Messages sent by Georgia State units to Georgia State-provided student email addresses will constitute an official means of communication. Students can check their email by using their university-issued email accounts or by forwarding their email to a system of their choice. For more information please go to: http://www.gsu.edu/~wwwist/studentemail.htm

15. All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work submitted with significant mechanical flaws may not be accepted or may result in a reduction in grade for that assignment. The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

STUDENTS WITH DISABILITIES
Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

COURSE EVALUATION
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
Clinical Exercise Physiology  
Spring 2016 KH 4360

**LECTURE**  
Monday/Wednesday 1:30—2:45 PM College of Education 150

**LAB**  
Sports Arena 106

<table>
<thead>
<tr>
<th>CRN</th>
<th>DAY</th>
<th>TIME</th>
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<tbody>
<tr>
<td>17973</td>
<td>Tuesday</td>
<td>4:00 -5:15 pm</td>
</tr>
<tr>
<td>17975</td>
<td>Thursday</td>
<td>1:00 pm -2:15 pm</td>
</tr>
<tr>
<td>16881</td>
<td>Thursday</td>
<td>4:00 -5:15 pm</td>
</tr>
</tbody>
</table>

Instructor: Courtney Strosnider, MS  
Phone:  
Email: cstrosnider@gsu.edu  
Office Hours: Sports Arena Room 133  
Mondays & Wednesdays 9 am –12 pm; All others by appointment  
Lab Teaching Assistants: Casey Hollowed chollowed1@student.gsu.edu  
Jessica Canteen jcanteen1@student.gsu.edu  

**OPEN LAB:**


ISBN: 978-0721637907 or 0721637906

**COURSE DESCRIPTION:**

This course is a detailed study of applied exercise physiology for the exercise specialist, technologist, or technician who is responsible for the development of an exercise prescription for patients with known coronary artery or valvular heart disease while taking into account comorbidities such as diabetes and other endocrine disorders, heart failure, implanted cardiac device therapy, peripheral arterial disease, stroke, chronic renal disease, chronic obstructive lung disease, asthma, arthritis, and issues with the elderly patient.
COURSE OBJECTIVES:

- Evaluate the need for exercise physiologists and cardiac rehabilitation with a minimum score of 72.5*
- Apply terminology specific to electrocardiography and diagnostic exercise testing with a minimum score of 72.5*
- Analyze all components (rate, rhythm, axis, hypertrophy, infarction) of normal and abnormal EKGs as covered in course material (text and lecture) with a minimum score of 72.5*
- Evaluate and analyze resting and exercise EKG data with a minimum score of 72.5*
- Apply adjustments to exercise testing and create exercise prescription for the following clinical populations: CVD, CAD, diabetes, downs syndrome, cancer, Parkinson’s disease, PAD, stroke, chronic renal disease, MS, COPD, and asthma with a minimum score of 72.5*
- Evaluate the benefits and risks of exercise for the following clinical populations: CVD, CAD, diabetes, downs syndrome, cancer, Parkinson’s disease, PAD, stroke, chronic renal disease, MS, COPD, and asthma with a minimum score of 72.5*

*A final grade of 72.5/C must be achieved in order to pass this course. Students will be evaluated via exams (midterm and final) quizzes, plan of care project, lab assignments and practical, and a cardiac rehab site visit.

EVALUATION:

Midterm exam (Mar 7 & 9) 25%
Final Exam – Cumulative (Apr 27) 25%
Random Unannounced Cumulative Quizzes 15%
Lab Final Practical 10%
Lab Assignments 10%
Lab Attendance 5%
Cardiac Rehab Site visit (Mar 23) 5%
Plan of Care & Brochure Project (Apr 13) 5%

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>96.5 – 100</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 96.4</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 – 92.4</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4</td>
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<tr>
<td>B</td>
<td>82.5 – 86.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4</td>
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<tr>
<td>C</td>
<td>72.5 – 76.4</td>
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<tr>
<td>C-</td>
<td>69.5 – 72.4%</td>
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<tr>
<td>D</td>
<td>59.5 – 69.4</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.4</td>
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</table>

Last day to withdraw with a Possible “W” is March 1, 2016

A passing score for the class to count toward graduation is C (72.5)
**Exams:** please bring a calculator (you cannot use your cell phone as a calculator). All cell phones must be turned off and stored in book bag/purse (it cannot be out on desk or available for use).

1. No cell phones. If your cell phone goes off during a test, your test has ended.
2. No blackberry’s, headphones, or any other device is allowed to be out in or near your possession during the test.
3. All book bags, purses, books, notecards, etc. will be placed at the front of class. All cellphones, blackberry’s, etc. will be turned off and placed on the instructor’s desk or in your book bag.
4. Take care of your personal business before the test. If you must leave the room at any time during the test, your test is over.
5. No hats, caps or anything else on the head that have a visor during the test.
6. The only thing students should have in their possession during the test is the test itself and a pen/pencil.
7. Keep eyes on your paper. Keep your work covered. Any suspicion of cheating can and will result in your test ending.
8. If caught cheating, you will receive a zero on the test and further disciplinary action may take place as deemed necessary by the instructor and the KH department head.
9. Violation of any of the test taking rules will result in your test ending and a grade of zero for the test.

**LECTURE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Important Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction to Cardiac Rehab, Heart Anatomy/Physiology, Resting EKG Set-up, Rate</td>
<td>Chapter 1 Clinical Phys book EKG Book Chpt 1-4</td>
</tr>
<tr>
<td>Jan 11/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>Rate, Rhythm</td>
<td>EKG Book Chpt 4-5</td>
</tr>
<tr>
<td>Jan 20</td>
<td></td>
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<tr>
<td>Week 3:</td>
<td>Rhythm, Axis</td>
<td>EKG Book Chpt 5-7</td>
</tr>
<tr>
<td>Jan 25/27</td>
<td></td>
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<tr>
<td>Week 4:</td>
<td>Hypertrophy, Infarction</td>
<td>EKG Book Chpt 7-9</td>
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<tr>
<td>Feb 1/3</td>
<td></td>
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<tr>
<td>Week 5:</td>
<td>CAD, CVD</td>
<td>Chpt 7, 8, 9 Clinical Phys book</td>
</tr>
<tr>
<td>Feb 8/10</td>
<td></td>
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<tr>
<td>Week 6:</td>
<td>MI, Heart Failure, Valvular Heart Disease</td>
<td>Chpt 7, 13, 14 Clinical Phys book</td>
</tr>
<tr>
<td>Feb 15/17</td>
<td></td>
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<tr>
<td>Week 7:</td>
<td>Implanted Cardiac Devices Practice EKGs</td>
<td></td>
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<tr>
<td>Feb 22/24</td>
<td></td>
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<tr>
<td>Week 8:</td>
<td>Cardiac Rehabilitation Practice EKGs</td>
<td>Chpt 3, 4, 5 Clinical Phys book</td>
</tr>
<tr>
<td>Feb 29/Mar 2</td>
<td></td>
<td></td>
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<tr>
<td>Week 9:</td>
<td>MIDTERM (2 parts)</td>
<td></td>
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<tr>
<td>Mar 7</td>
<td></td>
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<tr>
<td>Mar 9</td>
<td></td>
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<tr>
<td>Week 10:</td>
<td>SPRING BREAK!!!</td>
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<tr>
<td>Mar 14-20</td>
<td></td>
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<tr>
<td>Week 11:</td>
<td>Diabetes Practice EKGs</td>
<td>Chpt 6 Clinical Phys book Mar 23—Cardiac Rehab Site Visit due by 11:59pm in drop box</td>
</tr>
<tr>
<td>Mar 21/23</td>
<td></td>
<td></td>
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<tr>
<td>Week 12:</td>
<td>Cancer Downs Syndrome</td>
<td>Chpt 20 ,32 Clinical Phys book</td>
</tr>
<tr>
<td>Mar 28/30</td>
<td></td>
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<tr>
<td>Week 13:</td>
<td>Parkinson’s Disease Multiple Sclerosis</td>
<td>Chpt 26, 30 Clinical Phys book</td>
</tr>
<tr>
<td>Apr 4/6</td>
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<tr>
<td>Week 14:</td>
<td>Peripheral Artery Disease Stroke</td>
<td>Chpt 15, 28 Clinical Phys book Apr 13—Project DUE by 11:59 pm in dropbox</td>
</tr>
<tr>
<td>Apr 11/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15:</td>
<td>Chronic Renal Disease Chronic Obstructive Pulmonary Disease Asthma</td>
<td>Chpt. 11, 17, 18 Clinical Phys book</td>
</tr>
<tr>
<td>Apr 18/20</td>
<td></td>
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<tr>
<td>Week 16:</td>
<td>Cardiopulmonary Rehab Behavioral Theories</td>
<td>ACSM Guidelines Chpt 11</td>
</tr>
<tr>
<td>Apr 25</td>
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</tbody>
</table>

**APR 27, 2016**

**FINAL EXAM 1:30 PM—4:00 PM**

**SUBJECT TO CHANGE**
Admission/Discharge Plan of Care: (worth 5%)

1. Will be done with a partner
2. You will be given a patient scenario to use
3. The forms on Desire2Learn are to be used. Many already have pertinent information on them as
   the scenario progress. Follow these progressions.
4. You will be graded on:
   a. Are all the risk factors for the patient identified?
   b. Are national guidelines used to establish goals?
   c. Are interventions based on guideline approved medical therapy?
   d. Are you following organizational guidelines for exercise progressions for cardiac rehab?
   e. Are individual patient challenges in reaching goals taken into account?
   f. Are interventions written in a way that is motivating to the patient?
   g. Is the brochure professional, informative, and creative?

Sites that can be accessed for patient education material on your topic:

American Association of Cardiovascular and Pulmonary Rehabilitation (www.aacvpr.org)
American Heart Association (www.americanheart.org)
National Heart Lung and Blood Institute (www.nhlbi.nih.gov)
National Institutes of Health (www.nih.gov)
American Diabetes Association (www.diabetes.org)
Heart Failure Society of American (www.hfsa.org)
Heart Rhythm Society (www.hrsonline.org)
Preventive Cardiovascular Nurses Association (www.pcna.org)
The American Association of Heart Failure Nurses (www.aahfn.org)

SITE VISIT: (worth 5%)
***You have a site visit to do! Visit a cardiac rehab facility and meet with one of the exercise
physiologists on staff. Dress professionally (khakis/collared shirt) make an appointment and take a
tour, talk to the staff, and write a 1-2 page paper (12 font, double spaced) of:
   1. Day-to-day duties of the staff
   2. Success stories of their patients
   3. Common reason patients are there (what type of cardiac event)
   4. Any patients have to come back?
   5. Patient education lectures that they teach
   6. MUST HAVE SIGNED BUSINESS CARD OR SIGNED FORM BY TOUR GUIDE AS PROOF YOU
      WENT TO FACILITY. Failure to submit proof is an automatic 0.
Laboratory Component of Clinical Exercise Physiology:

Expected Student Behavior:

- Be prepared to start lab on time. The lab time is short and it is necessary to start on time in order to finish on time. Labs will be posted on D2L. Read the appropriate lab material in advance and be prepared.
- Be prepared to be involved directly in the laboratory activities as either a subject or a technician. Participation as a subject will only be exempted for documented medical conditions.
- Essential materials for each lab:
  - Copy of current lab activity with data collection sheets (will be posted on D2L)
  - Exercise clothing and shoes
  - Writing utensil
  - Calculator
- Absolutely no food or beverages allowed in the laboratory beyond the sink.
- Do not attempt to operate, adjust, or repair laboratory equipment without direction or consultation from lab instructors. Injury to students or damage to equipment may result.
- When lab activities are completed, work areas should be cleaned and straightened, and equipment and supplies should be returned to the proper place.

Laboratory Policies:

- To facilitate lab organization, management, and involvement the class will be divided into 4 lab sections. Each lab section will be further divided into small work groups of 3-5 students, depending upon the size of the class and lab section.
- The laboratory grade will be included in the grade for the class. Laboratory assignments will comprise approximately 10% of the total class grade. Laboratory assessment check-off on clinical exercise testing will account for 10% of the total class grade. Laboratory attendance will comprise 5% of the total class grade. Students are expected to apply the material covered in the lecture and text to the laboratory experiences and assignments.
- Attendance in all laboratory sessions is required and participation is expected. Be prepared to participate in physical activity. No make-up laboratory activities will be scheduled. Exceptions will only be considered with written documentation that is presented within 24 hours of the missed lab.
- Attendance in all laboratory sessions is required and participation is expected. Be prepared to start lab on time. The lab time is short and it is necessary to start on time in order to finish on time. Each student is responsible for signing in on the attendance sheet provided by the lab instructor at the beginning of each lab. Failure to do so will result in being considered absent. This will affect your attendance grade in lab as well as your overall grade. Once the lab is over, you cannot ask to sign the sheet.
- All laboratory assignments/results are due at the following lab meeting at the beginning of class. Late lab assignments NOT be accepted.

Skills Tests:

- All students will be responsible for passing (must score at least a 90%) the following skills tests:
  - Resting HR & BP*
  - Exercising HR & BP*
  - Electrode Placement*
  - EKG Interpretation
  - 6 Minute Walk Test*
- Each skills test must be scheduled with your lab instructor. Bring your checklist with you when you are ready to be tested. The tests must be done in order.
- *Need a partner for this skills test
- ALL skills tests must be passed by the listed deadline for EACH test in order to take the lab practical. You must take the skills tests in order. You will NOT be allowed to take a skills test after its due date. NO EXCUSES! For example: If you do not pass the Exercising HR & BP skills test by the deadline, you will not be able to take the Electrode Placement, EKG Interpretation, 6 MWT, or the lab practical.
## Skills Test Schedule:

<table>
<thead>
<tr>
<th>SKILLS TEST</th>
<th>Should I bring a partner?</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resting HR &amp; BP</td>
<td>Yes</td>
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## Laboratory Schedule*

*Schedule is subject to change!

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<tr>
<th>Lab</th>
<th>Week of</th>
<th>Activity</th>
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</thead>
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<td>Mar 21</td>
<td>Case studies</td>
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<td>Lab 11</td>
<td>Mar 28</td>
<td>Chair Exercise Class</td>
</tr>
<tr>
<td>Lab 12</td>
<td>Apr 4</td>
<td>Mock Emergency Situations/Protocols</td>
</tr>
<tr>
<td>Lab 13</td>
<td>Apr 11</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Lab 14</td>
<td>Apr 18</td>
<td>Practical Exam</td>
</tr>
</tbody>
</table>

**Class Policies:**
ATTENDANCE POLICY
You are expected to attend class! In order to succeed in this course, you will need to attend every lecture and take notes. Miss 4 classes in the Fall/Spring semester and you fail the class…no excuses! Two tardies = 1 absence. Tardy = 10 minutes late.

POLICY ON INCOMPLETE GRADES
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework but for NONACADEMIC reasons beyond the student's control was unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the professor and is not the prerogative of the student. An "I" not satisfactorily removed within the prescribed time limit of the END OF THE NEXT QUARTER if the student is enrolled in the university, or not later than the END OF THE NEXT TWO CONSECUTIVE QUARTERS, whether or not the student is enrolled in the university at that time, will be changed automatically to the grade of "F".

POLICY ON ACADEMIC HONESTY
The university assumes as a basic and minimum standard of conduct in academic matters that students are honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit).

Cheating and Plagiarism. Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student's Rights and Responsibilities.

Please see the General Catalog Policy on Academic Honesty, for further information and definitions.

MAKE-UP EXAMINATION POLICY LECTURE AND LAB
- Regular exams must be made up within five (5) academic days.
- Any tests that are missed must be made up with 1 week of the original test; otherwise the student will receive a 0. The student must bring a doctor's note, note from the student clinic, court summons, traffic ticket, or some type of documentation for missing the test in order to make it up. If no documentation is given to the instructor, the student will receive a 0 for the test. Taking a make-up test will result in an automatic 10 point deduction for taking it late whatever the reason. The final exam must be made up within 2 days of the original scheduled date. Delay in taking the final exam will result in an automatic 20 point deduction whatever the reason.
- All quizzes are given the first 15 minutes of class time. If you are late, but still within the 15 minute limit, you can take the quiz, but you only have the allotted time left. If you are late and miss the quiz, you cannot make it up.

POLICIES CONTINUED:
1. Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.
2. Class begins promptly. Please be on time - tardiness disrupts the class and will not be tolerated. The door will be shut and locked 10 minutes after class begins. If you show up after this time, you will not be allowed in class.
3. No beepers, pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off!
LAPTOPS ARE NOT ALLOWED IN CLASS. Students need to come prepared to class by printing out the posted notes/outline that can be found on D2L and take additional notes throughout lecture.
4. LATE HOMEWORK IS NOT ACCEPTED
5. The lecture course will adhere to the GSU Attendance Policy (Undergraduate Catalog): http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf. “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly”.
6. Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may
not be made up. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive unexcused absences will not be tolerated and may result in a reduction of the final grade. **NOTE:** Attendance at the lab section is MANDATORY. Any unexcused absence from lab will result in a one letter grade reduction in the final grade. After 3 lab absences, the student will earn a 0/F for lab attendance. Any lab absence should be discussed with the instructor (Courtney Sutton) prior to the absence whenever possible but no later than 48 hours (two school days) later.

7. This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration. http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf.

8. Plagiarism: "Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own."

9. Cheating on Examinations: "Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination."

10. Unauthorized Collaboration: "Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty."

11. Multiple Submissions: "It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature."

12. The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

13. This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog).

14. Messages sent by Georgia State units to Georgia State-provided student email addresses will constitute an official means of communication. Students can check their email by using their university-issued email accounts or by forwarding their email to a system of their choice. For more information please go to: http://www.gsu.edu/~wwist/studentemail.htm

15. All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work submitted with significant mechanical flaws may not be accepted or may result in a reduction in grade for that assignment. The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

**STUDENTS WITH DISABILITIES**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

**COURSE EVALUATION**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
Clinical Exercise Physiology
Spring 2016 KH 4360

LECTURE
Monday/Wednesday 7:30—8:45 AM College of Education 150

LAB
Sports Arena 106

<table>
<thead>
<tr>
<th>CRN</th>
<th>DAY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>15331</td>
<td>Tuesday</td>
<td>11:00 am -12:15 pm</td>
</tr>
<tr>
<td>15332</td>
<td>Tuesday</td>
<td>1:00 pm -2:15 pm</td>
</tr>
<tr>
<td>15333</td>
<td>Thursday</td>
<td>11:00 am -12:15 pm</td>
</tr>
</tbody>
</table>

Instructor: Courtney Strosnider, MS

Phone:

Email: cstrosnider@gsu.edu

Office Hours: Sports Arena Room 133

Mondays & Wednesdays 9 am –12 pm; All others by appointment

Lab Teaching Assistants: Casey Hollowed chollowed1@student.gsu.edu
Jessica Canteen jcanteen1@student.gsu.edu

OPEN LAB:


ISBN: 978-0721637907 or 0721637906

COURSE DESCRIPTION:

This course is a detailed study of applied exercise physiology for the exercise specialist, technologist, or technician who is responsible for the development of an exercise prescription for patients with known coronary artery or valvular heart disease while taking into account comorbidities such as diabetes and other endocrine disorders, heart failure, implanted cardiac device therapy, peripheral arterial disease, stroke, chronic renal disease, chronic obstructive lung disease, asthma, arthritis, and issues with the elderly patient.
COURSE OBJECTIVES:

- Evaluate the need for exercise physiologists and cardiac rehabilitation with a minimum score of 72.5*
- Apply terminology specific to electrocardiography and diagnostic exercise testing with a minimum score of 72.5*
- Analyze all components (rate, rhythm, axis, hypertrophy, infarction) of normal and abnormal EKGs as covered in course material (text and lecture) with a minimum score of 72.5*
- Evaluate and analyze resting and exercise EKG data with a minimum score of 72.5*
- Apply adjustments to exercise testing and create exercise prescription for the following clinical populations: CVD, CAD, diabetes, downs syndrome, cancer, Parkinson’s disease, PAD, stroke, chronic renal disease, MS, COPD, and asthma with a minimum score of 72.5*
- Evaluate the benefits and risks of exercise for the following clinical populations: CVD, CAD, diabetes, downs syndrome, cancer, Parkinson’s disease, PAD, stroke, chronic renal disease, MS, COPD, and asthma with a minimum score of 72.5*

*A final grade of 72.5/C must be achieved in order to pass this course. Students will be evaluated via exams (midterm and final) quizzes, plan of care project, lab assignments and practical, and a cardiac rehab site visit.

EVALUATION:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm exam (Mar 7 &amp; 9)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam – Cumulative (May 2)</td>
<td>25%</td>
</tr>
<tr>
<td>Random Unannounced Cumulative Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Lab Final Practical</td>
<td>10%</td>
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<tr>
<td>Lab Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Cardiac Rehab Site visit (Mar 23)</td>
<td>5%</td>
</tr>
<tr>
<td>Plan of Care &amp; Brochure Project (Apr 13)</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>96.5 – 100</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 96.4</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 – 92.4</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 86.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 76.4</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 – 72.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.4</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.4</td>
</tr>
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</table>

Last day to withdraw with a Possible “W” is March 1, 2016

A passing score for the class to count toward graduation is C (72.5)
Exams: please bring a calculator (you cannot use your cell phone as a calculator). All cell phones must be turned off and stored in book bag/purse (it cannot be out on desk or available for use).

1. No cell phones. If your cell phone goes off during a test, your test has ended.
2. No blackberry’s, headphones, or any other device is allowed to be out in or near your possession during the test.
3. All book bags, purses, books, notecards, etc. will be placed at the front of class. All cellphones, blackberry’s, etc. will be turned off and placed on the instructor’s desk or in your book bag.
4. Take care of your personal business before the test. If you must leave the room at any time during the test, your test is over.
5. No hats, caps or anything else on the head that have a visor during the test.
6. The only thing students should have in their possession during the test is the test itself and a pen/pencil.
7. Keep eyes on your paper. Keep your work covered. Any suspicion of cheating can and will result in your test ending.
8. If caught cheating, you will receive a zero on the test and further disciplinary action may take place as deemed necessary by the instructor and the KH department head.
9. Violation of any of the test taking rules will result in your test ending and a grade of zero for the test.

**LECTURE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Important Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction to Cardiac Rehab, Heart</td>
<td>Chapter 1 Clinical Phys book EKG Book Chpt 1-4</td>
</tr>
<tr>
<td>Jan 11/13</td>
<td>Anatomy/Physiology, Resting EKG Set-up, Rate</td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>Rate, Rhythm</td>
<td>EKG Book Chpt 4-5</td>
</tr>
<tr>
<td>Jan 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3:</td>
<td>Rhythm, Axis</td>
<td>EKG Book Chpt 5-7</td>
</tr>
<tr>
<td>Jan 25/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Hypertrophy, Infarction</td>
<td>EKG Book Chpt 7-9</td>
</tr>
<tr>
<td>Feb 1/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5:</td>
<td>CAD, CVD</td>
<td>Chpt 7, 8, 9 Clinical Phys book</td>
</tr>
<tr>
<td>Feb 8/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6:</td>
<td>MI, Heart Failure, Valvular Heart Disease</td>
<td>Chpt 7, 13, 14 Clinical Phys book</td>
</tr>
<tr>
<td>Feb 15/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7:</td>
<td>Implanted Cardiac Devices</td>
<td>Chpt 3, 4, 5 Clinical Phys book</td>
</tr>
<tr>
<td>Feb 22/24</td>
<td>Practice EKGs</td>
<td></td>
</tr>
<tr>
<td>Week 8:</td>
<td>Cardiac Rehabilitation Practice EKGs</td>
<td></td>
</tr>
<tr>
<td>Feb 29/Mar 2</td>
<td></td>
<td></td>
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<tr>
<td>Week 9:</td>
<td>MIDTERM (2 parts)</td>
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<tr>
<td>Mar 7</td>
<td></td>
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<tr>
<td>Mar 9</td>
<td></td>
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<tr>
<td>Week 10:</td>
<td>SPRING BREAK!!!</td>
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<tr>
<td>Mar 14-20</td>
<td></td>
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</tr>
<tr>
<td>Week 11:</td>
<td>Diabetes</td>
<td>Chpt 6 Clinical Phys book</td>
</tr>
<tr>
<td>Mar 21/23</td>
<td>Practice EKGs</td>
<td>Mar 23—Cardiac Rehab Site Visit due by 11:59pm in drop box</td>
</tr>
<tr>
<td>Week 12:</td>
<td>Cancer</td>
<td>Chpt 20, 32 Clinical Phys book</td>
</tr>
<tr>
<td>Mar 28/30</td>
<td>Downs Syndrome</td>
<td></td>
</tr>
<tr>
<td>Week 13:</td>
<td>Parkinson’s Disease</td>
<td>Chpt 26, 30 Clinical Phys book</td>
</tr>
<tr>
<td>Apr 4/6</td>
<td>Multiple Sclerosis</td>
<td></td>
</tr>
<tr>
<td>Week 14:</td>
<td>Peripheral Artery Disease</td>
<td>Chpt 15, 28 Clinical Phys book</td>
</tr>
<tr>
<td>Apr 11/13</td>
<td>Stroke</td>
<td>Apr 13—Project DUE by 11:59 pm in dropbox</td>
</tr>
<tr>
<td>Week 15:</td>
<td>Chronic Renal Disease</td>
<td>Chpt. 11, 17, 18 Clinical Phys book</td>
</tr>
<tr>
<td>Apr 18/20</td>
<td>Chronic Obstructive Pulmonary Disease</td>
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<tr>
<td>Week 16:</td>
<td>Asthma</td>
<td></td>
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<tr>
<td>Apr 25</td>
<td>Cardiopulmonary Rehab</td>
<td>ACSM Guidelines Chpt 11</td>
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<tr>
<td></td>
<td>Behavioral Theories</td>
<td></td>
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<tr>
<td>MAY 2, 2016</td>
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</tr>
<tr>
<td></td>
<td>FINAL EXAM 8:00 AM—10:30 AM</td>
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</tbody>
</table>

**SUBJECT TO CHANGE**
Admission/Discharge Plan of Care: (worth 5%)

1. Will be done with a partner
2. You will be given a patient scenario to use
3. The forms on Desire2Learn are to be used. Many already have pertinent information on them as the scenario progress. Follow these progressions.
4. You will be graded on:
   a. Are all the risk factors for the patient identified?
   b. Are national guidelines used to establish goals?
   c. Are interventions based on guideline approved medical therapy?
   d. Are you following organizational guidelines for exercise progressions for cardiac rehab?
   e. Are individual patient challenges in reaching goals taken into account?
   f. Are interventions written in a way that is motivating to the patient?
   g. Is the brochure professional, informative, and creative?

Sites that can be accessed for patient education material on your topic:

American Association of Cardiovascular and Pulmonary Rehabilitation (www.aacvpr.org)
American Heart Association (www.americanheart.org)
National Heart Lung and Blood Institute (www.nhlbi.nih.gov)
National Institutes of Health (www.nih.gov)
American Diabetes Association (www.diabetes.org)
Heart Failure Society of American (www.hfsa.org)
Heart Rhythm Society (www.hrsonline.org)
Preventive Cardiovascular Nurses Association (www.pcna.org)
The American Association of Heart Failure Nurses (www.aahfn.org)

SITE VISIT: (worth 5%)
***You have a site visit to do! Visit a cardiac rehab facility and meet with one of the exercise physiologists on staff. Dress professionally (khakis/collared shirt) make an appointment and take a tour, talk to the staff, and write a 1-2 page paper (12 font, double spaced) of:
1. Day-to-day duties of the staff
2. Success stories of their patients
3. Common reason patients are there (what type of cardiac event)
4. Any patients have to come back?
5. Patient education lectures that they teach
6. MUST HAVE SIGNED BUSINESS CARD OR SIGNED FORM BY TOUR GUIDE AS PROOF YOU WENT TO FACILITY. Failure to submit proof is an automatic 0.
Laboratory Component of Clinical Exercise Physiology:

Expected Student Behavior:

- Be prepared to start lab on time. The lab time is short and it is necessary to start on time in order to finish on time. Labs will be posted on D2L. Read the appropriate lab material in advance and be prepared.
- Be prepared to be involved directly in the laboratory activities as either a subject or a technician. Participation as a subject will only be exempted for documented medical conditions.
- Essential materials for each lab:
  - Copy of current lab activity with data collection sheets (will be posted on D2L)
  - Exercise clothing and shoes
  - Writing utensil
  - Calculator
- Absolutely no food or beverages allowed in the laboratory beyond the sink.
- Do not attempt to operate, adjust, or repair laboratory equipment without direction or consultation from lab instructors. Injury to students or damage to equipment may result.
- When lab activities are completed, work areas should be cleaned and straightened, and equipment and supplies should be returned to the proper place.

Laboratory Policies:

- To facilitate lab organization, management, and involvement the class will be divided into 4 lab sections. Each lab section will be further divided into small work groups of 3-5 students, depending upon the size of the class and lab section.
- The laboratory grade will be included in the grade for the class. Laboratory assignments will comprise approximately 10% of the total class grade. Laboratory assessment check-off on clinical exercise testing will account for 10% of the total class grade. Laboratory attendance will comprise 5% of the total class grade. Students are expected to apply the material covered in the lecture and text to the laboratory experiences and assignments.
- Attendance in all laboratory sessions is required and participation is expected. Be prepared to participate in physical activity. No make-up laboratory activities will be scheduled. Exceptions will only be considered with written documentation that is presented within 24 hours of the missed lab.
  - Attendance in all laboratory sessions is required and participation is expected. Be prepared to start lab on time. The lab time is short and it is necessary to start on time in order to finish on time. Each student is responsible for signing in on the attendance sheet provided by the lab instructor at the beginning of each lab. Failure to do so will result in being considered absent. This will affect your attendance grade in lab as well as your overall grade. Once the lab is over, you cannot ask to sign the sheet.
- All laboratory assignments/results are due at the following lab meeting at the beginning of class. Late lab assignments NOT be accepted.

Skills Tests:

- All students will be responsible for passing (must score at least a 90%) the following skills tests:
  - Resting HR & BP*
  - Exercising HR & BP*
  - Electrode Placement*
  - EKG Interpretation
  - 6 Minute Walk Test*
- Each skills test must be scheduled with you lab instructor. Bring your checklist with you when you are ready to be tested. The tests must be done in order.
- *Need a partner for this skills test
- ALL skills tests must be passed by the listed deadline for EACH test in order to take the lab practical. You must take the skills tests in order. You will NOT be allowed to take a skills test after its due date. NO EXCUSES! For example: If you do not pass the Exercising HR & BP skills test by the deadline, you will not be able to take the Electrode Placement, EKG Interpretation, 6 MWT, or the lab practical.
### Skills Test Schedule:

<table>
<thead>
<tr>
<th>SKILLS TEST</th>
<th>Should I bring a partner?</th>
<th>DEADLINE</th>
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<tbody>
<tr>
<td>Resting HR &amp; BP</td>
<td>Yes</td>
<td>Jan 28</td>
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<tr>
<td>Exercising HR &amp; BP</td>
<td>Yes</td>
<td>Feb 11</td>
</tr>
<tr>
<td>Electrode Placement</td>
<td>Yes</td>
<td>Feb 18</td>
</tr>
<tr>
<td>EKG Interpretation</td>
<td>No</td>
<td>Feb 25</td>
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<tr>
<td>6 Minute Walk Test</td>
<td>Yes</td>
<td>Mar 10</td>
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### Laboratory Schedule*

*Schedule is subject to change!

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<tr>
<th>Lab 1</th>
<th>Week of Jan 11</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Orientation to lab procedures, Calibration of equipment, Pre-participation</td>
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<td></td>
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<td>Screening, Risk Stratification, &amp; Consent Forms for healthy populations.</td>
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<tr>
<td></td>
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<td>Resting measures.</td>
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<th>Lab 2</th>
<th>Week of Jan 18</th>
<th>Description</th>
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<tr>
<td></td>
<td></td>
<td>Clinical Populations. Cardiac Rehab risk stratification. Physiological Data</td>
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<tr>
<td></td>
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<td>Collection – Hemodynamic Responses during Exercise (HR and BP) &amp;</td>
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<td></td>
<td></td>
<td>Introduction to Resting/Exercise EKG (12-lead hook-up, electrode placement)</td>
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<th>Lab 3</th>
<th>Week of Jan 25</th>
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<tr>
<td></td>
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<td>12-lead EKG Hook-up procedures and wave form identification</td>
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<th>Lab 4</th>
<th>Week of Feb 1</th>
<th>Description</th>
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<tr>
<td></td>
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<td>Rate &amp; Interpretation EKG arrhythmia with use of simulator&amp; stress testing</td>
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<th>Lab 5</th>
<th>Week of Feb 8</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Continuation of Cardiac Disturbances – use of simulator (addition of blocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and bundle branch blocks)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of all arrhythmias</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab 6</th>
<th>Week of Feb 15</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EKG review (rhythms and axis); Exercise Termination Criteria</td>
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<table>
<thead>
<tr>
<th>Lab 7</th>
<th>Week of Feb 22</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6 minute walk test</td>
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</table>

<table>
<thead>
<tr>
<th>Lab 8</th>
<th>Week of Feb 29</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Stress Testing Bruce Protocol</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab 9</th>
<th>Week of Mar 7</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Stress Testing Bruce Protocol</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab 10</th>
<th>Week of Mar 21</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Case studies</td>
</tr>
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<table>
<thead>
<tr>
<th>Lab 11</th>
<th>Week of Mar 28</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Chair Exercise Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab 12</th>
<th>Week of Apr 4</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mock Emergency Situations/Protocols</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab 13</th>
<th>Week of Apr 11</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Practical Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab 14</th>
<th>Week of Apr 18</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Practical Exam</td>
</tr>
</tbody>
</table>
Class Policies:

ATTENDANCE POLICY
You are expected to attend class! In order to succeed in this course, you will need to attend every lecture and take notes. Miss 4 classes in the Fall/Spring semester and you fail the class…no excuses! Two tardies = 1 absence. Tardy = 10 minutes late.

POLICY ON INCOMPLETE GRADES
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework but for NONACADEMIC reasons beyond the student’s control was unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the professor and is not the prerogative of the student. An "I" not satisfactorily removed within the prescribed time limit of the END OF THE NEXT QUARTER if the student is enrolled in the university, or not later than the END OF THE NEXT TWO CONSECUTIVE QUARTERS, whether or not the student is enrolled in the university at that time, will be changed automatically to the grade of "F".

POLICY ON ACADEMIC HONESTY
The university assumes as a basic and minimum standard of conduct in academic matters that students are honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit).

Cheating and Plagiarism. Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student's Rights and Responsibilities.

Please see the General Catalog Policy on Academic Honesty, for further information and definitions.

MAKE-UP EXAMINATION POLICY LECTURE AND LAB
• Regular exams must be made up within five (5) academic days.
• Any tests that are missed must be made up with 1 week of the original test; otherwise the student will receive a 0. The student must bring a doctor’s note, note from the student clinic, court summons, traffic ticket, or some type of documentation for missing the test in order to make it up. If no documentation is given to the instructor, the student will receive a 0 for the test. Taking a make-up test will result in an automatic 10 point deduction for taking it late whatever the reason. The final exam must be made up within 2 days of the original scheduled date. Delay in taking the final exam will result in an automatic 20 point deduction whatever the reason.
• All quizzes are given the first 15 minutes of class time. If you are late, but still within the 15 minute limit, you can take the quiz, but you only have the allotted time left. If you are late and miss the quiz, you cannot make it up.

POLICIES CONTINUED:
1. Be prepared to be involved in the class. A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.
2. Class begins promptly. Please be on time - tardiness disrupts the class and will not be tolerated. The door will be shut and locked 10 minutes after class begins. If you show up after this time, you will not be allowed in class.
3. No beepers, pagers, cellular phones, or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off! LAPTOPS ARE NOT ALLOWED IN CLASS. Students need to come prepared to class by printing out the posted notes/outline that can be found on D2L and take additional notes throughout lecture.
4. LATE HOMEWORK IS NOT ACCEPTED
5. The lecture course will adhere to the GSU Attendance Policy (Undergraduate Catalog): http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf. “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly”.

6. Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive unexcused absences will not be tolerated and may result in a reduction of the final grade. **NOTE: Attendance at the lab section is MANDATORY.** Any unexcused absence from lab will result in a one letter grade reduction in the final grade. After 3 lab absences, the student will earn a 0/F for lab attendance. Any lab absence should be discussed with the instructor (Courtney Sutton) prior to the absence whenever possible but no later than 48 hours (two school days) later.

7. This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration. [http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf](http://www.gsu.edu/images/Downloadables/Undergrad_06-07_catalog.pdf).

8. Plagiarism: "Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own."

9. Cheating on Examinations: "Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination."

10. Unauthorized Collaboration: "Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty."

11. Multiple Submissions: "It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature."

12. The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

13. This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog).

14. Messages sent by Georgia State units to Georgia State-provided student email addresses will constitute an official means of communication. Students can check their email by using their university-issued email accounts or by forwarding their email to a system of their choice. For more information please go to: [http://www.gsu.edu/~wwwist/studentemail.htm](http://www.gsu.edu/~wwwist/studentemail.htm)

15. All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work submitted with significant mechanical flaws may not be accepted or may result in a reduction in grade for that assignment. The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

**STUDENTS WITH DISABILITIES**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

**COURSE EVALUATION**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
Fitness Management
KH 4350: Spring, 2016
Classroom 150 – College of Education
4:30 – 7:00 PM (Section #1)
7:15 – 9:45 PM (Section #2)

Department of Kinesiology and Health
Georgia State University
404-413-8050

Instructor: Linda L. Vaughn, M.S., M.B.A.
Phone: (404) 267-5345
Email: lvaughn2@gsu.edu
Office: 100 Edgewood Avenue; Suite 1100
Robert Woodruff Volunteer Center

Fax: (404) 527-7620
Website: http://www.gsu.edu/kinesiology

Office Hours: By Appointment Only


Course Description: Provides an overview of principles of fitness and health program operation including; membership retention, program objectives, content, promotion, and implementation, financial and personnel management, and facility planning and design. Provides an overview of the ACSM Health/Fitness Facility Standards and Guidelines and how to apply these principles when managing health/fitness facilities.
Grading:

Grades will be based upon the total number of points accumulated over the term.

<table>
<thead>
<tr>
<th>Grade</th>
<th>KH 4350</th>
<th>KH 7630</th>
<th>HONORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Examinations</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Situational Assignments</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Site Visit and Evaluation - DRAFT</td>
<td>100 (1)</td>
<td>200 (2)</td>
<td>300 (3)</td>
</tr>
<tr>
<td>Site Visit and Evaluation - FINAL</td>
<td>100 (1)</td>
<td>200 (2)</td>
<td>300 (3)</td>
</tr>
<tr>
<td>Presentation - Staff In-Service Training</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Resource/Reference List Completion</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Attendance - 4 Days of Presentations (3 @ 5 points)</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>525</td>
<td>725</td>
<td>925</td>
</tr>
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</table>

The percentage score for each letter grade will be as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96.5 – 100</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 96.4</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 – 92.4</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 – 89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 86.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 – 79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 76.4</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 – 72.4</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.4</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.4</td>
</tr>
</tbody>
</table>

Class Policies:

- Class begins promptly at 4:30 p.m. for Section #1 and 7:15 p.m. for Section #2.
- Be on time; arriving late for class is disruptive and demonstrates considerable disrespect for your classmates and the instructor.
- No beepers, pagers, cellular phones, personal digital assistants, or other audible communication devices are allowed in class. Avoid any use of these devices during this class.
- Please avoid the use of a laptop/tablet; all power point slides will be made available to you via the online Desire2Learn learning system. Please print these slides prior to coming to class each day.
- Homework assignments, project assignments, written reports, in-class situational assignments, etc. will not be accepted via e-mail. There will be a 10-point reduction per day for all late assignments.
- Be prepared to be involved in the class. Involvement in class does not including sleeping or texting; if you choose to sleep through the class or to violate the no-cellular policy in this class, you will be counted as absent, and this will go against your maximum allowable 3 absences for the semester.
- A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class. All power point presentations will be available to you prior to each class via the online Desire2Learn student learning system.
- All written assignments for this class are to be typed, not hand-written, with the exception of the seven in-class situational assignments.
This course will adhere to the GSU Attendance Policy (Undergraduate Catalog - Current): http://www2.gsu.edu/~catalogs/2012-2013/undergraduate/ (Section 1334):

“The resources of the University are provided for the intellectual growth and development of its students. The University expects each student to take full responsibility for his or her academic work and academic progress. Students are expected to attend classes in order to gain command of the concepts and materials of their courses of study. As such, the University does not mandate the number or percentage of absences that are acceptable, but suggests a guideline of 15% [2.25 absences for KH 4350 and KH 7630] for determining an excessive level of absence. The specific class attendance policies for each class are at the discretion of the instructor, in accordance with the policies of the department and college. All matters related to student absences, including making up work missed, are to be arranged between the student and the instructor before the semester begins or on the first week of classes.”

No more than three (3) excused absences will be allowed in KH 4350 (be sure to notify the instructor prior to a missed class). Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, GSU sports involvement, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor; however, there is still a maximum of three absences. Appropriate documentation of the reason for absence is required. Avoid using all three absences early in the semester, because you may have a need to utilize one of your three absences at the end of the semester. Additionally, if you play sports for GSU, the three-absence policy still applies; if you find that you will miss more than three classes for your sports involvement, you will need to take this class during a different semester.

This course will adhere to the GSU Policy on Academic Honesty (Current Undergraduate Catalog): http://www2.gsu.edu/~catalogs/2012-2013/undergraduate/ (Section 1380), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.

- **Plagiarism:**
  “Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.”

- **Cheating on Examinations:**
  “Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.”

- **Unauthorized Collaboration:**
  “Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty.”

The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

This course will adhere to the GSU Policy on Withdrawal from Enrollment (Current Undergraduate Catalog), http://www2.gsu.edu/~catalogs/2012-2013/undergraduate).
• Lack of attendance the day of your in-class presentation will result in a zero. Any exams that are missed must be made up within 3 days of the original test; otherwise the student will receive a zero. The student must bring a doctor’s note, court summons, traffic ticket, or some type of documentation for missing the test in order to make it up. If no documentation is given to the instructor, the student will receive a zero for the test.

• Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

• Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to complete the online course evaluation.
This course syllabus schedule provides a general plan for the course; deviations may be necessary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 13, 2016</td>
<td>Introduction Module 1 – History of H/F Industry Personalized Resource List Discussion</td>
<td>Read Chapter 1 of text Mock Role Play</td>
<td></td>
</tr>
<tr>
<td>Jan. 20, 2016</td>
<td>Module 2 – Current State of the Fitness Industry – Pre-Activity Screening</td>
<td>Chapter 1 Appendices C.H.J  Situational Assignment #1 (In-***Class Assignment – not homework)</td>
<td></td>
</tr>
<tr>
<td>Jan. 27, 2016</td>
<td>Module 3: A Profile of the Health/Fitness Club Consumer/Member – Orientation, Education &amp; Supervision</td>
<td>Chapter 2  Situational Assignment #2 (In-Class Assignment – not homework)</td>
<td></td>
</tr>
<tr>
<td>Feb. 3, 2016</td>
<td>Module 4: Risk Management</td>
<td>Chapter 3  Situational Assignment #3 (In-Class Assignment)</td>
<td></td>
</tr>
<tr>
<td>Feb. 10, 2016</td>
<td>Modules 5: Professional Staff and Independent Contractors for H/F Facilities</td>
<td>Chapter 4  Situational Assignment #4 (In-Class Assignment)</td>
<td></td>
</tr>
<tr>
<td>Feb. 17, 2016</td>
<td>Module 6: Membership, Branding, Marketing, and Sales</td>
<td>Lecture and Power Point  Situational Assignments #5 Reference List Assignment Due</td>
<td></td>
</tr>
<tr>
<td>Feb. 24, 2016</td>
<td>Module 7: Membership Retention and the Member Experience</td>
<td>Lecture and Power Point  Examination #1 (Chapters 1-4, i.e., Modules 1-6)</td>
<td></td>
</tr>
<tr>
<td>March 2, 2016</td>
<td>Module 8: Programming in the Health/Fitness Industry</td>
<td>Lecture and Power Point  Presentation Topic Sheet Due  Site Visit Completed</td>
<td></td>
</tr>
<tr>
<td>March 9, 2016</td>
<td>Module 9: Business Planning and Financial Management</td>
<td>Lecture and Power Point  Site Visit Draft Report Due  Situational Assignment #6</td>
<td></td>
</tr>
<tr>
<td>March 16, 2016</td>
<td>SPRING BREAK – NO CLASS</td>
<td>NO CLASS   NO CLASS</td>
<td></td>
</tr>
<tr>
<td>March 23, 2016</td>
<td>Module 10: Facility Operating Practices</td>
<td>Chapters 5-6  Situational Assignment #7 (In-Class Assignment)</td>
<td></td>
</tr>
<tr>
<td>March 30, 2016</td>
<td>Guest Instructor: Katie Carstens, Former HR Director, YMCA of Metro Atlanta – Employment Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 6, 2016</td>
<td>Module 12 &amp; Module 13: Health/Fitness Facility Equipment/Signage Appendix 1: Review of Standards and Guidelines for Health/Fitness Facilities</td>
<td>Chapter 7-8 Appendix – Table A.1  Draft Report Returned (Retain and Return Draft w/Final) Student Presentations</td>
<td></td>
</tr>
<tr>
<td>April 13, 2016</td>
<td>Student Presentations</td>
<td>Presentations  Student Presentations Site Visit Final Report Due (Remember to Include Draft)</td>
<td></td>
</tr>
<tr>
<td>April 20, 2016</td>
<td>Student Presentations</td>
<td>Presentations  Student Presentations Extra Credit Assignment Due</td>
<td></td>
</tr>
<tr>
<td>April 27, 2016</td>
<td>Examination #2</td>
<td>Exam #2  Examination #2 (Modules 7-13, includes Chapters 5-8) Student Presentations, if necessary.</td>
<td></td>
</tr>
</tbody>
</table>

Last day to withdraw with a possible grade of “W” for Spring, 2016 – March 1, 2016
You are to create a **two-sided (only one total page)** list of 25 references, i.e., people or businesses who could assist you in a fitness management role or professional endeavor. You do not have to necessarily know these people or a person at the place of business, but, be sure to include some references of professionals who could assist you in your future endeavors. This document should be typed (not handwritten) on an Excel spreadsheet. This document is best presented in a **landscape orientation/layout** (the sample below is shown in portrait view for the purposes of inclusion in this syllabus) on an Excel spreadsheet, and it should include the following information, composed in 12-pt. font size:

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Address of Org</th>
<th>Website</th>
<th>Phone Number</th>
<th>Purpose for Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indianapolis, IN 46202</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Council on Exercise</td>
<td>P. O. Box 910449</td>
<td><a href="http://www.acefitness.org">www.acefitness.org</a></td>
<td>1-800-825-3636</td>
<td>Certification Standards and Education for Fitness Instructors</td>
</tr>
<tr>
<td></td>
<td>San Diego, CA 92191</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An Excel template will be provided for you via the student online learning system to assist you with this project. But, you may choose your own preferred formatting as long as you remember to remain within the guidelines, i.e., **one sheet of paper only, and two-sided**. Most students do best by utilizing the provided Excel spreadsheet on D2L/Brightspace. Take time to develop this list, and if you have access to lamination, laminate two (2) copies of the final product, one for your instructor and one for yourself.

**Common errors:**

- Omission of full address, including zip code.
- Omission of website or e-mail addresses.
- Multiple duplications of “reasons” in last column.
- Exceeding one-page limit.
- Splitting one reference between 2 pages. Use template.

Your reference list is due on **February 17, 2016**
You are to visit ONE (or TWO different sectors for grad students) of the four types of fitness/wellness facilities, i.e., corporate (e.g.: Chick-fil-A/Home Depot), community-based (e.g.:YMCA/JCC), hospital-based (e.g.: Emory/Piedmont cardiac rehab programs, or for-profit facilities (e.g.: Lifetime Fitness/LA Fitness). You may not use your own place of employ; choose another sector or location. Avoid using small one-owner gyms, personal fitness studios, GSU/college Rec Centers, private PT practices, or apartment complex/living community gyms. **Plan early**, call in advance, and make an appointment with a director-level staff member – not a front-desk attendant. Your visit should be completed by **March 2nd**. The following dress code is recommended: business or business casual…NO jeans, no visible tattoos, only single ear-piercings allowed, with the exception of nose-piercings for religious purposes, in which case the piercing should be a very small stud. **BE PUNCTUAL.** Also, in a clinical setting, they typically do not allow visits from students who have any signs of illness, and completed flu shots are preferable. Expect to stay at the facility for at least one hour in order to complete your work. Again, your meeting should be with a director-level staff member; it is not acceptable to merely take a tour of the building with a front-desk staff member or on your own.

You will submit a typed paper (a story, not just bulleted answers) **no shorter** than 5 FULL pages, double-spaced, 12-pitch font size (Times New Roman); no more than 1” margins on top/bottom/both sides; these 5 full pages must be original, written material. Please place your name, class, etc. on a separate title page, not on actual report itself. Use APA style of writing, and print on one side only (not front and back). Brochures, flyers, etc. should be added at the end of your report as supplemental materials, but these are not to be considered part of the written report. There will be a 10-points deduction per full page you are under 5 pages. You may verify your full page status by counting the number of lines of each page – there should be 23 lines per page. Several students may attend the same facility, however, collaboration is not authorized for your draft and final report. Your work must be original. Also, include references if you use company or staff members’ quotes.

**Place your report in a three-ring report folder with pockets. The report should be three-hole-punched & inserted in three-ring folder; the handouts/flyers/grid/thank-you note should be include in the side pockets of the same folder.**

**Attach the following items to your DRAFT:**

1. Brochures/flyers
2. Evaluation Grid
3. Original or copy of your written (on a thank-you card – not notebook paper) or typed “thank-you” note to your paper (with a copy of the stamped & properly addressed envelope).

Please refrain from sending e-mails as your “thank-you” note. Send a note that is personally typed and mailed to the actual individual who gave you the tour.

Failure to attach any of the above 3 items will result in 10-point deduction per missed item.

**Draft Due:** March 9, 2016  **Final Report Due:** April 13, 2016 (Be Sure to Return Draft)

See next page for proposed content for your site visit and final report.
Your evaluation of the facility should include the following:

1. Name and location of facility and emphasis of program, i.e., target population, etc.)
2. Names of director-level staff member(s) you met with (be sure you receive a tour/meeting.
3. Staffing: organizational structure (position titles), number of staff, qualifications (education, certifications, etc.) for both group exercise instructors and wellness staff members.
4. Size of program (number of members/participants) & source of members (recruiting, referrals).
5. Risk stratification and Screening of participants. Health history, consents, clearance forms?
6. Locker rooms – are they accessible? Are they clean and neat? Are they centrally located?
7. Specific programs offered: exercise testing, exercise prescription/design; exercise classes, etc.
8. Exercise facility - size, exercise equipment, testing equipment,
9. Safety/risk management procedures
10. Trends in program/facility (growth, expansion, maintenance, decline, etc.)
11. Relevant literature, handouts, etc.
12. Flow, courtesy, and helpfulness of the front desk staff
13. Fitness evaluations – are they a part of the procedures?
14. Strength Training Consultations – are they a part of the procedures?
15. Billing of membership fees – Options? Prices? What is included in the membership?
16. Nursery and/or children’s area provided? Fees?
17. Is the facility itself handicap accessible? If not, why? Are there elevators in the facility?
18. Is the exercise floor too crowded with equipment? Is there enough equipment?
19. Would you join the facility? Would you want to work here?
20. What is your overall impression after visiting this facility in terms of your future employment?

<table>
<thead>
<tr>
<th>KH 4350/7630 Site Visit Rubric</th>
</tr>
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<tbody>
<tr>
<td><strong>Response</strong></td>
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<tr>
<td>Proficient</td>
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<tr>
<td>Adequate</td>
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<tr>
<td>Unacceptable</td>
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</tbody>
</table>

Please note: Grammatical errors, punctuation errors, spelling errors, sentence structure, flow of paper, typos, etc. will be addressed for the draft, but will not lead to major point deductions for the draft only. **Point deductions for grammatical, spelling, and punctuation errors will apply for the final version.** There will be .25 points deducted per grammatical/punctuation error on final report. Therefore, refer to APA style of writing (or consult a professional who has a grasp of APA style of writing); check your work and edited draft; read your paper out loud; and research proper grammar, punctuation, etc., if necessary.
### FITNESS PROGRAM MANAGEMENT

#### SITE VISIT AND EVALUATION GRID

Name of Club/Facility Evaluated: __________________________________________

Date of Evaluation: _____________________________________________________

Club/Facility/Program Location: __________________________________________

General Manager: _______________ Phone: _________________________________

<table>
<thead>
<tr>
<th>INFORMATION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Operation (Club Age)</td>
<td></td>
</tr>
<tr>
<td>Number of Members</td>
<td></td>
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<td>Club Size (square feet)</td>
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<td>Club capacity (members)</td>
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<td>Space sufficient</td>
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<td>Design/layout</td>
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<td>Membership Fee</td>
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<td>Hours of Operation</td>
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<td>Monday - Friday</td>
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<td>Saturday</td>
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<td>Sunday</td>
<td></td>
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<tr>
<td>Qualifications of Staff/Exercise</td>
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<tr>
<td>Instructors - certifications, etc.</td>
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<tr>
<td>Cardiovascular Exercise</td>
<td></td>
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<tr>
<td>Equipment (Types and Name Brands)</td>
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<tr>
<td>Strength Training Classes/Instruction</td>
<td>INFORMATION</td>
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<td>-------------------------------------</td>
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<tr>
<td>Swimming Pool</td>
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<tr>
<td>Outdoor</td>
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<tr>
<td>Indoor</td>
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<tr>
<td>Running Track</td>
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<tr>
<td>Outdoor</td>
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<tr>
<td>Indoor</td>
<td></td>
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<tr>
<td>Basketball Court</td>
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<tr>
<td>Racquetball/Squash Courts</td>
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<tr>
<td>Volleyball</td>
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<td>Tennis Courts</td>
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<td>Outdoor</td>
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<tr>
<td>Indoor</td>
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<tr>
<td>Restaurant</td>
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<tr>
<td>Pro Shop</td>
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<tr>
<td>Child Care</td>
<td></td>
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<td>Other Services</td>
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</tbody>
</table>
Fitness Program Management
KH 4350: Spring, 2016

Staff In-Service Presentation

This informational class presentation is an assignment that is worth 50 points toward your final grade in this class. You will play the role of a Fitness Club Manager. Your presentation should be informational - you are teaching your employees about a particular fitness-related or management-related topic in the fitness/PT/OT industry - assume that your staff members (or the class members) have limited knowledge. Your presentation should be 5:00 in duration. Please have a one-page, 8-1/2 x 11, handout prepared with a sufficient number of copies for distribution to all class members. If you omit bringing handouts for every classmate, there will be a 10-point reduction in your grade for this assignment. Your proposed topic sheet is due on March 2, 2016. However, you may choose to submit your preferred topic any time before that date. Presentation topics will be given priority of choice in the order received. All presentation topics must be approved by the instructor. If you choose to use a power point presentation, please also have a copy of the power point slides available for instructor on the day of your presentation. Also, if you use a power point presentation, avoid taking the time to download it from your student e-mail; bring a jump drive with your presentation on the jump drive, because your set-up time is included in the 5:00 allotted to you, and your actual presentation needs to be a minimum of 4:00 (avoid lengthy video clips as this will take away from your presentation time). Finally, if you have a morbid fear of speaking in front of others, you may make your presentation to the instructor privately; however, the maximum number of points will be 40/50 points for a grade of 80 versus a maximum of 50/50 points for a grade of 100, given that all other criteria are met.

Key Points

Oral Presentation:

- Prepare early and practice.
- Dress for success – at least business casual – no jeans, printed T-shirts, hats, tennis shoes, etc.
- Introduce yourself.
- Do not exceed your time limit (5 minutes, but be sure you have at least 4:00 in duration).
- Do not read your presentation - use an outline and “talk” to your audience.
- Avoid distracting physical mannerisms (e.g. jingling coins in pocket, etc.).
- Avoid distracting verbal mannerisms (e.g. “Uh,” “Um,” etc.).
- Use visuals or props if they will enhance your presentation.
- Be enthusiastic!
- If you use references or pictures from any website or author, be sure to include your references if you are using a power point slide.

Handout:

- Limit to one page (front side only) – not two-sided; this should be on 8-1/2” x 11” paper, either portrait or landscape orientation, but a full sheet.
- Be sure you have printed enough copies for all classmates. There will be a 10-point reduction if you do not bring copies for all classmates.
- Check carefully for spelling and grammatical errors.
- Be concise - not too much information on one page; outline or bullet list are better than paragraphs of text. Avoid using a one-page handout of power point slides as your handout.
- Text format - use appropriate fonts, sizes, spacing, etc. for good readability.
- Use graphics, if necessary, or if they will enhance your handout.
- If you use references or pictures from any website or author, be sure to include your references if you are using a power point slide.
Fitness Program Management

KH 4350: Spring, 2016

Staff In-Service Presentation: Proposed Topic

This sheet is due March 2, 2016

The proposed target group for my Staff In-Service presentation is:

The proposed topic (title) for my Staff In-Service presentation is:
Management of any fitness facility or operation requires astute judgment on the part of you as a leader to choose wisely employees who will be aligned with what values and ethics you consider to be important in business. Additionally, what skill sets will you be looking for? Will you hire those who know less than you or more than you know? This assignment calls for you to do some research about how to write an excellent job description (pertinent to fitness/PT management only) which reflects what type of employee you really want to hire; your written assignment should be original and not copied from any website.

Pretend that you are submitting your job description to HR for publishing, therefore, it must be typed neatly; compose and type your job description, including the following components:

1. **General Function of the Job** – general statement & objective of job.

2. **Know How** – What does the employee need to bring to the table before hire or within a specified period after hire?

3. **Organizational Competencies** – What does it look like to be an excellent employee in your organization?

4. **Essential Job Functions** – specific statements about functions.

5. **Ergonomic Requirements** – How many pounds of lifting/hours sitting are required?

This extra credit assignment is worth up to an extra 10 points toward your final total for computation of grades; be sure to include all five areas described above for your optimal extra credit points.

Extra Credit Assignments are due by **April 20, 2016**.
SUGGESTED READINGS FOR EXCELLENCE IN FITNESS MANAGEMENT SKILLS

KH 4350– Spring, 2016
Linda L. Vaughn

Covey, Stephen. “The Seven Habits of Highly Effective People”


Blanchard, Ken. “The One-Minute Manager.”


American College of Sports Medicine. *ACSM’s Worksite Health Promotion*

Chenowith, David. *Worksite Health Promotion.*

Chenowith, David. *Evaluating Worksite Health Promotion.*

Blumenthal, Noah. “Be the Hero.”
Leadership Principles


1. “Be proactive.”

More than just taking initiative - taking responsibility for making things happen. Ability to choose your response to conditions, situations, people, etc.

2. “Begin with the end in mind.”

Start with a clear understanding of your destination/goal - use the correct map. Leadership versus Management - Management is doing things right, Leadership is doing the right things.

Mission Statement - personal or organizational philosophy, vision, values, creed - a Constitution. What you want to be (character) and do (accomplish). Frame-work to direct your life and make decisions - big and small, short and long-term.

3. “Put first things first.”

Organize and execute around priorities. Leadership decides what the important things are; Management puts them first every day. Discipline in carrying out the plan.

4. “Think Win/Win.”

Seek mutual benefit; repeat business. Win/Win versus Win/Lose, Lose/Win, Lose/Lose, Win.

5. “Seek first to understand, then to be understood.”

Understand: communication involves empathetic listening. Most people don’t listen with the intent to understand; they listen with the intent to reply. Be understood: communicate your ideas clearly, specifically, and contextually.

6. “Synergize.”

The whole is greater than the sum of its parts. Communication, cooperation, trust, valuing differences.

7. “Sharpen the saw.”

Take time to renew basic personal dimensions (physical, mental, social/emotional, and spiritual) in a balanced way.
KH 4300: Neuromuscular Physiology and Plasticity
Spring Semester, 2016 (3 credit hours)
Tuesday and Thursday 2:30 – 3:45 PM
107 Aderhold Learning Center

Instructor: Jeffrey S. Otis, PhD
Office: G04 Sports Arena
Office hours: Monday and Wednesday, 9:00 – 11:00 AM (or by appointment)
Phone: (404) 413-8378
Email: jotis@gsu.edu

Textbook: Skeletal muscle structure, function, & plasticity (recommended)
Richard Lieber
Lippincott Williams & Wilkins, 2010 (3rd Edition)

Prerequisites: KH 3650

Student Learning Outcomes: Each of the following learning outcomes must be performed at an appropriate level as stated in each assignment’s course grading scale and requirements or rubric. After successful completion of this course, students should be able to do the following:

I. Describe and explain:
   1. the anatomy of the myofiber with an emphasis on the structure-function relationship for critical organelles
   2. the anatomy of whole skeletal muscle tissue with an emphasis on the structure-function relationship for the cells that makeup muscle tissue
   3. the structure-function relationship of muscle sensory receptors (spindles, golgi tendon organs, mechano- and metabolic-receptors)
   4. muscle fiber activation (excitation contraction coupling)
   5. skeletal muscle architectural properties (length, mass, cross sectional area, physiological cross-sectional area, pennation angle, moment arm)
   6. the factors affecting myofiber and skeletal muscle force production during movement
   7. muscle fiber types and motor unit types
   8. the relationship between energy use and production (energy metabolism)
   9. the factors affecting muscle endurance, and strength and speed
   10. the characteristics and causes of skeletal muscle fatigue and injury
   11. skeletal muscle adaptation to endurance and resistance exercise training
   12. skeletal muscle response and adaptation to chronic conditions including: immobilization/remobilization, congenital myopathies, aging, brain and SC injury

II. Evaluate and assess the following:
   1. How altered gene expression and protein function affect skeletal muscle function and movement.
   2. How the neuromuscular system matches the degree of muscle activation to desired movement outcome.
   3. The role of sensory feedback on muscle recruitment and movement.
   4. How the type of myofiber (I, IIA, IIX) imposes limits on its contribution to muscle torque and activity involving repetitive movement.
   5. How motor unit size principle affects the adaptation of skeletal muscle to strength and endurance training.
   6. How muscle fatigue stimulates enhanced endurance capacity.
7. Which type of contraction promotes the most muscle hypertrophy.
8. Which skeletal muscles performance characteristics (i.e., strength, power, endurance, flexibility, coordination) are critical to successful completion of a given activity.
9. Which skeletal muscles, types of contractions, and duration of contractile activity are involved in a given activity, and what type of training should be used to improve performance in the activity.
10. How various neuromuscular conditions affect the anatomy and function of skeletal muscles, and movement capability.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (25)</td>
<td>See below</td>
<td>100</td>
</tr>
<tr>
<td>Exam #1</td>
<td>Feb 18</td>
<td>100</td>
</tr>
<tr>
<td>Exam #2</td>
<td>Mar 29</td>
<td>100</td>
</tr>
<tr>
<td>Exam #3</td>
<td>Apr 26</td>
<td>100</td>
</tr>
</tbody>
</table>

**Plus-Minus Grading Policy**

If a course requires a prerequisite of a “B” or “C”, a grade of “B-“ or “C-“ will not meet that prerequisite. The following quality points will be used to calculate your GPA:

<table>
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<tr>
<th></th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>WF</th>
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<tbody>
<tr>
<td>Points</td>
<td>4.30</td>
<td>4.00</td>
<td>3.70</td>
<td>3.30</td>
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For the purposes of awarding HOPE, all plus and minus grades will be stripped from your GPA calculation. If you have all B- grades at a HOPE audit and a GPA of 2.70 you will still maintain HOPE with a HOPE GPA of 3.0. You will have two GPA’s, one for HOPE that strips all plus and minus from the grades and the other for transcripts and all other matters of academic standing. You can see all your GPAs on GoSOLAR by going to your My GPAs page.

**For more information:** [http://catalog.gsu.edu/undergraduate20142015/university-academic-regulations/#the-grading-system](http://catalog.gsu.edu/undergraduate20142015/university-academic-regulations/#the-grading-system)
<table>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Quiz</th>
<th>Assigned Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 12</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>Jan 14</td>
<td>Structure-Function Relationships</td>
<td>1</td>
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<tr>
<td>3</td>
<td>Jan 19</td>
<td>Myofibrils</td>
<td>2</td>
<td>11-22</td>
</tr>
<tr>
<td>4</td>
<td>Jan 21</td>
<td>Membranes</td>
<td>3</td>
<td>11-22</td>
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<td>5</td>
<td>Jan 26</td>
<td>Mitochondria and Enzymes</td>
<td>4</td>
<td>11-22</td>
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<td>6</td>
<td>Jan 28</td>
<td>Energy Metabolism</td>
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<td>7</td>
<td>Feb 2</td>
<td>Myonuclei, Protein Synthesis, and Satellite Cells</td>
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<td>11-22</td>
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<td>8</td>
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<td>Excitation-Contraction Coupling</td>
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<td>9</td>
<td>Feb 9</td>
<td>Myofiber Mechanics</td>
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<td>10</td>
<td>Feb 11</td>
<td>Myofiber Types</td>
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<td>64-76</td>
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<td>11</td>
<td>Feb 16</td>
<td>Motor Units and Motor Unit Types</td>
<td>10</td>
<td>22-39</td>
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<td>12</td>
<td>Feb 18</td>
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<td>13</td>
<td>Feb 23</td>
<td>Muscle Architecture</td>
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<td>76-89</td>
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<td>14</td>
<td>Feb 25</td>
<td>Muscle Mechanics, Torque, Work, and Power</td>
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<td>93-116</td>
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<td>Mar 1</td>
<td>Neural Control of Movement</td>
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<td>16</td>
<td>Mar 3</td>
<td>What factors affect STRENGTH?</td>
<td>14</td>
<td>93-137</td>
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<td>17</td>
<td>Mar 8</td>
<td>Neuromuscular adaptation to strength training</td>
<td>15</td>
<td>84-88</td>
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<tr>
<td>18</td>
<td>March 10</td>
<td>What factors affect ENDURANCE?</td>
<td>16</td>
<td>93-137</td>
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<td>SPRING BREAK, March 14-18</td>
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<td>19</td>
<td>Mar 22</td>
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<td>20</td>
<td>Mar 24</td>
<td>What factors affect SPEED?</td>
<td>18</td>
<td>93-137</td>
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<td>21</td>
<td>Mar 29</td>
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<td>Mar 31</td>
<td>Exercise-Induced Muscle Injury</td>
<td>19</td>
<td>171-180</td>
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<td>23</td>
<td>Apr 5</td>
<td>Peripheral &amp; Central Fatigue</td>
<td>20</td>
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<td>Apr 12</td>
<td>Neuromuscular adaptation to immobilization-remobilization</td>
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<td>26</td>
<td>Apr 14</td>
<td>Neuromuscular adaptation to aging</td>
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<td>207-213</td>
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<td>27</td>
<td>Apr 19</td>
<td>Neuromuscular adaptation to spinal cord injury</td>
<td>24</td>
<td>192-199</td>
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<tr>
<td>28</td>
<td>Apr 21</td>
<td>Neuromuscular adaptation to brain injury</td>
<td>25</td>
<td>271-289</td>
</tr>
<tr>
<td>Apr 26</td>
<td>EXAM #3 (1:30 – 4:00 PM.)</td>
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</table>
CLASS POLICIES:

- The course syllabus provides a general plan for the course; deviations may be necessary.
- Class meets from 2:30 p.m. – 3:45 p.m. Please be on time and prepared to be involved in the class.
- Beverages and food in class are acceptable as long as it is not disruptive and is cleaned up.
- All communication devices (e.g., cellular phones) must be turned OFF or set to vibration mode.
- Assignments are considered late if not turned in by the end of class period of the date they are due. Grades for assignments turned in late will be reduced 10% for each day they are late.
- If not required for religious purposes, all head ware that obstructs eyes and ears must be removed for quizzes and exams.

**DISRUPTIVE STUDENT CONDUCT IN THE CLASSROOM WILL NOT BE TOLERATED:**
Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

Attendance:
This course will adhere to the GSU Attendance Policy (Undergraduate Catalog):

http://enrollment.gsu.edu/catalogs/

“The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly.

The Department of Veterans Affairs requires that institutions of higher learning immediately report to them when a student discontinues attendance. Georgia State University institutional policy requires that professors report the absence of a veteran student as soon as it is known that the student will not be returning to class. Generally, this should be reported after one week of absences and no later than two weeks of nonattendance by a student.

All matters related to student absences, including the making up of work missed, are to be arranged between the student and the professor. All professors will, at the beginning of each semester, make a clear statement in the course syllabus to each of their classes, describing their policies for handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each professor.

Students must be present for announced quizzes and examinations unless the reasons for the absence are acceptable to the professors concerned. A student who is absent because of participation in activities approved by the Provost’s Office will be permitted to make up work missed during his or her absence, provided that the student misses no more than 15 percent of class hours per course per semester. If requested, the appropriate university official will provide a memo stating the official nature of the university business in advance of the activity. Faculty are strongly encouraged to take into consideration religious holidays of the student’s faith, summons, jury duty, or similar compelling reasons for absence.”

Academic Honesty:

- This course will adhere to the GSU Policy on Academic Honesty (Undergraduate Catalog), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.

http://enrollment.gsu.edu/catalogs/

- As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as
Plagiarism: Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

CHEATING WILL NOT BE TOLERATED! All incidents of cheating will be reported to the Department and College, and students will receive a failing grade (zero points) on the assignment, quiz or exam. Disciplinary sanctions will be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

EXAM policies:
- Exams and quizzes will begin and end at the scheduled times. No allowance will be made for tardiness or unexcused absence.
- There is no talking/communicating with classmates during quizzes and exams.
- If not required for religious purposes, all head ware that obstructs eyes and ears must be removed for quizzes and exams.
- Absolutely no use of cell phones, cameras, computers, personal digital assistants (PDA’s), pagers, music listening devices, personal calculators, recording devices, or any other electronic devices during the exam unless approved by the instructor.
- Once examinations have been distributed, students must remain in the classroom until their individual examination is turned in to the instructor. Students will not be allowed to leave the room and re-enter to complete the exam, unless due to emergency.

Withdrawal:
- This course will adhere to the GSU Policy on Withdrawal from Enrollment (Undergraduate Catalog). http://enrollment.gsu.edu/catalogs/
- Last day to withdraw with a possible grade of “W”: March 4, 2014

Course Evaluation:
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
Student Accommodations:
Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

KH Department Student Code of Professional Conduct

All courses taught in the KH department adhere to the current GSU policies on attendance, incomplete grades, academic honesty, and make-up examination. These policies can be found in the current catalog and in the Student Handbook: Student Code of Conduct, which can be found online at http://codeofconduct.gsu.edu/. In addition to the policies listed above, the KH Department has developed policies that are specific to professional conduct.

Professional Behaviors for all KH students

Students are expected to demonstrate professional behaviors in all courses as well as clinical and field experiences. The following is an excerpt from the Board of Regents Policy Manual that applies to all institutions of the University System of Georgia. “Any student, faculty member, administrator, or employee, acting individually or in concert with other, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held on any campus of the University System is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment”.

To ensure that all classes reflect a professional and conducive environment for learning, all students are expected to adhere to the policies listed below. Excerpts from the Student Handbook: Student Code of Conduct is included in parenthesis.

- Become familiar with and follow the attendance requirements for each class that is determined by the individual instructors. To be considered for an excused absence, the instructor must receive appropriate documentation. (11.3 Student Absences – All matters related to student absences, including the making up of work missed, are to be arranged between the student and the professor. All professors will, at the beginning of each semester, make a clear statement in the course syllabus to each of their classes, describing their policies for handling absences. Professors also will be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each professor.)

- Comply with designated instructional class periods including being on time and prepared to begin class promptly. Arriving late, leaving early and not returning promptly from breaks are disruptive to all students. (3.5 Disruption - Students may peacefully assemble but may not assemble to disrupt or obstruct. Students may not obstruct or disrupt authorized or scheduled activities of the University (e.g. teaching, instructional, research, disciplinary or public service activities). Students also may not obstruct or disrupt business or administrative operations of the University.

- Place all pagers, cellular phones, or other audible communication devices to the silent mode or turn them off. (3.3 Courtesy and Personal Communication Technology - In the interest of cooperative learning and common courtesy, students are expected to turn off or set on silent mode all mobile phones and pagers while in class or other instructional University environments.
Making or receiving phone calls while in class or other University instructional environments are prohibited.

- The departmental copier, phones, and fax machine are for departmental business and faculty use only. Faculty reserves the right to determine if and when fax copies are appropriate for students.

- Faculty may require adherence to specific professional codes of dress appropriate for diverse educational and laboratory settings.

**Disciplinary Action**

When behaviors do not meet acceptable standards, the Kinesiology and Health faculty shall generally take the following steps (but it is understood that the earlier steps may be skipped and a student may be removed from the class/program, depending on the seriousness of the student’s misbehavior):

1. **Verbal Warning:** A verbal warning is a preliminary step designed to preclude the need for further disciplinary action.

2. **Written Warning:** A letter stating “this is a written warning” and the potential consequences of a future infraction will be issued to the student and a copy placed in the student’s official file. Notification will also be sent to the student’s departmental advisor.

3. **Third Violation:** A third violation of a professional behavior will result in a mandatory meeting between the student, faculty member(s) and the student’s departmental advisor and/or program coordinator. As a result of this meeting, the faculty will recommend disciplinary action to the chair that may include removal from the class/and or degree program. The disciplinary action from the faculty and/or the Chair may be appealed in accordance with the guidelines set forth by the College of Education Student Affairs Committee.
 COURSE INFORMATION

1. **Course Objectives:** The overall objective of this class is to provide you with an in-depth understanding of the cardiovascular and pulmonary systems. For the cardiovascular system, we will focus on the concept that mean arterial pressure seems to be the regulated variable of the cardiovascular system. We will investigate how the cardiovascular system works to regulate arterial pressure. We will discuss how blood pressure is regulated at rest, in hypertensive patients, during upright posture, and during exercise. For the pulmonary system, we will investigate how the pulmonary system functions at rest and under normal conditions but also how the system functions under stress, such as during exercise or at high altitude. For both the cardiovascular and pulmonary systems, you will need to be able to recall, understand, and build upon basic concepts of anatomy, physiology, and exercise physiology. We will use case studies throughout the semester to highlight important concepts and to provide you with a real-life application. Furthermore, case studies are a useful way to understand cardiovascular and pulmonary physiology and apply it to a stressor. Emphasis will not only be placed on the major concepts in cardiovascular and pulmonary physiology but also on the evidence that supports the concepts (i.e. you will be exposed to data from the primary research literature to support the concepts presented in class). At the end of this class, students should be able to:
   a. define the variables involved in the regulation of mean arterial blood pressure;
   b. define the variables involved in the diffusion of gases across the blood-gas interface;
   c. solve problems via case studies related to cardiopulmonary pathophysiology;
   d. differentiate the role of the sympathetic and parasympathetic nervous systems in cardiovascular control;
   e. differentiate the baroreflex responses to both an increase and a decrease in mean arterial blood pressure.

2. **Prerequisites:** This is an upper division cardiorespiratory physiology course. It is expected you have a basic foundation and understanding of cardiovascular, pulmonary, and exercise physiology. You will also be asked to recall basic principles of biology, chemistry, and physics. This is a challenging course and will require you to spend a significant amount of time studying. It is your responsibility to stay on top of the material. If you are having trouble with the material relevant to this class, contact me early. Do not wait until the day before an exam to seek help. If you do not have a solid foundation in physiology and exercise physiology it will be your responsibility to catch up on this material. When studying for exams, keep in mind “quality over quantity.” Spending 18 hours passively reading through the notes is not as effective (or efficient) as spending 4 hours actively discussing and describing concepts.

3. **Brightspace:** All students will be required to access Brightspace for class information.
and materials. Lecture slides and supplemental readings will be posted under the appropriate section. Grades and announcements will also be posted, thus, it is required that you access Brightspace regularly.

4. **Class Communications:** In addition to the course website on Brightspace, there will be regular communication via email. I will provide regular weekly updates on assignment and quiz due dates, information you should be prepared to discuss in class, etc. It is therefore important that you check your email on a regular basis. Email communications will be sent out as a group/class message and will be sent to your GSU email address. If you prefer to use another email server (Gmail, Yahoo), be sure to have your GSU email forwarded to the email you check on a regular basis. You will be held responsible if you miss an announcement, assignment, or other information because you did not check your email.

5. **Lecture Notes:** Lecture notes will be posted on Brightspace at least one day prior to lecture. The notes posted are provided to you for your convenience and you should not rely on simply printing the notes. Specifically, the lecture slides with graphs do not have any words printed on them; however, the slides used in class will have words associated with the graphs. Success in this class will rely on more than simply reading and re-reading the notes/slides. You will need to be able to explain, IN DETAIL, the major concepts and integrate the concepts into a coherent and logical argument.

6. **Textbook:** There are no required textbooks for this class. Should you require additional reading, I have listed two recommended textbooks below. You will only be tested on what is presented in class (lectures, quizzes, case studies, etc.). The newest editions are listed but you can get the 9th edition for Cardiovascular Physiology and the 1st edition for Pulmonary Physiology. You may also be able to find copies in the library or from students who have taken this class in previous semesters.
   c. Pulmonary Physiology and Pathophysiology: an integrated, case-based approach 2nd Edition by John B. West

**COURSE POLICIES**

1. **Cell phones/text messaging & Missed Class:** If you bring a cell phone to class, you must either turn it off or silence the ringer and you may not text message during class; vibrate mode is not acceptable as this is still disruptive to those around you. Attendance is not mandatory; it is your choice. If you choose to come to class, be respectful. Except for emergencies, there is no reason you cannot wait until after class to send/read your text messages. If text messaging is extremely important to you, do not come to class. If there is a true emergency, please inform me that it is such and quietly excuse yourself from class. If you miss class, it is your responsibility to ask a friend or classmate about any missed assignments, announcements, and/or notes. I will not reiterate what was stated in class and I will not meet outside of class to go through an entire lecture that you missed.

2. **Photographs of Exams and Answer Keys:** Taking a picture of an exam, quiz,
assignment, and/or answer key is STRICTLY PROHIBITED AND WILL BE CONSIDERED CHEATING. I allow you to view all assignments and corresponding answer keys to aid in your learning; however, photographing assignments and/or answer keys and distributing to classmates (current or future) will be considered cheating and you will be penalized accordingly (zero on assignment; written up as academic dishonesty on your transcript; etc.).

3. **Class Disruptions:** If there are a lot of side conversations or disruptions, I will not attempt to talk over you; I will stop class. At that point, the class will be responsible for any information that we did not get to because of class disruptions. This information will be your responsibility; I will not go over it in class or in office hours. If a student asks a question in class, this is not a signal for the rest of the class to begin having conversations with their neighbors.

4. **Modifications to the Syllabus & Course Schedule:** The instructor has the right to make modifications to the syllabus. You will be informed of these modifications during lecture. If you miss an announcement due to absence, it is your responsibility to ask a friend/classmate for the announcement you missed. The course schedule is a tentative schedule and changes will be made based on progress through the semester. Any changes to the course schedule will be announced in class and posted as an announcement on the course website.

5. **Student Hardships:** Should you have a non-academic hardship, such as serious/prolonged illness or death in the family, that prevents you from successfully completing your course work on time, please visit the Office of the Dean of Students to have this hardship documented and to discuss a possible emergency withdrawal from your classes.

**GRADES & GRADING PROCEDURES**

1. Grades will be assigned based on the following assignments:

   - Case Studies = 10%
   - Quizzes = 15%
   - Exams = 75%

2. Grades will be assigned on the +/- scale as follows:

   - A+ = 97-100%
   - A  = 93-96%
   - A-  = 90-92%
   - B+ = 87-89%
   - B  = 83-86%
   - B-  = 80-82%
   - C+ = 77-79%
   - C  = 73-76%
   - C-  = 70-72%
   - D  = 60-69%
   - F  = <60%

3. Final letter grades will be based on a curve, if required. Individual extra credit assignments will NOT be given and there will be no exceptions to this policy. Any extra credit assignments will be available to the entire class. If you ask for an individual extra credit assignment to “bump” your grade, you will be referred to the policy in the syllabus. Do not depend on a curve or the possibility of extra credit to pass the class.
4. **Exam Grades & Disputes**: Each exam will be handed back for you to review, usually by the next class period but no later than one week after the exam. When the exam is handed back to you in class, you will be able to review your exam and I will answer any questions you may have. You may also make an appointment with me to review your exam. For any grade disputes, you will have one (1) week from the date the exam is handed back to resolve these disputes. After one week, grade disputes for an exam will not be considered. I will hand exams back at the end of class (last 15-20 minutes of class); you are not required to stay to review your exam. If you do not wish to review your exam, do not ask to dispute points at the end of the semester.

5. **Quiz & Case Study Disputes**: There will be a one (1) week limit for quiz and case study disputes. Please inform me of any questions, inconsistencies, or problems within one week of receiving a grade for a quiz and/or case study assignment.

6. **End of Semester Grades**: All end of semester grade disputes MUST be made in writing and must be submitted by the established due date. The due date will be announced prior to the end of the semester. The following will NOT be considered or discussed: 1) points from a quiz, assignment, case study, or exam that were not discussed at the time the assignment was graded; 2) missed assignments and/or missed extra credit; and 3) points deducted for not following instructions on any assignment. If there is a curve or extra credit at the end of the semester and the curve moves you up to the “bubble” of the next letter grade, your grade will not be adjusted. For example, if you have 86% after all assignments have been weighted and an additional curve brings your percentage to 89%, your grade will be recorded as “B+.” There will be no exceptions to this policy. All disputes MUST be typed and must be submitted via hard copy to my mailbox in the KH Department Office. Include your name, Student ID (not your SS#), and signature on your dispute and enclose it in a sealed envelope (for confidentiality purposes) and keep a copy for your records. Explain, in complete sentences, the specific assignment(s) you are disputing, the grade you earned (either for a specific assignment or for your final grade) and why you believe you earned a different grade, any supporting information or documentation, and an explanation of your overall dispute and justification. Please limit grade disputes to no more than two (2) typed pages.

7. **Grade Earned, Grade Deserved & Grade Quota**: As the instructor of this course I do not assign or give grades; each student EARNS his/her grade. For each assignment I record the number of points each student earned on his/her assignment; the grade you receive is what you earned based on the scores from your assignments it is not a grade that I give to you or any other student. Further, I do not have a quota on letter grades or a limit on letter grades. If everyone in the class earns an “A” then I will record an “A” for everyone. As an instructor, it is my responsibility to present the information to you in a way that is understandable and to provide you with the tools to be successful and I will do this to the best of my ability. As a student, it is your responsibility to study and actively seek help when needed; you must take active and personal responsibility for your own grade. I will provide each student the same opportunity to earn points and will not assign grades on an individual basis or on “how deserving” someone may be; in short, everyone will be treated the same (and fairly) with respect to grades.

**COURSE ASSIGNMENTS**

1. **Exams**: There will be three exams (see course schedule for dates). The exams will not
be cumulative in the sense that you will not be asked specific questions on material covered from previous exams. As in most science courses, physiology is an integrative science and many of the concepts covered in this course will build upon earlier concepts. In order to understand the concepts covered related to upright posture, exercise, and heat stress you will need to be able to recall and integrate the concepts related to “basic” cardiovascular physiology. On the exams you will be asked to think critically and integrate the concepts covered throughout the course. In short, the exams will require you to go beyond knowledge of the basic concepts; you must be able to integrate the basic knowledge. Exams will be multiple choice, true-false, and short-answer questions. Exams will only cover material presented in class (lecture notes, quizzes, case studies); recommended readings will not be covered on exams. Missed exams will only be allowed to be made-up in the case of documented (in writing) extraordinary circumstances. These issues must be addressed with the instructor PRIOR to the exam. The choice of when the make-up exam occurs will be at the discretion of the instructor. Please note that early final exams will not be given for early travel so make your travel plans accordingly. All exams will be Scantron format. Be sure to bring either your Drivers License or your Student ID (NOT your SS# or credit/debit card), pencil(s), and eraser to class on the day of the exams. Exams without a proper ID or the wrong/missing exam version will receive a 10% deduction.

2. **Exam Day Policies:** Due to several instances of cheating as well as highly suspicious behavior, policies must now be put in place for exam days. On exam days, the following policies MUST be followed:

   • If you are wearing a hat, it must be turned backwards or taken off and placed in your bag.
   • Cell phones must be placed in your bag with the ringer turned off (NOT VIBRATE). Cell phones may not be kept on the desk. If your phone rings/vibrates, your exam will be terminated.
   • Water/soda bottles must have the label taken off. You may use a reusable plastic/steel bottle (Nalgene, Camelback, etc.).
   • You may not leave the classroom once you begin the exam so be sure to use the restroom, fill your water bottle, etc., prior to the exam. If you leave the classroom, with the exception of a medical emergency, your exam will be terminated.
   • All bags must be placed on the floor, not on the desk.

3. **Case Studies:** For certain topics throughout the semester there will be case studies to provide you with a real life example of the physiological concepts we are discussing. The case studies will be posted on Brightspace prior to discussing the concepts in class. You should plan to work on the case studies as we go through the material. You should read through the case study so that you know what concepts they cover and then begin to answer the questions as we discuss them in class. As we finish up the concepts for the case study, we will discuss them in class. Case studies must be uploaded to the Brightspace dropbox by the day and time indicated on the case study. The time stamp on the uploaded file will be used to determine on-time submission. The case studies must be typed, unless otherwise indicated. Late assignments will lose 1/2 point per day past the due date beginning with the due date. I encourage you to work together to discuss the concepts but all answers must be written in your own words! You may use references/citations but a direct quotation (cut-and-paste a statement and placing
it in quotations) will not receive full credit. Any case of plagiarism will be reported to the Dean’s Office in the College of Education; penalties for plagiarism may range from a zero (0) on the assignment up to expulsion from the university. This is your one and only warning that all work must be your own. No excuses will be accepted. All written assignments that are uploaded to the Brightspace dropbox will be scanned using the Turnitin plagiarism detection software. This software will scan all papers submitted by students in this class, papers from previous semesters, papers from other universities, and websites.

4. **Quizzes**: There will (usually) be a quiz after each class period. ALL quizzes will be given on Brightspace. These will be short quizzes (multiple choice, true/false) covering lecture material. There will not be any “pop” quizzes but in class quizzes may be given at random to reward those who attend class (a schedule of quizzes is given on the “Course Schedule”). Quizzes will become available on the course website shortly after the end of the class period. The due dates for the quizzes are listed on the Course Schedule. You may use references (notes, books, etc.) but you MUST WORK INDEPENDENTLY on the quizzes. You will only be able to access the quiz once and you will have a time limit (20 minutes) to complete the quiz (10 questions). Make-up quizzes will not be given (this includes exceeding the time limit on the online quizzes, forgetting to take the online quiz, etc)! Except for extraordinary circumstances, there will be NO EXCEPTIONS to this policy. If you have spotty internet service or no internet service at your residence, be sure to take the quiz on campus (plan ahead!).

**EMAIL CORRESPONDENCE POLICIES**

1. Email may be sent to either eringreen530@yahoo.com or by using the email function within Brightspace. If you send an email to eringreen530@yahoo.com, you MUST **include your last name and “KH 4290” within the subject line.** Email sent without this information in the subject line may either be marked as junk if you use Gmail, Yahoo, etc. or it may be overlooked. I receive a lot of email each day and frequently scan the subject line to determine the priority.

2. When using email, please keep in mind that email is a professional correspondence. Please do NOT use text message/twitter shortcuts (e.g., “R U going 2 post notes 4 2day”). Please identify who you are (i.e., use a closing; sign your name). Some individuals have eIDs that do not correspond to your name, some individuals have Gmail or Yahoo emails that likewise do not always correspond to your name, and there are times when only your email address is visible. If your eID is particularly hard to decipher this is extremely important.

3. Although email can be sent at anytime and delivered instantaneously, I may not be able to reply to you instantaneously. Provided you listed your last name and KH 4290 in the subject line and have followed #4 and #5 below, I will reply to you as soon as I can. **Remember if you miss class, it is your responsibility to get the information you missed from a classmate.** Questions about grades, whether on exams, quizzes, case studies, or final course grades, CANNOT be discussed via email based on federal student privacy laws. If you have questions about grades, you may email me to set up an appointment to discuss the matter with me.

**STATEMENTS FROM GEORGIA STATE UNIVERSITY**
1. **Statement Regarding Academic Honesty**: Students should refer to the policies on academic dishonesty (section 409): http://www2.gsu.edu/~wwfhsb/sec400.html#409. Students caught plagiarizing their papers or cheating on exams will receive a score of zero (0) and will have their case documented and put on file. Keep in mind that all written assignments that are uploaded to the Brightspace dropbox will be scanned using the Turnitin plagiarism detection software.

2. **Statements for Academic Accommodations for Students with Disabilities***: Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

3. **Course Evaluation**: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
KH 4290 CARDIOPULMONARY PHYSIOLOGY  
Spring 2016 Syllabus

Tuesday and Thursday, 5:30-6:45 P.M. Sparks 428

**Instructor:** Erin Green  
Eringreen530@yahoo.com

**COURSE INFORMATION**

1. **Course Objectives:** The overall objective of this class is to provide you with an in-depth understanding of the cardiovascular and pulmonary systems. For the cardiovascular system, we will focus on the concept that mean arterial pressure seems to be the regulated variable of the cardiovascular system. We will investigate how the cardiovascular system works to regulate arterial pressure. We will discuss how blood pressure is regulated at rest, in hypertensive patients, during upright posture, and during exercise. For the pulmonary system, we will investigate how the pulmonary system functions at rest and under normal conditions but also how the system functions under stress, such as during exercise or at high altitude. For both the cardiovascular and pulmonary systems, you will need to be able to recall, understand, and build upon basic concepts of anatomy, physiology, and exercise physiology. We will use case studies throughout the semester to highlight important concepts and to provide you with a real-life application. Furthermore, case studies are a useful way to understand cardiovascular and pulmonary physiology and apply it to a stressor. Emphasis will not only be placed on the major concepts in cardiovascular and pulmonary physiology but also on the evidence that supports the concepts (i.e. you will be exposed to data from the primary research literature to support the concepts presented in class). At the end of this class, students should be able to:
   a. define the variables involved in the regulation of mean arterial blood pressure;
   b. define the variables involved in the diffusion of gases across the blood-gas interface;
   c. solve problems via case studies related to cardiopulmonary pathophysiology;
   d. differentiate the role of the sympathetic and parasympathetic nervous systems in cardiovascular control;
   e. differentiate the baroreflex responses to both an increase and a decrease in mean arterial blood pressure.

2. **Prerequisites:** This is an upper division cardiorespiratory physiology course. It is expected you have a basic foundation and understanding of cardiovascular, pulmonary, and exercise physiology. You will also be asked to recall basic principles of biology, chemistry, and physics. This is a challenging course and will require you to spend a significant amount of time studying. It is your responsibility to stay on top of the material. If you are having trouble with the material relevant to this class, contact me early. Do not wait until the day before an exam to seek help. If you do not have a solid foundation in physiology and exercise physiology it will be your responsibility to catch up on this material. When studying for exams, keep in mind “quality over quantity.” Spending 18 hours passively reading through the notes is not as effective (or efficient) as spending 4 hours actively discussing and describing concepts.

3. **Brightspace:** All students will be required to access Brightspace for class information
and materials. Lecture slides and supplemental readings will be posted under the appropriate section. Grades and announcements will also be posted, thus, it is required that you access Brightspace regularly.

4. Class Communications: In addition to the course website on Brightspace, there will be regular communication via email. I will provide regular weekly updates on assignment and quiz due dates, information you should be prepared to discuss in class, etc. It is therefore important that you check your email on a regular basis. Email communications will be sent out as a group/class message and will be sent to your GSU email address. If you prefer to use another email server (Gmail, Yahoo), be sure to have your GSU email forwarded to the email you check on a regular basis. You will be held responsible if you miss an announcement, assignment, or other information because you did not check your email.

5. Lecture Notes: Lecture notes will be posted on Brightspace at least one day prior to lecture. The notes posted are provided to you for your convenience and you should not rely on simply printing the notes. Specifically, the lecture slides with graphs do not have any words printed on them; however, the slides used in class will have words associated with the graphs. Success in this class will rely on more than simply reading and re-reading the notes/slides. You will need to be able to explain, IN DETAIL, the major concepts and integrate the concepts into a coherent and logical argument.

6. Textbook: There are no required textbooks for this class. Should you require additional reading, I have listed two recommended textbooks below. You will only be tested on what is presented in class (lectures, quizzes, case studies, etc.). The newest editions are listed but you can get the 9th edition for Cardiovascular Physiology and the 1st edition for Pulmonary Physiology. You may also be able to find copies in the library or from students who have taken this class in previous semesters.
   c. Pulmonary Physiology and Pathophysiology: an integrated, case-based approach 2nd Edition by John B. West

COURSE POLICIES

1. Cell phones/text messaging & Missed Class: If you bring a cell phone to class, you must either turn it off or silence the ringer and you may not text message during class; vibrate mode is not acceptable as this is still disruptive to those around you. Attendance is not mandatory; it is your choice. If you choose to come to class, be respectful. Except for emergencies, there is no reason you cannot wait until after class to send/read your text messages. If text messaging is extremely important to you, do not come to class. If there is a true emergency, please inform me that it is such and quietly excuse yourself from class. If you miss class, it is your responsibility to ask a friend or classmate about any missed assignments, announcements, and/or notes. I will not reiterate what was stated in class and I will not meet outside of class to go through an entire lecture that you missed.

2. Photographs of Exams and Answer Keys: Taking a picture of an exam, quiz,
assignment, and/or answer key is STRICTLY PROHIBITED AND WILL BE CONSIDERED CHEATING. I allow you to view all assignments and corresponding answer keys to aid in your learning; however, photographing assignments and/or answer keys and distributing to classmates (current or future) will be considered cheating and you will be penalized accordingly (zero on assignment; written up as academic dishonesty on your transcript; etc.).

3. **Class Disruptions:** If there are a lot of side conversations or disruptions, I will not attempt to talk over you; I will stop class. At that point, the class will be responsible for any information that we did not get to because of class disruptions. This information will be your responsibility; I will not go over it in class or in office hours. If a student asks a question in class, this is not a signal for the rest of the class to begin having conversations with their neighbors.

4. **Modifications to the Syllabus & Course Schedule:** The instructor has the right to make modifications to the syllabus. You will be informed of these modifications during lecture. If you miss an announcement due to absence, it is your responsibility to ask a friend/classmate for the announcement you missed. The course schedule is a tentative schedule and changes will be made based on progress through the semester. Any changes to the course schedule will be announced in class and posted as an announcement on the course website.

5. **Student Hardships:** Should you have a non-academic hardship, such as serious/prolonged illness or death in the family, that prevents you from successfully completing your course work on time, please visit the Office of the Dean of Students to have this hardship documented and to discuss a possible emergency withdrawal from your classes.

## GRADES & GRADING PROCEDURES

1. Grades will be assigned based on the following assignments:

   - Case Studies = 10%
   - Quizzes = 15%
   - Exams=75%

2. Grades will be assigned on the +/- scale as follows:

   - A+ = 97-100%
   - A = 93-96%
   - A- = 90-92%
   - B+ = 87-89%
   - B = 83-86%
   - B- = 80-82%
   - C+ = 77-79%
   - C = 73-76%
   - C- 70-72%
   - D = 60-69%
   - F = <60%

3. Final letter grades will be based on a curve, if required. Individual extra credit assignments will NOT be given and there will be no exceptions to this policy. Any extra credit assignments will be available to the entire class. If you ask for an individual extra credit assignment to “bump” your grade, you will be referred to the policy in the syllabus. Do not depend on a curve or the possibility of extra credit to pass the class.
4. **Exam Grades & Disputes:** Each exam will be handed back for you to review, usually by the next class period but no later than one week after the exam. When the exam is handed back to you in class, you will be able to review your exam and I will answer any questions you may have. You may also make an appointment with me to review your exam. For any grade disputes, you will have one (1) week from the date the exam is handed back to resolve these disputes. After one week, grade disputes for an exam will not be considered. I will hand exams back at the end of class (last 15-20 minutes of class); you are not required to stay to review your exam. If you do not wish to review your exam, do not ask to dispute points at the end of the semester.

5. **Quiz & Case Study Disputes:** There will be a one (1) week limit for quiz and case study disputes. Please inform me of any questions, inconsistencies, or problems within one week of receiving a grade for a quiz and/or case study assignment.

6. **End of Semester Grades:** All end of semester grade disputes MUST be made in writing and must be submitted by the established due date. The due date will be announced prior to the end of the semester. The following will NOT be considered or discussed: 1) points from a quiz, assignment, case study, or exam that were not discussed at the time the assignment was graded; 2) missed assignments and/or missed extra credit; and 3) points deducted for not following instructions on any assignment. If there is a curve or extra credit at the end of the semester and the curve moves you up to the “bubble” of the next letter grade, your grade will not be adjusted. For example, if you have 86% after all assignments have been weighted and an additional curve brings your percentage to 89%, your grade will be recorded as “B+.” There will be no exceptions to this policy. All disputes MUST be typed and must be submitted via hard copy to my mailbox in the KH Department Office. Include your name, Student ID (not your SS #), and signature on your dispute and enclose it in a sealed envelope (for confidentiality purposes) and keep a copy for your records. Explain, in complete sentences, the specific assignment(s) you are disputing, the grade you earned (either for a specific assignment or for your final grade) and why you believe you earned a different grade, any supporting information or documentation, and an explanation of your overall dispute and justification. Please limit grade disputes to no more than two (2) typed pages.

7. **Grade Earned, Grade Deserved & Grade Quota:** As the instructor of this course I do not assign or give grades; each student EARN S his/her grade. For each assignment I record the number of points each student earned on his/her assignment; the grade you receive is what you earned based on the scores from your assignments it is not a grade that I give to you or any other student. Further, I do not have a quota on letter grades or a limit on letter grades. If everyone in the class earns an “A” then I will record an “A” for everyone. As an instructor, it is my responsibility to present the information to you in a way that is understandable and to provide you with the tools to be successful and I will do this to the best of my ability. As a student, it is your responsibility to study and actively seek help when needed; you must take active and personal responsibility for your own grade. I will provide each student the same opportunity to earn points and will not assign grades on an individual basis or on “how deserving” someone may be; in short, everyone will be treated the same (and fairly) with respect to grades.

**COURSE ASSIGNMENTS**

1. **Exams:** There will be three exams (see course schedule for dates). The exams will not
be cumulative in the sense that you will not be asked specific questions on material covered from previous exams. As in most science courses, physiology is an integrative science and many of the concepts covered in this course will build upon earlier concepts. In order to understand the concepts covered related to upright posture, exercise, and heat stress you will need to be able to recall and integrate the concepts related to “basic” cardiovascular physiology. On the exams you will be asked to think critically and integrate the concepts covered throughout the course. In short, the exams will require you to go beyond knowledge of the basic concepts; you must be able to integrate the basic knowledge. Exams will be multiple choice, true-false, and short-answer questions. Exams will only cover material presented in class (lecture notes, quizzes, case studies); recommended readings will not be covered on exams. Missed exams will only be allowed to be made-up in the case of documented (in writing) extraordinary circumstances. These issues must be addressed with the instructor PRIOR to the exam. The choice of when the make-up exam occurs will be at the discretion of the instructor. Please note that early final exams will not be given for early travel so make your travel plans accordingly. All exams will be Scantron format. Be sure to bring either your Drivers License or your Student ID (NOT your SS# or credit/debit card), pencil(s), and eraser to class on the day of the exams. Exams without a proper ID or the wrong/missing exam version will receive a 10% deduction.

2. Exam Day Policies: Due to several instances of cheating as well as highly suspicious behavior, policies must now be put in place for exam days. On exam days, the following policies MUST be followed:
   • If you are wearing a hat, it must be turned backwards or taken off and placed in your bag.
   • Cell phones must be placed in your bag with the ringer turned off (NOT VIBRATE). Cell phones may not be kept on the desk. If your phone rings/vibrates, your exam will be terminated.
   • Water/soda bottles must have the label taken off. You may use a reusable plastic/steel bottle (Nalgene, Camelback, etc.).
   • You may not leave the classroom once you begin the exam so be sure to use the restroom, fill your water bottle, etc., prior to the exam. If you leave the classroom, with the exception of a medical emergency, your exam will be terminated.
   • All bags must be placed on the floor, not on the desk.

3. Case Studies: For certain topics throughout the semester there will be case studies to provide you with a real life example of the physiological concepts we are discussing. The case studies will be posted on Brightspace prior to discussing the concepts in class. You should plan to work on the case studies as we go through the material. You should read through the case study so that you know what concepts they cover and then begin to answer the questions as we discuss them in class. As we finish up the concepts for the case study, we will discuss them in class. Case studies must be uploaded to the Brightspace dropbox by the day and time indicated on the case study. The time stamp on the uploaded file will be used to determine on-time submission. The case studies must be typed, unless otherwise indicated. Late assignments will lose 1/2 point per day past the due date beginning with the due date. I encourage you to work together to discuss the concepts but all answers must be written in your own words! You may use references/citations but a direct quotation (cut-and-paste a statement and placing
it in quotations) will not receive full credit. Any case of plagiarism will be reported to the Dean’s Office in the College of Education; penalties for plagiarism may range from a zero (0) on the assignment up to expulsion from the university. This is your one and only warning that all work must be your own. No excuses will be accepted. All written assignments that are uploaded to the Brightspace dropbox will be scanned using the Turnitin plagiarism detection software. This software will scan all papers submitted by students in this class, papers from previous semesters, papers from other universities, and websites.

4. **Quizzes**: There will (usually) be a quiz after each class period. ALL quizzes will be given on Brightspace. These will be short quizzes (multiple choice, true/false) covering lecture material. There will not be any “pop” quizzes but in class quizzes may be given at random to reward those who attend class (a schedule of quizzes is given on the “Course Schedule”). Quizzes will become available on the course website shortly after the end of the class period. The due dates for the quizzes are listed on the Course Schedule. You may use references (notes, books, etc.) but you MUST WORK INDEPENDENTLY on the quizzes. You will only be able to access the quiz once and you will have a time limit (20 minutes) to complete the quiz (10 questions). Make-up quizzes will not be given (this includes exceeding the time limit on the online quizzes, forgetting to take the online quiz, etc)! Except for extraordinary circumstances, there will be NO EXCEPTIONS to this policy. If you have spotty internet service or no internet service at your residence, be sure to take the quiz on campus (plan ahead!).

**EMAIL CORRESPONDENCE POLICIES**

1. Email may be sent to either eringreen530@yahoo.com or by using the email function within Brightspace. If you send an email to eringreen530@yahoo.com, you MUST include your last name and “KH 4290” within the subject line. Email sent without this information in the subject line may either be marked as junk if you use Gmail, Yahoo, etc. or it may be overlooked. I receive a lot of email each day and frequently scan the subject line to determine the priority.

2. When using email, please keep in mind that email is a professional correspondence. Please do **NOT** use text message/twitter shortcuts (e.g., “R U going 2 post notes 4 2day”). Please identify who you are (i.e., use a closing; sign your name). Some individuals have eIDs that do not correspond to your name, some individuals have Gmail or Yahoo emails that likewise do not always correspond to your name, and there are times when only your email address is visible. If your eID is particularly hard to decipher this is extremely important.

3. Although email can be sent at anytime and delivered instantaneously, I may not be able to reply to you instantaneously. Provided you listed your last name and KH 4290 in the subject line and have followed #4 and #5 below, I will reply to you as soon as I can. Remember **if you miss class, it is your responsibility to get the information you missed from a classmate**. Questions about grades, whether on exams, quizzes, case studies, or final course grades, **CANNOT** be discussed via email based on federal student privacy laws. If you have questions about grades, you may email me to set up an appointment to discuss the matter with me.

**STATEMENTS FROM GEORGIA STATE UNIVERSITY**

KH 4290 Cardiopulmonary Physiology  
Spring 2016
1. **Statement Regarding Academic Honesty**: Students should refer to the policies on academic dishonesty (section 409): http://www2.gsu.edu/~wwwfhb/sec400.html#409. Students caught plagiarizing their papers or cheating on exams will receive a score of zero (0) and will have their case documented and put on file. Keep in mind that all written assignments that are uploaded to the Brightspace dropbox will be scanned using the Turnitin plagiarism detection software.

2. **Statements for Academic Accommodations for Students with Disabilities**: Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

3. **Course Evaluation**: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
KH 4280: PSYCHOLOGY OF PHYSICAL ACTIVITY (CRN 14502, SECTION 005)  
DEPARTMENT OF KINESIOLOGY & HEALTH  
GEORGIA STATE UNIVERSITY

<table>
<thead>
<tr>
<th>COURSE INSTRUCTOR</th>
<th>Dr. Rebecca Ellis</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM</td>
<td>Spring Semester, 2016</td>
</tr>
<tr>
<td>MEETING TIME</td>
<td>Mon/Wed 12:00-1:15 PM</td>
</tr>
<tr>
<td>MEETING LOCATION</td>
<td>Aderhold Learning Center 31</td>
</tr>
<tr>
<td>CONTACT INFORMATION</td>
<td>Office: Sports Arena Suite 137 (Office is in KH Department)</td>
</tr>
<tr>
<td></td>
<td>Phone: 404-413-8370</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:rellis@gsu.edu">rellis@gsu.edu</a> (do not send email via Desire2Learn)</td>
</tr>
<tr>
<td>OFFICE HOURS</td>
<td>Mon/Tues/Wed 10:00 AM-12:00 PM</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**  
The psychological principles underlying the teaching and performance of sport and physical activity are analyzed.

**COURSE GOAL:**  
This course will introduce students to the field of the psychology of physical activity. A general overview of selected topics will cover two main areas: (1) the psychological outcomes of physical activity and (2) the psychology of physical activity behavior change.

**COURSE OBJECTIVES:**  
Each of the following learning outcomes must be achieved at an appropriate level as stated in each assignment’s grading scale, requirements, or rubric. After successful completion of this course, students will be able to do the following:

1. Demonstrate an acceptable level of knowledge and comprehension of the common terms, basic concepts, and methods of the psychological outcomes of physical activity and the principles of physical activity behavior change on the following assignments (i.e., a score of 73% or higher):

   - **Exams:** Three exams will be given throughout the semester (exam #1 = 60 points, exam #2 = 80 points, exam #3 = 80 points). The exams will be multiple choice and will reflect the material presented/discussed in class AND covered in the readings. **On exam days, any student arriving after the first student has completed the exam will not be allowed to take the exam at that time.** A make-up exam during office hours may be offered per the instructor’s discretion, but note that the format of the make-up exam can be different than the in-class exam. Please see the attendance/make-up policy on page 4 for more information.

   - **Reading Quizzes:** Eighteen reading quizzes will be given throughout the semester and the two lowest grades will be dropped (16 quizzes x 10 points each). These quizzes will be given at the beginning of class before the discussion of a new topic and will quiz the student on the content of the readings. **All electronic devices must be turned off and stored out of sight until ALL quizzes in the class are collected. Failure to comply with this policy will result in a zero on the quiz.** Students cannot come to class just to take the quiz. If a student does not attend the corresponding discussion and class activity, the student will receive a zero on the quiz. Quizzes can only be made up if students miss them due to a death in the family, hospitalization, and university sanctioned activities. Proper documentation is required. NO EXCEPTIONS. Quizzes cannot be made up if students arrive after the quizzes have been collected from all students (generally within the first 15 mins of class). Please see the attendance/make-up policy on page 4 for more information.

2. Demonstrate the ability to apply the correct principles to practical situations about the psychological outcomes of physical activity and the principles of physical activity behavior change on the following assignments (i.e., a score of 73% or higher):

   - **Class Participation:** Participation is expected during class discussions and activities, which may include turning in paperwork (paperwork is not accepted outside of class or via email). Students must be in class to earn class participation credit. There will be approximately 6-12 class assignments and/or activities.
Discussions and activities cannot be made up. NO EXCEPTIONS. Students can also lose participation points by performing behaviors that detract from class participation such as having electronics visible and/or using them during class, sleeping, doing outside course work, demonstrating a negative/disrespectful attitude, etc. Please see the course procedures and student conduct policy on pages 3-4 for more information.

- **PSA Project:** Students will work in a small group (5 members) to create an "Exercise is Medicine" public service announcement (PSA). The main goal of the PSA will be to use visual and audio images to inform the public about the impact of physical activity on mental health. Specific details about the project are provided in separate documentation on Desire2Learn.

- **PA Promotion Project:** The goal of this project is to encourage students to engage in or promote physical activity and healthy lifestyles within the community. Students will select 1 activity from the following options. If an activity requires pre-approval, this means you need the instructor’s approval before you register or confirm the event.

  **Option 1:** Participate in a pre-approved fitness-related event such as a running road race, road cycling race, duathlon, triathlon, or tough mudder style event. The main goal of this project will be to encourage students to increase their physical activity participation and fitness. Each student will write a 1-page reflection paper. A copy of the final results must be submitted with the paper (print the page with your name and completion time and highlight your information). If final results are not available online a copy of the participant number can be provided. Specific details, including rubrics, about the project and the paper are provided in separate documentation on Desire2Learn.

  **Option 2:** A pre-approved physical activity promotion activity that takes place in a community setting can be created by the student. Two hours of volunteer time are required. Each student will write a 1-page reflection paper. A signed volunteer form is also required for students completing Option 2 (this is posted on D2L in a separate file under COURSE MATERIALS titled “KH 4280: PA Promotion Project Volunteer Form”). Specific details, including rubrics, about the project and the paper are provided in separate documentation on Desire2Learn.

***All students must have their activities approved by 12:00 PM Monday, February, 29. After that, students will lose 4 points towards their project grades.***

**COURSE MATERIALS:**
Students are required to read all materials prior to class in preparation for the reading quizzes and discussions. The following textbook is required for class:


**COURSE ASSIGNMENTS AND EVALUATIONS:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>220</td>
<td>44%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>160</td>
<td>32%</td>
</tr>
<tr>
<td>PSA Project</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Community PA Project</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
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</table>
GRADING SCALE:

Plus-Minus Grading Policy
The Department of Kinesiology and Health approved (approved May 5, 2006) the use of Plus-Minus Grading effective Fall, 2006. *Added by the University Senate to go into effect Spring, 2009.

The following quality points will be used to calculate GPA:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A+</td>
<td>4.30</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>WF</strong></td>
<td>0.00</td>
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For the purposes of awarding HOPE, all plus and minus grades are stripped from the GPA calculation. If a student has all B- grades at a HOPE audit and a GPA of 2.70 the student will still maintain HOPE with a HOPE GPA of 3.0. Students will have two GPA’s, one for HOPE that strips all plus and minus from the grades and the other for transcripts and all other matters of academic standing. Students can see all their GPAs on GoSOLAR.

<table>
<thead>
<tr>
<th>POINTS</th>
<th>PERCENTAGE</th>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>485-500</td>
<td>97% - 100%</td>
<td>A+</td>
</tr>
<tr>
<td>465-484.9</td>
<td>93% - 96.9%</td>
<td>A</td>
</tr>
<tr>
<td>450-464.9</td>
<td>90% - 92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>435-449.9</td>
<td>87% - 89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>415-434.9</td>
<td>83% - 86.9%</td>
<td>B</td>
</tr>
<tr>
<td>400-414.9</td>
<td>80% - 82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>385-399.9</td>
<td>77% - 79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>365-384.9</td>
<td>73% - 76.9%</td>
<td>C</td>
</tr>
<tr>
<td>350-364.9</td>
<td>70% - 72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>300-349.9</td>
<td>60% - 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 300</td>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE PROCEDURES:

1. Class notes will be outlined with PowerPoint and they will be available on Desire2Learn. Students are required to read the assigned chapters before each class and to take written notes during the class discussion. If students miss class, it is their responsibility to obtain all the information covered in class that day.

2. Class begins at 12:00 PM and attendance will be taken at that time. Quizzes will be administered after attendance and announcements.

3. Electronic devices are NOT allowed to be displayed and powered on during class. This includes, but is not limited to laptops, tablets, smartphones, and ipods. Use of these devices will be documented and participation points will be deducted. Students will be asked to put the device out of sight. Multiple offenses during the same class period will result in the instructor dismissing the student from class.

4. During exams, students will leave all belongings, including electronic devices at the front of the classroom. If a student is found with an electronic device at their desk during the exam, the exam will be terminated and they will receive a zero on the exam.

5. Students wishing to audio record the class must receive instructor permission at the beginning of the semester. The audio files can’t be altered, edited, or uploaded to any website. Video recording is not permitted.

6. Students must use and check their GSU email accounts for this course and when emailing the course instructor. All course-related correspondence will be sent to the student GSU accounts. Not regularly checking this email account is not a valid excuse for not being aware of course changes, announcements, etc.
STUDENT CONDUCT:
Students are expected to abide by the University’s Code of Conduct (please see http://www2.gsu.edu/~wwwdos/codeofconduct.html) for more information.

“Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscurities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.” (page 1, code of conduct).

Students should be courteous to others in class, which includes, but is not limited to not talking while others students are talking, not talking while the instructor is talking, and not making rude or disrespectful comments about others/to others. This behavior will be documented and after one warning, students will be asked to leave class.

ATTENDANCE/MAKE-UP POLICY:
The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly.

For students missing class for a school related activity, proper documentation must be provided by an appropriate authority (i.e., professor, coach, academic counselor, group leader) and should be written on university letterhead. This documentation should be provided to the instructor no less than 1 week before the graded assignment and the assignment should be made-up prior to the absence. If the student fails to provide documentation for the absence during this time period, the student will earn a zero on the assignment.

If a student misses a class due to a death in the family or hospitalization, a make-up will be left to the discretion of the instructor. It is the student's responsibility to contact the instructor by the next class period following the absence and provide the instructor with a written excuse, or the student will earn a zero on the missed assignment. For any student with a valid excuse letter, a make-up will be allowed within 1 week of notification. Please note that a make-up exam may be a different format than the in-class exam.

ACADEMIC HONESTY:
As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonest or unethical conduct related to their academic work. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty.

The student is expected to abide by the University’s policies regarding academic honesty on all of the assignments in this course. Any student found in violation of these policies will be dealt with according to the University’s procedures that are outlined in the undergraduate course catalog and the student handbook.

Definitions and Examples
The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.
**Plagiarism:** Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

**Cheating on Examinations:** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration:** Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification:** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (for example, false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions:** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

**STUDENT DISABILITIES:**
It is the student’s responsibility to inform the instructor of any type of limitation (physical, psychological, etc.) that may influence his or her performance in this course. Please contact the Office of Disability Services (ODS) **within the first week** of the semester for appropriate accommodations to be made. Accommodations will be made as soon as the Office of Disability Services provides documentation, however, it will not be applied retrospectively (i.e., after a graded assignment).

**STUDENT EVALUATIONS:**
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
The course syllabus provides a general plan for the course; deviations may be necessary. Changes will be announced in class and posted on Desire2Learn.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.11*</td>
<td>Introduction to KH 4280-syllabus/introductions</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>1</td>
<td>1.13*</td>
<td>Introduction to KH 4280-projects</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1.18</td>
<td><strong>NO CLASS (MLK HOLIDAY)</strong></td>
<td></td>
</tr>
<tr>
<td>1.20</td>
<td><strong>READING QUIZ #1</strong>&lt;br&gt;Topic 1: Introduction to the Psychology of Physical Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1.25</td>
<td><strong>READING QUIZ #2</strong>&lt;br&gt;Topic 2: The Measurement of Physical Activity</td>
<td>“Measurement of PA” PDF</td>
</tr>
<tr>
<td>1.27</td>
<td><strong>Topic 2 Continued</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.01</td>
<td><strong>READING QUIZ #3</strong>&lt;br&gt;Topic 3: Stress, Stress Reactivity, and Exercise</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>2.03</td>
<td><strong>READING QUIZ #4</strong>&lt;br&gt;Topic 4: Anxiety and Exercise</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.08</td>
<td><strong>READING QUIZ #5</strong>&lt;br&gt;Topic 5: Depression and Exercise</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>2.10</td>
<td></td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.15</td>
<td><strong>EXAM #1</strong></td>
<td></td>
</tr>
<tr>
<td>2.17</td>
<td><strong>READING QUIZ #6</strong>&lt;br&gt;Topic 6: Cognitive Function and Exercise</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2.22</td>
<td><strong>READING QUIZ #7</strong>&lt;br&gt;Topic 7: Health-related Quality of Life and Exercise</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>2.24</td>
<td><strong>READING QUIZ #8</strong>&lt;br&gt;Topic 8: Self-Perceptions and Exercise</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.29</td>
<td><strong>Topic 8 Continued</strong>&lt;br&gt;&lt;b&gt;PA PROMOTION PROJECT APPROVALS DUE&lt;/b&gt;</td>
<td></td>
</tr>
<tr>
<td>3.02</td>
<td><strong>READING QUIZ #9</strong>&lt;br&gt;Topic 9: Eating Disorders</td>
<td>“Eating Disorders” PDF &amp; Chapter 8 (pg. 204 BOX)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3.07</td>
<td><strong>READING QUIZ #10</strong>&lt;br&gt;Topic 10: Exercise Dependence</td>
<td>“Exercise Dependence” PDF &amp; Chapter 12 (pgs. 339-343)</td>
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<tr>
<td>3.09</td>
<td></td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3.14</td>
<td><strong>NO CLASS (SPRING BREAK)</strong></td>
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</tr>
<tr>
<td>1316</td>
<td><strong>NO CLASS (SPRING BREAK)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3.21</td>
<td><strong>EXAM #2</strong></td>
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</tr>
<tr>
<td>3.23</td>
<td><strong>READING QUIZ #11</strong>&lt;br&gt;Topic 11: Self-Determination Theory</td>
<td>Chapter 3 (pgs. 44-47 &amp; 61-66)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3.28</td>
<td><strong>READING QUIZ #12</strong>&lt;br&gt;Topic 12: Self-Efficacy Theory</td>
<td>Chapter 3 (pgs. 47-53)</td>
</tr>
<tr>
<td>3.30</td>
<td><strong>READING QUIZ #13</strong>&lt;br&gt;Topic 13: Theories of Reasoned Action &amp; Planned Behavior</td>
<td>Chapter 3 (pgs. 53-61)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4.04</td>
<td><strong>READING QUIZ #14</strong>&lt;br&gt;Topic 14: Transtheoretical Model&lt;br&gt;&lt;b&gt;PSA PROJECT DUE&lt;/b&gt;</td>
<td>Chapter 4 (pgs. 79-88)</td>
</tr>
<tr>
<td>4.06</td>
<td><strong>READING QUIZ #15</strong>&lt;br&gt;Topic 15: Social Ecological Models</td>
<td>Chapter 4 (pgs. 88-94)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4.11</td>
<td><strong>READING QUIZ #16</strong>&lt;br&gt;Topic 16: PA Interventions-Informational &amp; Behavioral</td>
<td>Chapter 6 (pgs. 132-152) &amp; Chapter 4 (pgs. 70-78)</td>
</tr>
<tr>
<td>4.13</td>
<td><strong>READING QUIZ #17</strong>&lt;br&gt;Topic 17: PA Interventions-Social &amp; Environmental/Policy</td>
<td>Chapter 6 (pgs. 152-160;163-165) &amp; Chapter 5</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4.18</td>
<td><strong>READING QUIZ #18</strong>&lt;br&gt;Topic 18: RE-AIM Framework</td>
<td>Chapter 6 (pgs. 160-163)</td>
</tr>
<tr>
<td>4.20</td>
<td></td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4.25</td>
<td><strong>EXAM #3</strong>&lt;br&gt;&lt;b&gt;PA PROMOTION PROJECT REFLECTION PAPER DUE&lt;/b&gt;</td>
<td></td>
</tr>
</tbody>
</table>

*Mandatory attendance. Students will be dropped from the course if they do not attend on these days.*
INTRODUCTION TO SPORT MANAGEMENT

KH 6380, 3 credits, Spring 2016

Monday, 4:30pm-7pm

Instructor: Dr. Beth Cianfrone
Office: Sports Arena, Room 169
Phone: (404) 413-8362
Email: bccianfrone@gsu.edu
Office Hours: Monday 12pm-4pm; Tuesday 1pm-3:30pm, or by apt.
Twitter: @BACianfrone
Department Webpage: http://education.gsu.edu/kin/
Class Webpage: Desire2Learn

Required Readings:  
1. *Street & Smith’s Sports Business Journal* (subscription info found on Desire2Learn; 12 week subscription arrives each Monday electronically and allows access to archives)  
3. *Assigned Readings on Desire2Learn*  

Course Description:

*Introduction to Sport Management* is designed to provide current or future sport administrators with an overview of the sport management discipline. The introduction is focused on the history of the sport management discipline, professional preparation, career opportunities, management principles, marketing principles, finance principles, legal principles, and facility and event management, communication, and public relations. These principles are applied to various sport and exercise settings, such as interscholastic, intercollegiate, international and professional sport along with the health/fitness and community recreation industries.

After successfully completing this course, students will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze and describe the scope, history, trends, and unique nature of the sport industry.</td>
<td>Contemporary Issues, Collaboration, Critical Thinking</td>
</tr>
<tr>
<td>2. Identify areas of potential concentration and employment for the future.</td>
<td>Communication, Technology</td>
</tr>
<tr>
<td>3. Enhance one’s professional development by creating an appropriate cover letter and resume and honing interview skills.</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>4. Develop a sound ethical philosophy of management to the objectives of sport programs in order to benefit his/her profession.</td>
<td>Contemporary Issues, Critical Thinking</td>
</tr>
<tr>
<td>5. Identify the fundamental theories related to ethics, management, marketing, law, finance, facility and event management.</td>
<td>Communication, Contemporary Issues</td>
</tr>
<tr>
<td>6. Critically evaluate current issues in sport management</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>7. Master the APA format</td>
<td></td>
</tr>
<tr>
<td>8. Be able to manage a small event</td>
<td>Critical Thinking, Technology</td>
</tr>
</tbody>
</table>
Class Policies:
1. You will abide by the policies and honor code as stated in the GSU Student Handbook: http://www2.gsu.edu/%7Ewwwdos/codeofconduct_conpol.html. The University’s Code of Student Conduct and Policy on Academic Honesty are summarized in the graduate catalog.
2. Any form of academic dishonesty (including, but not limited, to cheating, plagiarism, and misrepresentation) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and written documentation will be placed in their College and University files.
3. Students requesting classroom accommodation must first register with the Office of Student Disability Services. The Office of Student Disability Services will provide documentation to the student, who must then provide this documentation to the instructor when requesting an accommodation. Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with the instructor, so that appropriate accommodations can be arranged.
4. You are responsible for the information provided in class along with the readings from the textbook or supplemental resources. If you are absent when materials are distributed, it is your responsibility to obtain the information from another student.
5. Students are expected to be active participants and attend all classes. NOTE: An absence is defined as any day when you are not present for a full class. There are no exceptions to this policy.
6. Numerically quantifiable performance on papers, examinations, and assignments will be the only criteria used for grade calculation.
7. Class begins at 4:30 pm. If you arrive late to class, enter through the doors located in the back of the classroom. Do not disturb your classmates when you enter.
8. All cellular phones or other electronic devices must be turned off before class and stay off until the instructor dismisses class.
9. Announced changes in class supersede all printed, syllabus, or web information.

Course Requirements:
1. This course will consist of lectures, videos, guest speakers, and discussions. All updates or changes to the schedule will be announced in class. It is your responsibility to keep up with changes to the syllabus and calendar.
2. Readings will be assigned throughout the semester. It is your responsibility to keep up with the required readings.
3. Two exams (midterm and final) will be given during the course of the semester.
4. You are required to use Desire2Learn for this course. Assignments, lecture notes, class information, calendar listings, readings, and grades will be available through Desire2Learn. To access this you will need your Panther ID, as well as a current password.

Exam/Quiz Policies:
1. Exams will be based upon lectures, guest speakers, discussions, assigned readings, and supplementary materials distributed in class and via Desire2Learn. Exams will consist of multiple-choice, true/false, matching, open-ended questions, and essay questions.
2. All examinations must be completed in the assigned time. Therefore, DO NOT BE LATE TO CLASS ON THE DAY OF AN EXAM. If a student arrives late for an exam and the first student finished with the exam has left the room, the late student will not be permitted to take the exam and will receive a zero for that exam.
3. Makeup exams will be arranged for excused University absences only. The student must notify the instructor of the excuse before the scheduled absence. It is the student’s responsibility to arrange for a makeup exam.
4. Should an exam be scheduled on a day prior to a holiday or vacation day, the exam
will be administered as scheduled. Do not ask for special permission to take an exam early or late, or for any other special consideration so that you may leave campus early.

Written Assignment Policies:
1. Papers/assignments are due at the beginning of class on the assigned date(s). A penalty will be assessed to any project turned in after collection or after the class period (later that day; 5%) on the due date, as well as each day any paper is late (10%).
2. **Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism includes cutting and pasting articles from any Web site without acknowledging the exact web page and improper use of APA style to cite. Please refer to the University’s Code of Student Conduct and Policy on Academic Honesty (Section 409) for actions that may result from student academic misconduct.**
3. Assignments MUST be APA Style. All references must be cited in text and appear in a reference list at the end of the paper. Papers must be paginated with headers, one inch margins, double spaced and use a 12 point font per APA.
4. All assignments must be stapled in the top left corner.

Final Grade Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume Project</td>
<td>40</td>
<td>97-100% A+</td>
</tr>
<tr>
<td>APA Assignment</td>
<td>20</td>
<td>93-96% A</td>
</tr>
<tr>
<td>Article Summary</td>
<td>20</td>
<td>90-92% A-</td>
</tr>
<tr>
<td>Case Study Paper/Presentation</td>
<td>100</td>
<td>87-89% B+</td>
</tr>
<tr>
<td>Leadership Forum</td>
<td>30</td>
<td>83-86% B</td>
</tr>
<tr>
<td>In-class activities/ partic.</td>
<td>15</td>
<td>80-82% B-</td>
</tr>
<tr>
<td>Quizzes</td>
<td>80</td>
<td>77-79% C+</td>
</tr>
<tr>
<td>Exams (1@30 pts)</td>
<td>30</td>
<td>73-76% C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70-72% C-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-69% D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;60% F</td>
</tr>
</tbody>
</table>

Plus/Minus Grading:
In Fall 2006, all instructors had the option to award grades on a plus/minus scale. The faculty of the Dept. of Kinesiology and Health approved for all faculty to use the Plus/Minus system for all courses. If a course requires a prerequisite of “B” of “C”, a grade of “B-” or “C-” will not meet that prerequisite. The following quality points will be used to calculate your GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.30</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>WF</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Summary of Assignments:
(Further detail on assignments, due dates, and rubrics are provided on Desire2Learn.)

**Resume Project (40 points):** You will prepare a cover letter, resume, and 5 interview questions and answers, accompanied with and tailored to a current job posting that you are interested in pursuing.

**APA Assignment (20 points):** The assignment will assess your proficiency in the use of APA format, style, citations, and referencing. APA is the referencing format for classes in the GSU program.

**In-class Activities/Participation (15 points):** In-class activities, weekly SportBusiness Journal In-Depth discussions, case studies, etc. may be given at any point and will be either individual or group activities. There are no opportunities to makeup in-class activities. Actively participating in class includes preparation on all levels, including reading assigned material prior to class, providing well-thought out and relevant discussion questions or comments, attendance, timeliness, contributing to class discussions with meaningful and relevant ideas, and coming to class prepared with appropriate materials, no distracting behavior (texting, chatting, internet surfing, etc.) etc.

**Journal Article Summary (20 points):** You will select a sport management research article and write a review. You must utilize a sport management peer reviewed journal (JSM, SMQ, SMR) written in the last 10 years. It should be on the topic of your case study.

**Case Study Project: Presentation and Paper (100 points):** The case study should summarize a challenge facing a sport organization and develop a solution based on the facts provided in the case. In doing so, you will select a topic that is a current issue for a specific sport organization (e.g., Attendance for the Georgia State Panthers Football Team) research the topic and support your paper with data/examples from SBJ, team/league trends, and a minimum five peer reviewed research articles.

**Leadership Forum (30 points):** The class will be responsible for managing and promoting a sport leadership forum. You will have a formal role in the event management process.

**Reading Quizzes (9@10 points; 80 points):** Reading Quizzes will consist of multiple-choice, true/false, matching, open-ended questions, and essay questions and cover readings, SBJs (in-depth section). (9 total quizzes, drop lowest; absences count as the drop)

**Exams (1@30 pts):** Two exams will contain multiple choice, true/false, matching, open-ended, and essay questions and cover readings, SBJs (in-depth section), guest speakers, and lectures.
Instructor:  Sarah Coleman  
Office Location:  No office on campus  
Office Hours:  Contact by phone or email to make appt.  
Phone:  770-862-8577  
E-mail:  scoleman32@gmail.com  
Required Text  Drugs Across the Spectrum 6th Edition (Goldberg)  

Course Overview  
Acquisition of knowledge and design of contemporary curriculum and instructional models for adolescent risk behavior and presented. Course will be presented in an asynchronous online format.  

Conceptual Framework  
Scholarship and leadership focused on learning and development.  

Student Learning Objectives  
As a result of completing the course requirements, it is expected that students will  
- Acquire knowledge about various drugs  
- Access appropriate web-based resources for educating teens and/or teaching drug education to adolescents.  
- Utilize technology as a resource and tool for drug use prevention and education  

Course Requirements, Evaluation, & Grading Scale  
Each assignment in the course will be graded and given a point total. Grades for the course will be based on the following point system (500 points total):  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Chapter Quiz (16@10pts)</td>
<td>160</td>
<td>A+ 97-100%</td>
</tr>
<tr>
<td>Weekly posting (14@10 pts)</td>
<td>140</td>
<td>A 93 – 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A- 90 – 92%</td>
</tr>
<tr>
<td>Mid-Term Paper</td>
<td>75</td>
<td>B+ 87 – 89%</td>
</tr>
<tr>
<td>Final Project</td>
<td>125</td>
<td>B 83 – 86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B- 80 – 82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ 77 – 79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 73 – 76%</td>
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<tr>
<td></td>
<td></td>
<td>C- 70 – 72%</td>
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<td></td>
<td></td>
<td>D 60 – 69%</td>
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<tr>
<td></td>
<td></td>
<td>F &lt; 60%</td>
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<tr>
<td>Total: 500</td>
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</tbody>
</table>

Attendance  
This course will be 100% on-line. The majority of the course is asynchronous. There may be some dates added that will be synchronous. Students will be informed well in advance and will be expected to be online during those times.  

Late Work Policy  
All work is expected to completed and turned in as scheduled. Materials received past the assigned due date will not be accepted. In the event of extenuating circumstances and university-sponsored events, make up assignments may be assigned on an individual basis providing that the student sought the instructor’s approval prior to an anticipated occurrence.
**Policy on incomplete grades**
The Incomplete (I) grade indicates that a student had completed satisfactorily a substantial portion of the coursework; but for NONACADEMIC reasons beyond the student's control, was unable to meet the full course requirements. The awarding of an "I" is done at the discretion of the instructor and is not the prerogative of the student. An "I" not satisfactorily removed within the prescribed time limit of the END OF THE NEXT SEMESTER if the student is enrolled in the university or else will be changed automatically to the grade of "F". (Please see GSU Catalog, on-line for further information). [http://enrollment.gsu.edu/files/2015/03/graduate_catalog_2015-2016.pdf](http://enrollment.gsu.edu/files/2015/03/graduate_catalog_2015-2016.pdf)

**Academic Integrity/Dishonesty**
This course will adhere to the GSU Policy on Academic Honesty (Graduate Catalog 2015-2016), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.

- **Plagiarism:** “Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.”
- **Cheating on Examinations:** “Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.”
- **Unauthorized Collaboration:** “Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty.”

The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment with the possibility of revising and resubmitting the assignment. Any subsequent incidents will result in the receipt of a failing grade (zero points) on each affected assignment. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

**Withdrawal**
This course will adhere to the GSU Policy on Withdrawal from Enrollment (Graduate Catalog 2015-2016). [http://enrollment.gsu.edu/files/2015/03/graduate_catalog_2015-2016.pdf](http://enrollment.gsu.edu/files/2015/03/graduate_catalog_2015-2016.pdf)

**Evaluation of Course**
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Request for Accommodations**
Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.
KH 7680  Seminar in Sport Marketing Field Research

Spring Semester, 2016  Tuesdays and TBA, 4:30 - 7:00pm

PROFESSOR: DR. BRENDA G. PITTS, Professor, Sport Management, Georgia State University.
Office: Sports Arena // Phone: 404-413-8050 // email: bpitts@gsu.edu // Cell: 770-841-4255

Kudos! This course has been written about two times in the GSU Magazine (see end of syllabus) and featured in a new textbook titled “Experiential Learning in Sport Management: Internships and Beyond”, authored by Drs. Susan Foster and John Dollar of Saint Leo University, Saint Leo, FL. and published by Fitness Information Technology, Inc (2011).

I. COURSE DESCRIPTION: This course introduces the graduate sport management student to real sport business research conducted in real sport business settings.

II. PURPOSE OF COURSE: For the graduate student in sport management, the purposes of this course are to provide the following: a basic knowledge of sport business field research; entry-level skills to plan, organize, and conduct basic industry research; skills to analyze research results, draw conclusions, and develop recommendations; and, the opportunity to work directly with sport business professionals in identifying research needs and providing results and recommendations.

III. TEXTBOOKS AND OTHER READING REQUIRED:
Primary Textbook -- Required:

Secondary Textbooks – Strongly advised:
(1) Any book on basic research methods, such as, a marketing research textbook.

IV. COURSE ASSIGNMENTS & PROJECTS

1. Sport Marketing Research Projects: Students will organize and conduct basic field research for local sport businesses as have been arranged by Dr. Pitts. Students in this class, along with Dr. Pitts, become the GSU Sport Business Research Team.

For each identified event, a number of students will be the Project Leaders. Project Leaders will organize, manage, and supervise the research project for that event. This will include, but is not limited to, the following: contacting and working with a sport business contact to determine what research they would like to have (within specific restrictions as will be outlined by Dr. Pitts); organizing the plans for conducting that research; collection of data; data entry; data analysis with conclusions; developing recommendations for the company based on the research; and writing a report.

During this semester, students registered in KH 7410 Sport Marketing are required to assist with this research. These students will attend the event to collect data; some will be assigned to do data entry.

2. Sport Marketing Research Portfolio: Develop a folio of your work in this class and keep for your record, resume, and future use.
3. **Sport Marketing Individual Research Project:** Students will develop an individual research project involving a local sport business. This idea and they survey MUST be approved by Dr. Pitts before beginning work. Below are the guidelines for this project.

   1. You can work with a partner, or a group of 3.
   2. Create the idea: Write a “Purpose of the Study” statement (about a page). The idea and purpose statement must be approved by the sport business you are involving; and it must be approved by Dr. Pitts.
   3. Create the survey -- it must be approved by Dr. Pitts.
   4. Conduct the survey; keep the surveys safe/confidential; later you will turn these in to Dr. Pitts.
   5. Create the coding sheet; do the data entry.
   6. Do the analyses; create a report in powerpoint; present it in class & bring a copy of the PPT for everyone in class; turn in this file to Dr. Pitts.
   7. At the end of the semester, turn in: (1) a blank survey; (2) the completed surveys; (3) a coded survey; (4) the Data File; (5) the full report on PPT; (6) a written executive summary paper.

**V. Class Schedule and Meeting Times**

Students are responsible for conducting and completing the research projects throughout the semester. This will require a significant amount of time that accounts for “regular” class time. Therefore, we will meet as a group and in a variety of ways many times outside of the printed course day and time. For example, the amount of time we spend working at an event conducting the research and collecting data is class time.

**VI. Evaluation and Grading and Policies**

1. It is expected that each student will perform the duties and responsibilities of all of their projects in this class to completion and with full professionalism. Therefore, the grade in this class comes from an evaluation of every activity for which the student is assigned and responsible.

2. It is expected that each student will perform with the highest of professionalism while on the premises of and in contact with the professional sport businesses with which we will be working. This expectation includes such work practices as, but not limited to, being on time, dressing professionally, addressing professionals with respect, working and going beyond the call of duty when in contact with the sport business professionals – always remember, you are here to learn from the professionals, you could one day want to be working for this business, and you ARE a representative of this program and we expect you to be the ultimate professional student.

3. Exams: The exams in this class are the research projects.

4. Final Grade Calculation:

   A weighting system is used in order to assign a fair percentage of your final grade to each of the projects, exams, and activities in which you will participate. If you are unsure of how to calculate your grade using a weight system, please feel free to discuss this with Professor Pitts at any time. Each activity or project is evaluated thoroughly by Dr. Pitts.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation as in all projects, groups, and classes</td>
<td>25%</td>
</tr>
<tr>
<td>Research Project – Dome</td>
<td>25%</td>
</tr>
<tr>
<td>Individual Survey Project (participation and report)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Reports and Presentations</td>
<td>25%</td>
</tr>
</tbody>
</table>

**VII. Course and University Policies.** Students: Read, know, and adhere to the university’s policies.
**VIII. Sports Events for Sport Marketing Research Projects**

Below is a list of businesses/events and their dates within the timeframe of this semester with which we will work if all works out.

Most events are on Saturday day or evening – plan accordingly!!!

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
<th>all are on a Saturday! Make needed arrangements to be at all.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2016 Honda Battle of the Bands --- January 30…</td>
<td><a href="http://www.hondabattleofthebands.com">www.hondabattleofthebands.com</a></td>
<td>Doors open 1:30pm; event starts 3:00pm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probably will Meet at 12:00pm; at Building B in the Congress Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We will probably meet at 4:30pm</td>
</tr>
<tr>
<td>3. Monster Jam –</td>
<td></td>
<td>it’s an evening event; time to meet TBA later.</td>
</tr>
</tbody>
</table>
LIFE IN THE LAB

KELCEY ROGIERS-JENSEN was a star women’s basketball player at GSU from 2003 to 2007 and later played professionally in Sweden. Now, as a student in professor Brenda Pitts’ sports marketing research class, she’s getting an up-close look at the behind-the-scenes work that it takes to make events happen, using the Georgia Dome as a “living classroom.”

AS TOLD TO JEREMY CRAIG

In the program, you go through every course you can think of — law, marketing, revenue, facilities — you name it. It gives you a wide range under the umbrella of what it might take if you want to be an agent, run a recreation center, run a major venue or become an athletic director.

The experience at the Georgia Dome has been great. We broke up into teams of six to eight students and we worked at one event, such as the battle of the bands, supercross and motocross. My personal project was the supercross. We set up tables and collected market research data for the general manager and the vice president of the Georgia World Congress Center.

You get to feel like you’re making an impact on the community, as these events bring in a lot of revenue to our city. It’s important to examine demographics and to see where attendees are coming from to know how to market events better. It gives you a different perspective. When you’re out on the court or the field, you don’t get to see the behind the scenes of what’s going on, the budget, the set-up and how to run the events.
Using the Georgia Dome as a ‘living classroom’

With the roar of mufflers, rumble of engines and rousing cheers of fans, a Supercross event at the Georgia Dome is not what many educators would consider an ideal classroom.

But for Georgia State sport marketing professor Brenda Pitts and her students, the Dome and its events are the perfect place to do research.

For the past five years, Pitts has been using the Georgia Dome as her “living classroom,” taking students to events such as the NCAA Women’s Final Four, the Atlanta Football Classic and the Professional Bull Riders rodeo.

These excursions are an opportunity for Pitts’ students to take what they’ve learned in textbooks and apply it to real-world situations. Students observe and critique sponsorship, signage, logistics and other details.

Pitts’ students then analyze the surveys and organize the results into a presentation they give to the Dome’s management and their clients.

Dome General Manager Carl Adkins says the students’ research and their recommendations on how to improve events is helpful.

“It’s a way for students to see that research isn’t just done in the lab with white coats and rats.”
— Brenda Pitts, sport marketing professor

“We, the facility, benefit by gaining valuable insight into the minds of attendees... and our event organizers, our primary customers, have used the information for their own benchmarking.”
— Adkins

Georgia State students also gain valuable experience for their future careers. In fact, some of Pitts’ students now work at the Dome and for major sports teams and sports marketing firms.

“It’s a way for students to see that research isn’t just done in the lab with white coats and rats,” Pitts said. “This is how research works in the real world of sports marketing.”

— Liz Babiarz

Sports notes: Graduate student Jamar Holmes and his classmates conduct sport marketing research at Georgia Dome events for Professor Brenda Pitts’ course.

— Michael Davis

Summer 2008
Georgia State University
Department of Kinesiology and Health
Graduate Sports Medicine Program
KH 7660 — Practicum in Athletic Training
CRN 11015
Spring 2016

Instructor: Laura Abbott, MS, LMT
Office: Sports Arena 137
Email: labott64@gsu.edu
Phone: 404-413-8376
Office Hours: by appointment

Course Goal: To become involved in activities that work towards professional development, networking, and resume building. Experiences should be of high quality that complements your undergraduate and graduate athletic training experiences.

Student Learning Outcomes: As a result of completing each of the course requirements to criteria, it is expected that students will:
1. Identify orthopedic and related sports medicine surgical procedures through observation.
2. Identify sports medicine practices in professional settings through observation.
3. Serve the local community by participating in community service related to sports medicine and athletic training.
4. Identify and develop post-professional skills related to continuing education, certification maintenance, and job application/interviewing skills.

Course Requirements:
- Shadow a sports medicine professional in a setting outside your employment responsibility (minimum 4 hours)
  - Instructions for scheduling can be found on Desire 2 Learn Site
  - Upload to Dropbox on D2L
    - Titled ‘KH 7660 Confirmation: Sport Med Observation_Your Last Name’
    - Complete Sport Medicine Observation Sheet found on Desire 2 Learn Site
- Observe a surgery related to orthopedics
  - Upload to Dropbox on D2L
    - Titled ‘KH 7660 Confirmation: Surgery Observation_Your Last Name’
    - Complete Surgery Observation Sheet found on Desire 2 Learn Site
- Volunteer to serve as a certified athletic trainer outside of your assigned employment
  - Upload to Dropbox on D2L
    - Titled ‘KH 7660 Confirmation: Volunteer_Your Last Name’
    - Complete Volunteer Sheet found on Desire 2 Learn Site
- Attend two professional meetings/conferences (i.e. SEATA, GATA, SEACSM, Emory Sports Medicine Series, Emory Journal Club)
  - Upload to Dropbox on D2L
    - Titled ‘KH 7660 Confirmation: Conference Attendance 1 or 2_Your Last Name’
    - Complete Conference Attendance Sheet found on Desire 2 Learn Site
- Complete site/supervisor evaluation form found on Desire 2 Learn Site
  - Upload to Dropbox on D2L
All Course Requirements must be submitted to D2L by April 25th, 2015 by 5:00pm.

Grading:
This course is a 1.00 credit hour course, and grades will be assigned as Satisfactory or Unsatisfactory. On-time completion of all the course requirements will be required to achieve a Satisfactory grade. A grade of Satisfactory is required for graduation from the Sports Medicine program.

Attendance
Students are expected to be on time, attend all class meetings and participate in class discussion. Please notify the instructor regarding any absences.

Technology Use During Class
Any student using technology in an inappropriate manner will be asked to cease their use of the technology.

E-mail Correspondence
Please note that e-mail is a wonderful tool for brief communication of ancillary matters, but is a poor substitute for in-person discussion of detailed matters. Therefore, to make communication more effective, e-mail correspondence from students should be limited to brief clarification of matters related to the class schedule, to receive confirmation of receipt of an assignment, to schedule a meeting, to notify the instructor of problems accessing materials on the course website, or to notify the instructor of an anticipated or unanticipated absence (to be followed by in-person discussion prior to or following the class meeting time). All other communication including clarification of information presented in class, questions regarding assignments, questions regarding grades, and all other matters should be addressed with the instructor in-person during office hours or during a scheduled meeting.

Student Code of Conduct
All students are expected to abide by the Georgia State University Student Code of Conduct (http://codeofconduct.gsu.edu/) and Policy on Academic Honesty.

Student Accommodation
Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

The course syllabus provides a general plan for the course; deviations may be necessary.

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
KH 3410/KH 7470
Assessment in Health and Physical Education
Spring Semester – 2016

Room #: 135 Sports Arena
CRN: 84735

Instructor: Jackie Lund
Office: 137 PE
Phones: 404-413-8051
E-mail: jlund@gsu.edu

Course Description: Assessment in Health and Physical Education. Co-Requisite: Must take concurrently with KH 3420. Traditional and authentic assessment methods currently in use in health, physical education, and adapted physical education settings are studied, including the organization, administration, and interpretation of those assessments. Students also examine various standards and learn how to develop assessments for them. A minimum grade of "C" is required for this course.

Prerequisites: None

Textbooks:

Supplemental texts:

NASPE Assessment Series monographs

Georgia Performance Standards for Physical Education (Available from the DOE website)

Course requirements:
Regular attendance and participation: Students are expected to attend class and actively participate. Classes will begin promptly. A disposition rubric is part of the grading system and poor attendance and non-professional behavior will be reflected on that. Students who cannot attend class due to a medical or personal emergency (as determined by the instructor) must contact the instructor, by phone or in person, prior to the class session or as soon as possible. Notes and assignments from missed classes or parts of classes will be the responsibility of the absent student. The instructor will not assist a student with missed assignments unless the absence was due to an emergency (as determined by the instructor). The use of cell phones is prohibited at any time. Assignments are due at the beginning of class on the date assigned. Unless the instructor is
notified prior to class and agrees to the absence, the student must attend class to turn in assignments.

Late assignments: Unless a class is missed due to an emergency (as determined by the instructor), an assignment turned in late will not be accepted; a grade of 0 will be earned on that assignment. A student who misses a quiz or test (unless due to an emergency as determined by the instructor) will earn a 0 on the quiz or test.

Course objectives:
Students will demonstrate:

- Knowledge of formative and summative assessment by developing an assessment portfolio on a sport or activity area
- The ability to develop a variety of assessments (cognitive, affective, psychomotor) for physical education
- Knowledge of Fitnessgram by administering the test and setting goals for improvement based on test results (individual and class/group)
- The ability to administer the Test of Gross Motor Development (TGMD), rate students, and make a determination of appropriate physical activity for those students
- The ability to identify appropriate criteria by writing various types of rubrics that are appropriate for the accompanying assessment
- Knowledge of grading practices in physical education by creating a grading plan for a middle or high school health or physical education class.

Assignments and Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional profile</td>
<td>20</td>
</tr>
<tr>
<td>Your turn and other chapter activities</td>
<td>75</td>
</tr>
<tr>
<td>Skill test assessment</td>
<td>25</td>
</tr>
<tr>
<td>Portfolio</td>
<td>110</td>
</tr>
<tr>
<td>Game play assessment</td>
<td>15</td>
</tr>
<tr>
<td>Fitness assignment</td>
<td>25</td>
</tr>
<tr>
<td>TGMD assignment</td>
<td>20</td>
</tr>
<tr>
<td>Grading policy</td>
<td>25</td>
</tr>
<tr>
<td>Written test assignment</td>
<td>25</td>
</tr>
<tr>
<td>Affective domain assessment</td>
<td>20</td>
</tr>
<tr>
<td>Elementary assessment</td>
<td>20</td>
</tr>
<tr>
<td>Concept maps</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>
Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>372-400</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
<td>360-372</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
<td>348-359</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
<td>332-347</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
<td>320-331</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
<td>308-319</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
<td>292-307</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
<td>280-291</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>240-279</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>239</td>
</tr>
</tbody>
</table>

Course Policies

The Center for Writing and Research in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty of graduate student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.

Attendance: The attendance policy for this course is consistent with the University guidelines as stated in the University General Catalog, in that excessive absences are prohibited and emergencies must be discussed with and determined by the instructor.

Academic Integrity/Dishonesty: Please be aware of GSU, College of Education, and KH Departmental policies regarding academic dishonesty, which includes Plagiarism, Cheating on Examinations, Unauthorized Collaboration, Falsification, and Multiple Submissions.

Special Student Needs: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are listed above.
## Tentative course schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Course expectations; Pre-assess assessment knowledge; Concept map assignment</td>
<td></td>
</tr>
<tr>
<td>January 13</td>
<td>What is assessment? The need for assessment (Chapter 1); Sportfolio project assignment</td>
<td>concept maps due</td>
</tr>
<tr>
<td>January 18</td>
<td>Martin Luther King Day</td>
<td></td>
</tr>
<tr>
<td>January 20</td>
<td>Chapter 2 Planning the big picture; summative assessment</td>
<td></td>
</tr>
<tr>
<td>January 25</td>
<td>Chapter 3: Graphic organizers and essential questions</td>
<td></td>
</tr>
<tr>
<td>January 27</td>
<td>Chapter 4: Writing rubrics</td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td>Chapter 4: Writing rubrics</td>
<td></td>
</tr>
<tr>
<td>February 3</td>
<td>Chapter 5: Block plan, diagnostic and formative assessment</td>
<td>Game play assignment due</td>
</tr>
<tr>
<td>February 8</td>
<td>Chapter 6 Choosing meaningful assessments</td>
<td></td>
</tr>
<tr>
<td>February 10</td>
<td>Chapter 7: Writing learning outcomes</td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>Chapter 7 continued</td>
<td></td>
</tr>
<tr>
<td>February 17</td>
<td>Chapter 8 Psychomotor assessments</td>
<td></td>
</tr>
<tr>
<td>February 22</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>February 24</td>
<td>Chapter 9: Cognitive assessments</td>
<td>Skill test assignment due</td>
</tr>
<tr>
<td>February 29</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>March 2</td>
<td>GPAI</td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>Chapter 10: Affective domain assessments</td>
<td></td>
</tr>
<tr>
<td>March 9</td>
<td>Chapter 10</td>
<td>Sportfolio due</td>
</tr>
<tr>
<td>March 14 and 16</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>Chapter 11: Using assessment data</td>
<td>Affective assignment due</td>
</tr>
<tr>
<td>March 23</td>
<td>Chapter 12: Managing assessment</td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>Chapter 13: Grading</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>GPAI</td>
<td>Grading assignment due</td>
</tr>
<tr>
<td>April 6</td>
<td>Fitness assessments</td>
<td>GPAI due</td>
</tr>
<tr>
<td>April 11</td>
<td>Elementary assessments</td>
<td>Fitness assignment due</td>
</tr>
<tr>
<td>April 13</td>
<td>Elementary assessments</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>TGMD</td>
<td>Elementary assessment assignment due</td>
</tr>
<tr>
<td>April 20</td>
<td>Chapter 14 Developing as an assessor</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Putting it all together</td>
<td>TGMD assignment due</td>
</tr>
<tr>
<td>April</td>
<td>Final exam</td>
<td>Concept map #2 due</td>
</tr>
</tbody>
</table>

Note: Your turn activities are to be completed and turned in on the first day that a chapter is covered unless notified otherwise.
INSTRUCTOR: Dr. Michael Spino
Phone: (770)355-7587 cellular
Email: mspino1@gsu.edu
OFFICE HOURS: available by appointment.
Available in Hardcover and Ebook.

COURSE DESCRIPTION: This course is an overview of facility management units and familiarization with maintenance and design of sports related facilities. Use of space, construction, and economic factors will be studied in order to provide a basis for understanding stewardship in the development of sports structures and fields. Community sustainability issues will be considered prior to construction of mega-facilities. This course contains 5 site visits and one in class presentation- From feedback from other classes, the site visit evaluation (if one chosen by you as one of three) is due on the next in class lecture.

PURPOSE: This course will focus on the planning and management of recreation and sport facilities. Emphasis will be given to the planning, design and construction of facilities. It contains visits from which class members can formulate opinions if facilities are a possible choice of career. There may be changes to volunteer for international programs and student overall interests and abilities will be part of this volunteer process.

STUDENT LEARNING OUTCOMES: By the end of the course, students will be able to:
* Recognize the necessary steps in managing a facility.
* Identify the differences between public assembly facilities and those managed by private companies.
* Discuss the similarities and differences between event and facility management.
* Demonstrate an understanding of the procedures, principles, and current trends in planning and managing an event or facility anywhere in the world.
* Explain the need for effective risk management of facilities and events.
* Evaluate factors related to sustainability of a community impacted by a new facility.
* A better understanding of the various management authorities and its impact on management philosophy.

CLASS POLICIES:

1. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit).

   * Cheating and Plagiarism. Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0. Sanctions up to and including expulsion are possible in cases of cheating or plagiarism, subject to the appeal procedures outlined in the Statement on Student's Rights and Responsibilities.

   * Please see Section 409 of the General Catalog Policy on Academic Honesty for further information and definitions.

2. Students requesting classroom accommodation must first register with the Office of Disability Services (ODS). The ODS will provide documentation to the student, who must then provide this documentation to the instructor when requesting an accommodation. Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with the instructor, so that appropriate accommodations can be arranged.
4. You are responsible for the information provided in class along with the readings from the textbook and/or supplemental resources. If you are absent when materials are distributed or when there is a guest speaker, it is your responsibility to obtain the information from another student.

5. Please discuss absences before they occur with Dr. Spino so that make-up arrangements can be made for class assignments.

6. Cell phones and Internet surfing impedes the learning experience. As a result, please turn off cell phones during lectures. Text messaging during class is strictly prohibited. Computers are to be used for note taking purposes only.

7. Class begins at 1.00 pm. If you arrive late to class, do not disturb your classmates when you enter.

8. The course syllabus provides a general plan for the course; deviations may be necessary. Announced changes in class supersede all printed or web posted information.

9. Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

EXAM POLICIES:

1. Exams will be based upon lectures, guest speakers, assigned readings, and supplementary materials distributed in class and via Desire2 Bright.

2. All exams must be completed in the assigned time, and way of delivering. Please try to refrain from e-mailing me assignments. PLEASE STAPLE ALL ASSIGNMENTS TOGETHER WITH YOUR NAME PROMINENT DISPLAYED.

WRITTEN ASSIGNMENT POLICIES:

1. Written papers/assignments are due at the beginning of class on the assigned date(s). Exceptions to his policy will need to be accepted by Dr. Spino.

2. Emailed assignments will not be accepted unless otherwise noted.

3. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism includes cutting and pasting articles from any Web site without acknowledging the exact web page.

4. Use an APA cover page with: your name, course name, title, date, honor code, and signature for easiest identification. Assignments must be paginated,
one-inch margins, double spaced (unless otherwise indicated), use Times New Roman or Calibri 12 point font, and must be stapled in the top left corner.

5. All assignments MUST be APA Style. All references must be cited in-text and appear in a reference list at the end of the paper. Deductions will be made for faulty referencing procedures.

Classes will be alternatively in class and site visits—

Here is a tentative time schedule—a permanent schedule will be issued in class

January 13- in class lecture and discussion- Make 19.00 dollar check to College Hall of Fame.

January 20- In class presentation of Lake Point Sports from Emerson, Georgia

January 27- In class lecture and discussion

February 3- Visit to GSU recreational center- meet in class and walk to center

February 10- Visit to the Boy’s and Girls Club of America on Berne Street

February 17th- In class- Power Point Presentations in Groups

February 24—In class lecture and finish of Power Point Presentations

March 2- Visit to Georgia Dome

March 9

March 16- Visit to the College Hall of Fame- $19.00 dollar check-

March 23

March 30

April 6

April 13

April 20

April 27

May 4
SUMMARY OF ASSIGNMENTS:

Assignment One- Target Date on Syllabus---Group Presentation:

Facility Design Presentation: **In groups of four, or five per group**--Students will develop a proposal to acquire support and funding for a new facility or facility renovation. Full Rubric will be provided in class

- The presentation should be done with a power point.
- A 3 or 4 page overview of the project will be handed to Dr. Spino
- The roles of the group will be: one or two presenters, person who creates the power point documentation, person who does the background research
- The group will receive each the same grade.

Your group facility design proposal can include the following:

* An Executive Summary
* Rationales for a new facility
* Who will be the end user: Daily operations of the facility (e.g., clientele/customers, hours of operation, etc.)
* Project goals and objectives
* Background research on similar projects
* Specific program spaces needed (i.e., courts, fields, multiple purpose, aquatic, etc.)
* Design sketches (i.e., site and floor plans)
* Ancillary areas (i.e., rest rooms, lobbies, offices, locker rooms, concessions, storage, etc.)
* Area specifications
* Parking and accessibility considerations
* Budget (as specific as possible) and additional funding strategy
* Project timeline

**Group Project Objectives:**

* Power Point Presentations should be 15-20 minutes that includes questions.
* The Project will be graded on design, creativity, and proposed budget.
* Grading will also be determined on overall presentation, audio-visuals, handed in project paper, and background research on the project

II. Site Evaluations: This is in regard to the four site visits and one in class presentation.

* Students are required to write a Site Evaluation for three of the five sites that will be visited.
* The site evaluation should be written where each topic, if applicable, is addressed as thoroughly as possible.
* The evaluation must be a minimum of three pages and include if applicable, five photos from the site.
* Set up your written descriptions in two parts: A written overview, and your personal evaluation of the facility

A rubric will be provided for this assignment.

III. Emergency Action Plan

Facility Emergency Action Plan: The emergency plan needs to address an actual site that is named in the title and introduction of the paper

* Using the Checklist provided on page 288 in your text, students will design an Emergency Action Plan for an assigned Facility.
* The plan must address a minimum of six potential site issues or threats.
* Plans will be critiqued on diversity of threats or safety issues and forethought regarding crisis management.
* Because of the eminent threat to facilities from terror plots a special section of your emergency action plan should be emphasized

IV. Exam Schedule:

There will be three exams in the class which will be scheduled as we see how the class progresses. Generally, the exams are taken in class and some may be open book exams. These dates will be fixed as the class begins—A take home study guide will usually be provided the week before the exam.
Points Grading Scale. The following points are those assigned for each project or assignment

Exam 1 15
Exam 2 15
Exam 3 15
Facility Emergency Action Plan 15
Facility Design Group Proposal 25
Site Evaluation 15 (three of 5 sites must be evaluated)

Total Points for the Course: 100

Grading score Range:
97-100= A+
94-97 = A
88-93 = A-
86-92 = B+
83-85 = B
80-82 = B-
77-80 = C+
73-76 = C
70-72 = C-
60-69 = D
59 and below = F

THIS IS A GRADUATE COURSE AND IT IS EXPECTED THAT EACH CLASS MEMBER PARTICIPATE IN OUR ACADEMIC OPEN ENDED ENVIRONMENT
GOOD LUCK!
KH 3060 Performance and Analysis in Disability Sport
KH 8655 Inclusion through Disability Sport
Spring 2016

Instructor: Dr. Deborah Shapiro  Office: Sports Arena Room 179
Telephone: (404) 413-8372  Email: dshapiro@gsu.edu
Class date/time: Tues/Thurs 12:30-1:45  Office Hours: Tues/Thurs 11:00-12:00 or by appointment
Credit hours: 3  Prerequisites: None

Course Theme: Understanding Disability in Physical Activity

COURSE DESCRIPTION

This course is designed for people working in physical education, sport, and recreation settings with individuals with disabilities. By participating in disability sports, students will learn the fundamental skills, rules, and strategies necessary to play, coach and develop programs for individuals with disabilities.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will:
1. Observe, perform, describe and explain the movement requirements of selected sport skills for persons with disabilities with an 85% success rate. [Knowledge, Understand, Apply, Analyze]
2. Define, identify, describe, compare, movement characteristics, abilities, and coaching related issues pertaining to individuals with a disability with an 80% success rate. [Understand, Apply, Analyze, Evaluate]
3. Describe, explain knowledge of history, sport opportunities and current issues in disability sport. [knowledge, Understand]

REQUIRED READINGS

There is no assigned textbook for this class. All reading materials are listed below in the schedule and posted when available on D2L. Students are encouraged to print out all coaching material and organize it in a 3 ring binder.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Reading</th>
<th>Assignments</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues Jan 12</td>
<td>Introduction to course Terminology and disability etiquette</td>
<td>1. Power point presentation on D2L</td>
<td></td>
<td>Sports Arena 135</td>
</tr>
<tr>
<td>Thurs Jan 14</td>
<td>Background to disability sport</td>
<td>1. Power point presentation on D2L</td>
<td>2. Interscholastic model by Winnick article on D2L</td>
<td>Sports Arena 135</td>
</tr>
<tr>
<td>Thurs Jan 21</td>
<td>Understanding Disability - spinal cord injury (SCI) &amp; spina bifida (SB)</td>
<td>1. <a href="https://www.youtube.com/watch?v=Gq0F67mnTys&amp;index=2&amp;list=PLdBakfxf9g1hY8pP9ohzJimrdh9dpmFpwI">https://www.youtube.com/watch?v=Gq0F67mnTys&amp;index=2&amp;list=PLdBakfxf9g1hY8pP9ohzJimrdh9dpmFpwI</a> (intro -4 min)</td>
<td>Bring completed review questions to class</td>
<td>Sports Arena 135</td>
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<td></td>
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<td>2. <a href="https://www.youtube.com/watch?v=oV8j70S_t7I&amp;list=PLdBakfxf9g1hY8pP9ohzJimrdh9dpmFpwI&amp;index=3">https://www.youtube.com/watch?v=oV8j70S_t7I&amp;list=PLdBakfxf9g1hY8pP9ohzJimrdh9dpmFpwI&amp;index=3</a> (SCI – 12 min)</td>
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<td>3. <a href="https://www.youtube.com/watch?v=RR8mdrh3bRE">https://www.youtube.com/watch?v=RR8mdrh3bRE</a> (higher cervical level – 7 min)</td>
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<td>4. <a href="https://www.youtube.com/watch?v=bqXSCSh6LfE">https://www.youtube.com/watch?v=bqXSCSh6LfE</a> (lower cervical level – 8 min)</td>
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<td>5. <a href="https://www.youtube.com/watch?v=LUCVFdmZUEk">https://www.youtube.com/watch?v=LUCVFdmZUEk</a> (thoracic level -7 min)</td>
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<td>6. <a href="https://www.youtube.com/watch?v=66I_v39hpU">https://www.youtube.com/watch?v=66I_v39hpU</a> (spina bifida - 5 min)</td>
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<td>7. <a href="https://www.youtube.com/watch?v=ouMi5z1vwbE">https://www.youtube.com/watch?v=ouMi5z1vwbE</a> (spina bifida - 2 min)</td>
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<tr>
<td>Tues Jan 26</td>
<td>Wheelchair components strapping &amp; transfer wheelchair basics</td>
<td>1. The Sport Wheelchair manual</td>
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<td>2nd floor gym sports arena</td>
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<tr>
<td>Thurs Jan 28</td>
<td>Test 1 (material from Jan 12-26)</td>
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<td>Test 1</td>
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<tr>
<td>Tues Feb 2</td>
<td>Wheelchair basics</td>
<td>1. Wheelchair handling final text in D2L</td>
<td>Student skill presentation</td>
<td>2nd floor gym sports arena</td>
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<td>2. Ball Handling guide in D2L</td>
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<td>Date</td>
<td>Topic</td>
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<td>Assignments</td>
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<tr>
<td>Thurs</td>
<td>Wheelchair basketball</td>
<td>1. AAASP Wheelchair basketball guidelines in D2L</td>
<td>Basketball test</td>
<td>2nd floor gym sports arena</td>
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<tr>
<td>Feb 4</td>
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<td>2. 2015 NWBA rule book in D2L</td>
<td>Student skill presentation</td>
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<td>Mon</td>
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<td>Intra mural Wheelchair Basketball at GSU Rec Center 6-10pm</td>
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<td>Feb 8</td>
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<td>Tues</td>
<td>Wheelchair basketball</td>
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<td>Student skill presentation</td>
<td>2nd floor gym sports arena</td>
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<td>Feb 9</td>
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<td>Thurs</td>
<td>Wheelchair basketball</td>
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<td>Student skill presentation</td>
<td>2nd floor gym sports arena</td>
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<td>Feb 11</td>
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<td>Mon</td>
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<td>Intra mural Wheelchair Basketball at GSU Rec Center 6-10pm</td>
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<td>Feb 15</td>
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<tr>
<td>Tues</td>
<td>Wheelchair handball</td>
<td>1. <a href="https://www.youtube.com/watch?v=Lzb2McyQ3M">https://www.youtube.com/watch?v=Lzb2McyQ3M</a></td>
<td>Handball test</td>
<td>2nd floor gym sports arena</td>
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<td>Feb 16</td>
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<td>2. WH Handball rule book in D2L</td>
<td>Student skill presentation</td>
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<td>Thurs</td>
<td>Wheelchair handball</td>
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<td>Student skill presentation</td>
<td>2nd floor gym sports arena</td>
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<td>Feb 18</td>
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<td>Mon</td>
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<td>Intra mural Wheelchair Basketball at GSU Rec Center 6-10pm</td>
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<td>Feb 22</td>
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<td>Tues</td>
<td>Wheelchair handball</td>
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<td>Student skill presentation</td>
<td>2nd floor gym sports arena</td>
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<td>Feb 23</td>
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<td>No Class - Wheelchair sports make-up day</td>
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<td>Feb 25</td>
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<tr>
<td>Tues</td>
<td>Understanding disability - visual impairment</td>
<td>1. <a href="http://www.aph.org/blindness-basics/">http://www.aph.org/blindness-basics/</a></td>
<td>Bring completed review questions to class</td>
<td>Sports Arena 135</td>
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<tr>
<td>March 1</td>
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<tr>
<td>Thurs</td>
<td>Goalball</td>
<td>1. Sporttime goalball trainer activity guide in D2L</td>
<td>Visual impairment &amp; Goalball test</td>
<td>2nd floor gym Sports Arena</td>
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<tr>
<td>March 3</td>
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<td>Student skill presentation</td>
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<tr>
<td>Tues</td>
<td>Goalball</td>
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<td>Student skill presentation</td>
<td>2nd floor gym Sports Arena</td>
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<td>March 8</td>
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<tr>
<td>Thurs</td>
<td>Beep baseball</td>
<td>1. <a href="https://www.youtube.com/watch?v=5c6Z7hicTQU">https://www.youtube.com/watch?v=5c6Z7hicTQU</a></td>
<td>Student skill presentation</td>
<td>2nd floor gym Sports Arena</td>
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<td>March 10</td>
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<td>2. <a href="https://www.youtube.com/watch?v=ZNXqN_QVmpk">https://www.youtube.com/watch?v=ZNXqN_QVmpk</a></td>
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<tr>
<td>March 14-18</td>
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</table>

**SPRING BREAK**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues March 22</td>
<td>Wheelchair football</td>
<td>1. <a href="https://www.youtube.com/watch?v=fuQ9bKstPwI">https://www.youtube.com/watch?v=fuQ9bKstPwI</a></td>
<td>Wheelchair football test</td>
<td>2nd floor gym</td>
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<td>Student skill presentation</td>
<td>Sports Arena</td>
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<tr>
<td>Thurs March 24</td>
<td>Wheelchair football</td>
<td>2. WF Rule book in D2L</td>
<td>Student skill presentation</td>
<td>2nd floor gym</td>
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<td>Sports Arena</td>
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<tr>
<td>Friday March 25</td>
<td>Wheelchair Football Game against Atlanta Wolfpack</td>
<td>Sylvan Middle School 1461 Sylvan Rd SW, Atlanta, GA 30310 from 6:00-8:30</td>
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<tr>
<td>Tues March 29</td>
<td>Wheelchair football</td>
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<td>2nd floor gym</td>
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<td>Student skill presentation</td>
<td>Sports Arena</td>
</tr>
<tr>
<td>Thurs March 31</td>
<td>Special Olympics</td>
<td>1. Power point presentation in D2L</td>
<td>Bring completed review questions to class</td>
<td>Sports Arena 135</td>
</tr>
<tr>
<td>Tues April 5</td>
<td>SO floor hockey</td>
<td>1. Floor hockey rules-final-March 2014 in D2L</td>
<td>Special Olympics and floor hockey test</td>
<td>2nd floor gym</td>
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<td>Student skill presentation</td>
<td>Sports Arena</td>
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<td>2. Special Olympics floor hockey in D2L</td>
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<td>Thurs April 7</td>
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<td></td>
<td>No Class - Wheelchair sports make-up day</td>
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<tr>
<td>Tues April 12</td>
<td>SO floor hockey</td>
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<td>2nd floor gym</td>
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<td></td>
<td></td>
<td>Student skill presentation</td>
<td>Sports Arena</td>
</tr>
<tr>
<td>Thurs April 14</td>
<td>Coaching athletes with disabilities</td>
<td>Articles posted to D2L</td>
<td>Guest speaker questions</td>
<td>Sports Arena 135</td>
</tr>
<tr>
<td>Tues April 19</td>
<td>Developing a disability sport program</td>
<td>Articles posted to D2L</td>
<td>Guest speaker questions</td>
<td>Sports Arena 135</td>
</tr>
<tr>
<td>Thurs April 21</td>
<td>Last Class – wrap-up</td>
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<td>Sports Arena 135</td>
</tr>
</tbody>
</table>

**Note:** When possible arrangements have been made to invite guests from the community to participate in class. The schedules of invited guests may change unexpectedly, thus, the schedule for the class will change accordingly. Revised syllabi will be distributed when a course change is made.
LEARNING ACTIVITIES/ASSIGNMENTS

1. **Class Participation** (100 points). This is a practicum intensive class. This means students must be prepared to actively participate in each class period. There are a total of 20 activity and/or guest speaker class sessions. Students will earn 5 points for participating in each class. Unless approved by the instructor in advance, points will be deducted accordingly: 1 point for tardiness within the first 10 minutes of class, 2 points for tardiness between 10 and 15 minutes, 3 points for tardiness 15-30 minutes and 4 points for tardiness 30 minutes or more. *Students can miss up to 2 classes without losing participation points.* Note: Students interested in obtaining AAASP coaching certification are not permitted any absences or tardies beyond 10 minutes for all wheelchair basics, wheelchair handball, wheelchair basketball or wheelchair football classes. Students interested in obtaining Special Olympics coaching certification are not permitted any absences or tardies beyond 10 minutes for all Special Olympics and floor hockey classes.

2. **Dispositions** (18 points). Students will be graded on their affective behavior in class. A rubric posted on D2L will outline the specific criteria being evaluated. As part of this evaluation, students will be required to assist in the preparation and clean-up of the wheelchairs and court markings. Students will sign-up to help in a particular class. On those respective dates, students will be expected to arrive to class 15 minutes early and remain up to 15 minutes after class is over.

1. **Intramural wheelchair basketball participation** (30 points). Students will be asked to join a class team to participate in the intramural wheelchair basketball season at GSU. Participation in this season is voluntary but can replace the reflection assignment required with the wheelchair football scrimmage. It does not however, replace the required participation in the wheelchair football scrimmage.

2. **Wheelchair football practice scrimmage & reflection paper** (60 points). Students will be required to participate in a disability sport competitions/practices in the community with the Atlanta Wolfpack team (30 points). As part of this out of class practicum, students will be required to write a reflection paper about their experience (30 points). Instructions for the reflection paper and corresponding rubrics are available on D2L. The due date is listed in the syllabus. Students who participate in the wheelchair basketball intramural program will not have to complete the reflection paper. Participation in wheelchair football practice scrimmage, however, is still required.

3. **Skill Presentation** (25 points). Students will research a drill to practice the relevant sports skills being taught in class. At the beginning of the student’s assigned class period, the student will lead the class in their respective drill. Students will hand in a copy of their activity with a paragraph explaining the drill and its goals and post it to D2L. Assignment details are available on D2L.

4. **Review questions for class** (25 points – 5 points each). Students will be asked to
complete for homework and bring to class review questions pertaining to the material covered in class. This is to ensure students have a working familiarity with the concepts addressed in class. Review questions will be posted on D2L under the respective topic.

5. **Tests** (TBD points). Students will be required to complete several tests throughout the course. Students can become AAASP and Special Olympics certified coaches in wheelchair handball, wheelchair basketball, and wheelchair football and Floor hockey with a grade of 90% or better on each sport test. Material for each sport will include rules, skills, and strategies.

6. **Guest speaker questions** (30 points – 15 points each). To ensure a meaningful discussion and class participation, students will be required to read several articles and develop questions from the readings they would like to ask the guest speakers. To obtain credit for these questions, students must attend the class sessions with the guest speakers and ask at least one of their questions in class. Readings and instructions on question development are available on D2L.

**INSTRUCTIONS FOR LEARNING ACTIVITIES/ASSIGNMENT COMPLETION**

1. All assignments must be typed using 12 point font, 1” margins and double spaced unless otherwise indicated.
2. All assignments must have your name and date clearly labeled on all pages. If using more then one page either staple you papers or print them double sided.
3. All assignments must be written with sensitivity to person first language. Errors in the use of respectful, person first terminology will result in up to a 5 point deduction from your grade on that assignment.
4. All assignments cited in the syllabus must be turned in at the start of class on the due date. Late assignments (those handed in after the first 10 minutes of class) will be docked 5 points. Unless otherwise approved by the instructor, assignments handed in more than 2 days late will not be accepted and a grade of 0 will be assigned. Assignments submitted by email without prior consent of the instructor will not be accepted and a grade of 0 will be assigned. Selected assignments (predetermined by the instructor in advance) and handed in for a day in which the student is absent can earn a maximum of ½ the assignments points for that assignment.
5. All assignments have as a basic requirement proper grammar, spelling, and sentence structure. Errors such as these in your writing will result in up to a 5 point deduction from your grade on that paper.
6. Attendance for the tests is mandatory. Students arriving late for the test (late is defined as arriving after the first student has turned in his/her test) will not be allowed to take the test and a grade of 0 will be assigned. Students missing a test without prior consent of the instructor will not be allowed to retake the test and a grade of 0 will be applied.

**GRADING**
Note: points for tests are subject to change once the tests are written. To calculate your grade, divide your score by the total number of points and multiply by 100 to get a percentage.

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<tr>
<td>A</td>
<td>93-100%</td>
<td>B</td>
<td>83-86%</td>
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<td>A-</td>
<td>90-92%</td>
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<td>80-82%</td>
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<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
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</table>

COACHING CERTIFICATION

AAASP recognizes successful completion of these course requirements for certification. AAASP will recognize successful completion of these courses by awarding the first of a two part AAASP certification. AAASP reserves the right to confirm that the coursework satisfies AAASP requirements. Students will be responsible for the $35 registration and membership fee associated with the registration of their certification with AAASP. Students must complete the American Sport Education Program (ASEP) course certification separate from KH 3060 and KH 8655 to become fully certified as an Adapted Sports coach. Requirements for certification include:

1. Successfully complete all tests with a minimum grade of 90%
2. Attendance at all class practicum sessions

CLASS POLICIES

- Be prepared to be involved in the class. As this is a practicum intensive class, students must come in exercise appropriate clothing and footwear. A schedule of topics is provided along with reading assignments. This information should be reviewed before each class.
- Class begins at 12:30pm. Please be on time – tardiness disrupts the class and will not be tolerated.
- No beepers, pagers, cellular phones, or other audible communication devices are allowed in class. Please set them to silent or vibration mode or turn them off!
- Please do not wear jewelry to class. Also sport gloves are recommended but not required. You are encouraged to keep your nails short throughout the semester as your fingers will get bruised and caught in the spokes of your wheelchair.
- This course will adhere to the GSU Attendance Policy
- This course will adhere to the GSU Policy on Academic Honesty, including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration.
  - The first incident of plagiarism or unauthorized collaboration will result in the receipt of a failing grade (zero points) on the assignment for all involved. Cheating on examinations will not be tolerated, and will result in the receipt of a failing grade (zero points) on the exam, and may include additional sanctions such as withdrawal or assignment of a failing grade for the course itself. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s)
of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

- Exam policies:
  - Exams and quizzes will begin and end at the scheduled times. No allowance will be made for tardiness or unexcused absence.
  - Absolutely no use of cell phones, cameras, computers, personal digital assistants (PDA’s), pagers, music listening devices, personal calculators, recording devices, or any other electronic devices during the exam unless approved by the instructor.
  - Once examinations have been distributed, students must remain in the classroom until their individual examination is turned in to the instructor. Students will not be allowed to leave the room and re-enter to complete the exam. Once students have turned in their exam and left the classroom, late arriving students will not be permitted to take the exam and will earn a grade of 0.

- This course will adhere to the GSU Policy on Withdrawal from Enrollment.
- This course will adhere to the GSU Policy on Distribution of Official Georgia State Notifications to Students via Email).
KH 8650 Physical Education for Students with Physical, Developmental and Sensory Disabilities
Spring Semester, 2016

Instructors: Dr. Deborah Shapiro
Office Phone: 404-413-8372
Office: 179 Sports Arena
Email: dshapiro@gsu.edu
Date & Time: Tuesday & Thursday 9:30-10:45
Credit hours: 3
Office Hours: Tuesday and Thursday 11-12 pm or by appointment

Unit Theme: Leadership and Scholarship Focused on Learning and Development

COURSE DESCRIPTION
This course is designed to provide relevant and current information for teachers who provide quality PE services to students with disabilities. The course will focus on understanding disability, landmark legislation, disability sport, assessment, program planning and physical education instruction for students with disabilities.

Course Objectives
At the end of this course, students will be able to…
1. Define and describe the unique cognitive, affective, psychomotor characteristics and health and safety conditions of students with disabilities.
2. Demonstrate knowledge of best practices in adapted physical education
3. Demonstrate ability to design effective instructional strategies for students with disabilities across K-12.
4. Understand assessment and accountability through knowledge of IDEA and IEP implementation
5. Identify and understand current issues and topics in APE

KNOWLEDGE BASE FOR COURSE (REQUIRED READINGS)
Readings are listed below in the syllabus or posted on D2L.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues Jan 12</td>
<td>Course overview, Terminology &amp; etiquette</td>
<td>Power point in D2L</td>
<td></td>
</tr>
</tbody>
</table>
2. [http://www.wrightslaw.com/info/pe.index.htm](http://www.wrightslaw.com/info/pe.index.htm) read (a)  
Physical education requirements in IDEA  
US Department of Education policy letters, guidance, clarification  
(b) Schools’ Obligation to Provide Equal Opportunity to Students with Disabilities to Participate in Extracurricular Athletics, OCR Guidance Document, January 25, 2013.  
3. [http://www.wrightslaw.com/howey/504.idea.htm](http://www.wrightslaw.com/howey/504.idea.htm)  
|            |                                                      | Discussion questions due in class and on D2L prior to start of class                        |                                                 |
| Tues Jan 19 | Understanding Cerebral palsy (CP)                    | 1. [http://cerebralpalsy.org/about-cerebralpalsy/definition/](http://cerebralpalsy.org/about-cerebralpalsy/definition/)  
|            |                                                      | Discussion questions due in class and on D2L prior to start of class                        |                                                 |
| Thurs Jan 21 | Understanding Spinal cord injury (SCI) and spina bifida (SB) | 1. [https://www.youtube.com/watch?v=Gg0F67mnTys&index=2&list=PLdBakfx9g1hY8pP9ohzJimrdh9dpmFpw](https://www.youtube.com/watch?v=Gg0F67mnTys&index=2&list=PLdBakfx9g1hY8pP9ohzJimrdh9dpmFpw)  
2. [https://www.youtube.com/watch?v=0V8j70St7I&list=PLdBakfx9g1hY8pP9ohzJimrdh9dpmFpwI&index=3](https://www.youtube.com/watch?v=0V8j70St7I&list=PLdBakfx9g1hY8pP9ohzJimrdh9dpmFpwI&index=3) (SCI – 12 min)  
3. [https://www.youtube.com/watch?v=RR8mdrh3bRE](https://www.youtube.com/watch?v=RR8mdrh3bRE) (higher cervical level – 7 min)  
4. [https://www.youtube.com/watch?v=bqXSCSh6Lfg](https://www.youtube.com/watch?v=bqXSCSh6Lfg) (lower cervical level – 8 min)  
5. [https://www.youtube.com/watch?v=LUCVFdmZUek](https://www.youtube.com/watch?v=LUCVFdmZUek) (thoracic level -7 min)  
6. [https://www.youtube.com/watch?v=6li_v3t9hpU](https://www.youtube.com/watch?v=6li_v3t9hpU) (spina bifida - 5 min)  
7. [https://www.youtube.com/watch?v=ouMi5z1vwbE](https://www.youtube.com/watch?v=ouMi5z1vwbE) (spina bifida - 2 min)  
<p>|            |                                                      | Discussion questions due in class and on D2L prior to start of class                        |                                                 |
| Tues Jan 26 | Understanding muscular dystrophy (MD)                | Documents on D2L                                                                             | Discussion questions due in class and on D2L prior to start of class |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Documents</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Thurs Jan 28</td>
<td><strong>Test #1 on laws, CP, SCI, SB, MD</strong></td>
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<tr>
<td>Tues Feb 2</td>
<td>Understanding Intellectual disability</td>
<td>Documents on D2L</td>
<td>Discussion questions due in class and on D2L prior to start of class</td>
</tr>
<tr>
<td>Thurs Feb 4</td>
<td>Understanding Autism</td>
<td>Documents on D2L</td>
<td>Discussion questions due in class and on D2L prior to start of class</td>
</tr>
<tr>
<td>Tues Feb 9</td>
<td>Understanding Behavior and ADHD</td>
<td>Documents on D2L</td>
<td>Discussion questions due in class and on D2L prior to start of class</td>
</tr>
<tr>
<td>Thurs Feb 11</td>
<td>Understanding visual impairment (VI)</td>
<td></td>
<td>Discussion questions due in class and on D2L prior to start of class</td>
</tr>
<tr>
<td>Tues Feb 16</td>
<td><strong>Test #2 on ID, Autism, Behavior, ADHD &amp; VI</strong></td>
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<tr>
<td>Thurs Feb 18</td>
<td>Assessment – TGMD</td>
<td>Documents on D2L</td>
<td>TBD</td>
</tr>
<tr>
<td>Tues Feb 23</td>
<td>Assessment – Brockport physical fitness test</td>
<td>Documents on D2L</td>
<td>Instructional strategies article #1 due on D2L</td>
</tr>
<tr>
<td>Thurs Feb 25</td>
<td>Assessment – APEAS II</td>
<td>Documents on D2L</td>
<td>TBD</td>
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<tr>
<td>Tues March 1</td>
<td>Assessment – project mobilite</td>
<td>Documents on D2L</td>
<td>TBD</td>
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<tr>
<td>Thurs March 3</td>
<td>Cognitive &amp; affective assessment</td>
<td>Documents on D2L</td>
<td>TBD</td>
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<tr>
<td>Tues March 8</td>
<td>IEP</td>
<td>Documents on D2L</td>
<td>TBD</td>
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<tr>
<td>Thurs March 10</td>
<td>Activity adaptations</td>
<td>Documents on D2L (gym reserved)</td>
<td>Discussion questions due in class and on D2L prior to start of class</td>
</tr>
<tr>
<td>Tues March 22</td>
<td>Activity adaptations</td>
<td>(gym reserved)</td>
<td>Instructional strategies articles #2 and #3 due in class for presentation and on D2L</td>
</tr>
<tr>
<td>Thurs March 24</td>
<td>Disability sport in GPE – Special Olympics vs Paralympics</td>
<td>Documents on D2L</td>
<td>Discussion questions due in class and on D2L prior to start of class</td>
</tr>
<tr>
<td>Tues March 29</td>
<td>Disability sport in GPE – GAO report</td>
<td>Documents on D2L</td>
<td>Discussion questions due in class and on D2L prior to start of class</td>
</tr>
<tr>
<td>Thurs March 31</td>
<td>Disability sport in GPE – resources presentation</td>
<td>Documents on D2L (Gym reserved)</td>
<td>Disability resource assignment bring to class and post on D2L prior to start of class</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Submission Due</td>
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<tr>
<td>Tues April 5</td>
<td>Disability sport in GPE (gym reserved)</td>
<td>Observation reflection assignment due</td>
<td></td>
</tr>
<tr>
<td>Thurs April 7</td>
<td>No Class</td>
<td>IEP assignment due on D2L</td>
<td></td>
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<tr>
<td>Tues April 12</td>
<td>Peer tutors in PE/APE</td>
<td>Documents in D2L</td>
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<tr>
<td>Thurs April 14</td>
<td>Instructional models in PE/APE</td>
<td>Documents on D2L</td>
<td></td>
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<tr>
<td>Tues April 19</td>
<td>Paraeducators in PE</td>
<td>Documents on D2L</td>
<td></td>
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<tr>
<td>Thurs April 21</td>
<td>Course wrap up</td>
<td>TBD</td>
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</table>

**DESCRIPTION OF LEARNING ACTIVITIES/ASSIGNMENTS**

**Test (TBD) points – the point value is subject to change once the test is written**
Students will complete tests comprised of multiple choice questions assessing their knowledge of laws, IEP and assessment, disability, health and safety. The test will be taken online via D2L. While the tests will be open book, there will be a time limit reducing the opportunity to use your book while finishing the test in the allotted time period. The due date for test completion is listed in the syllabus.

**Instructional Research Review (20 points each x 3articles = 60 points)**
Students will be required to identify two research/practitioner articles published in peer review scholarly journals relating to physical education for students with a disability. The articles must be on different disabilities/topics (e.g., students with autism and students with visual impairments). Assignment instructions and corresponding rubric are available on D2L.

**Observation Practicum (60 points)**
Students will be required to observe in an inclusive PE setting for a minimum of 3 hours and observe and teach 3 classes in a self-contained APE setting for a combined total of 6 hours throughout the semester. A list of observation/teaching placements will be provided to students in class. Students will be responsible for contacting the cooperating APE/GPE teacher and determining their own observation and teaching schedule and timetable. A description of this assignment along with reflection questions and readings for the observations is posted on D2L/Brightspace. Accommodations can be made on an individual bases to best meet student needs.

**IEP Assignment (50 points)**
Using assessment data collected in class on one’s peers or with one’s own students where possible, students will develop a moc IEP with a present level performance statement, annual goals and short term objectives. A description of this assignment is posted on D2L/Brightspace.
**Discussion Questions (130 points – 10 points each)**

Students will have short assignments due in class for class discussion. These assignments may take different forms inclusive of case study analyses, developing lists of community resources, developing draft action plans. A description of these assignments is posted on D2L/Brightspace. Students absent for a class period can earn ½ points for this assignment if it is submitted on D2L prior to the start of class.

**GRADING SCALE**

The percentage score for each letter grade will be as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96%</td>
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<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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**CLASS POLICIES AND PROCEDURES**

**Course schedule:** Be prepared to be involved in the class. A schedule of topics is provided along with reading assignments. This information should be reviewed before each class. Class begins at 9:30pm. Please be on time – tardiness disrupts the class and will not be tolerated. This course will adhere to the GSU Attendance Policy in the current Undergraduate Catalogue.

**Communication:** Communication will take place using GSU email accounts. Communication must originate from GSU email account addresses only. Do not use the email function on D2L. This course will adhere to the GSU Policy on Distribution of Official Georgia State Notifications to Students via Email. The course instructor will communicate regular updates and reminders via email.

**Laptop/tablets/pages/cell phones/communication devices:** May be used for instructional purposes only. Screen savers must be turned off during class time. Students found to be using their laptop for other purposes will be asked to turn off their computers immediately. Complaints lodged about a student’s laptop use will result in the immediate removal of the laptop. Students will be responsible for all work or assignments missed. **No beepers, pagers, cellular phones, or other audible communication devices** are allowed in class. Please turn them off! Students or perceived by the instructor to be using a device in class will be asked to leave immediately and will be responsible for all work or assignments missed.

**Instructions for Completion of Learning Activities/Assignments:** All assignments must be typed in 12 point font on 8 1/2 x 11” paper with 1 inch margins. Assignments must be written with sensitivity to person first language. Failure to use person first language will result in a grade reduction. The student’s name and semester must appear on all pages. If using more than one page, the paper must either be stapled and/or double sided. Do not hand in your assignment on scrap paper or with ink that is fading. Plan ahead. Assignments not typed will not be accepted or
graded.

**Grammar, spelling, sentence structure, punctuation:** While this is not a writing course, you are expected to write using proper grammar, spelling, sentence structure and punctuation. This means you must take the extra time to proofread your work. I will read all papers but will stop when I have identified 4 writing errors of any type. At this point, you will receive a grade based on what I was able to read.

**Late Work Policy:** Class assignments are considered late if they are not handed in according to the scheduled due date. Late assignments will lose 5 points of the total possible points for each day they are late up to a maximum of 2 days. Assignments handed in 3 or more days after the initial due date will receive a grade of 0 unless arrangements are made with the course instructor in advance of the assignment due date.

**Policy on Academic Integrity and Honesty:** Students are expected to recognize and uphold the highest standards of intellectual, academic and professional integrity. For explicit coverage of this policy students are advised to read the current General Catalogue for the University. This policy discusses plagiarism, cheating on examinations, unauthorized collaborations, falsification and multiple submissions of material for credit without permission. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions (work submitted for credit more than once without explicit consent of the instructor to whom work is being submitted for additional credit). Any assignment/paper/report/test found to have been completed with unauthorized help will, at the least, be given a grade of 0 for all students involved. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.

**Dress code policy:** Professional dress for teachers volunteering in the public schools and/or disability sport organizations should (a) establish a positive role model for students, (b) make the teacher readily distinguishable from the students, (c) contribute to a learning environment that is free from distractions and (d) create a positive impression with parents, community members, and other professional educators. The following GSU-HPE dress code policy applies to all GSU classes and field experiences. The policy is in effect upon entering the classroom/gymnasium or school/campus grounds.

Appropriate dress for clinical practice and field experience in general/adapted physical education is:

- Collared polo-style shirt (shirts must be tucked into pants or shorts)
• Neat shorts (no shorter than mid thigh)
• Warm-up pants/suit and athletic shoes
• Caps, visors and sunglasses may be worn only when teaching outside

Significantly inappropriate dress includes:
• Khakis
• Dress pants
• Jeans
• Sagging pants/sweatpants
• Spandex shorts/pants
• T-shirts
• Shirts that allow the midriff to be exposed when the arms are raised
• All headgear worn inside (with the exception of that worn for religious purposes)
• Tattoos and body piercings (other than ear lobes) must be completely covered and/or removed at all times

Accommodations for Students with Disabilities: Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan, and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Course Withdrawal: This course will adhere to the GSU Policy on Withdrawal from enrollment.

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
KH 8600: PHYSICAL ACTIVITY INTERVENTIONS & BEHAVIOR CHANGE  
DEPARTMENT OF KINESIOLOGY & HEALTH  
GEORGIA STATE UNIVERSITY

<table>
<thead>
<tr>
<th>COURSE INSTRUCTOR</th>
<th>Dr. Rebecca Ellis</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM</td>
<td>Spring Semester, 2016</td>
</tr>
<tr>
<td>MEETING TIME</td>
<td>Tues 1:00-3:30 PM</td>
</tr>
<tr>
<td>MEETING LOCATION</td>
<td>TBD</td>
</tr>
</tbody>
</table>
| CONTACT INFORMATION | Office: Sports Arena Room 168  
Phone: 404-413-8370  
Email: rellis@gsu.edu (do not send email via ULearn) |
| OFFICE HOURS      | Mon/Tues/Wed 10:00 AM-12:00 PM |

COURSE DESCRIPTION:  
The course is designed for students to study and discuss the psychological and behavioral perspectives of physical activity promotion, theoretical strategies to promote physical activity, and research-based interventions to change physical activity behavior for a variety of populations including those with special needs such as older adults, children and adolescents, and persons with disabilities.

COURSE GOAL:  
This course is designed to introduce students to the scientific basis of physical activity behavior change to improve health and prevent disease. Selected topics will cover two main areas: (1) theories and principles of physical activity behavior change and (2) the design and evaluation of physical activity behavior change interventions.

COURSE OBJECTIVES:  
Each of the following learning outcomes must be performed at an appropriate level as stated in each assignment’s grading scale, requirements, or rubric. After successful completion of this course, students will be able to do the following:

Demonstrate basic knowledge and comprehension of theories and principles of physical activity behavior change and the ability to design and evaluate physical activity behavior change interventions on the following assignments:

- **Article Critiques:** Each student will retrieve 3 recent (2010-present) research articles that implement a physical activity intervention and present a summary and critique of the intervention. A copy of the article (electronic is preferred) must be approved and provided to the instructor at least a week ahead of the presentation so that others in the class can have a copy of the article. The format of the critique should include a summary of the article and an evaluation of the intervention. Specific details about the critiques are provided in separate documentation on Desire2Learn.

- **Intervention Project:** Students will create a theoretically-based physical activity intervention. The main goal of the project is to provide students with an opportunity to develop a research proposal on the topic of physical activity behavior change. Specific details about the project are provided in separate documentation on Desire2Learn.

- **Class Participation:** Content from the readings about physical activity interventions will be reviewed and discussed during each class. Students are strongly encouraged to actively engage in discussions and participation will be evaluated on accuracy and quality. Some discussions will have a related class activity that may include turning in paperwork (paperwork is not accepted outside of class or via email). Please be aware that class participation points can only be earned if the student is in attendance; therefore, these activities cannot be made up. Students can also lose participating points by performing disruptive behaviors such as arriving late to class, using electronic devices for purposes other than work associated with the class, sleeping, doing outside course work, demonstrating a negative/disrespectful attitude, etc. Please see the student conduct policy on pages 3-4 for more information.
COURSE ASSIGNMENTS AND EVALUATIONS:

| Article Critiques (3) | 150 | 50.0 |
| PA Intervention Project | 100 | 33.3 |
| Class Participation | 50 | 16.7 |
| **TOTAL** | **300** | **100%** |

GRADING SCALE:

Plus-Minus Grading Policy
Starting Fall 2006, all instructors at Georgia State University have the option to award grades on a plus/minus scale. If a course requires a prerequisite of a “B” or “C”, a grade of “B-” or “C-” will not meet that prerequisite. The following quality points will be used to calculate GPA:

<table>
<thead>
<tr>
<th>*A+</th>
<th>4.30</th>
<th>B+</th>
<th>3.30</th>
<th>C+</th>
<th>2.30</th>
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</tbody>
</table>

For the purposes of awarding HOPE, all plus and minus grades are stripped from the GPA calculation. If a student has all B- grades at a HOPE audit and a GPA of 2.70 the student will still maintain HOPE with a HOPE GPA of 3.0. Students will have two GPA’s, one for HOPE that strips all plus and minus from the grades and the other for transcripts and all other matters of academic standing. Students can see all their GPAs on GoSOLAR by going to My GPAs page. For more information:  http://www.gsu.edu/es/grades.html

The Department of Kinesiology and Health approved (approved May 5, 2006) the use of Plus-Minus Grading effective Fall, 2006. *Added by the University Senate to go into effect Spring, 2009.

<table>
<thead>
<tr>
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<th>PERCENTAGE</th>
<th>LETTER GRADE</th>
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<tbody>
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</tr>
<tr>
<td>279-290.9</td>
<td>93% - 96.9%</td>
<td>A</td>
</tr>
<tr>
<td>270-278.9</td>
<td>90% - 92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>261-269.9</td>
<td>87% - 89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>249-260.9</td>
<td>83% - 86.9%</td>
<td>B</td>
</tr>
<tr>
<td>240-248.9</td>
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<tr>
<td>231-239.9</td>
<td>77% - 79.9%</td>
<td>C+</td>
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<td>219-230.9</td>
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<td>210-218.9</td>
<td>70% - 72.9%</td>
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<td>180-209.9</td>
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<td>D</td>
</tr>
<tr>
<td>&lt; 180</td>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>
COURSE PROCEDURES:

GENERAL INFORMATION:

1. Class begins at 4:30 PM and attendance will be taken at that time.

2. Students are expected to use electronic devices for class-related purposes only.

3. Students must use and check their GSU email accounts for this course. All course-related correspondence will be sent to the student GSU accounts. Not regularly checking this email account is not a valid excuse for not being aware of course changes, announcements, etc.

STUDENT CONDUCT:

Students are expected to abide by the University’s Code of Conduct (please see http://www2.gsu.edu/~wwwdos/codeofconduct.html) for more information.

“Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.” (page 1, code of conduct).

Students should be courteous to others in class, which includes, but is not limited to not talking while others students are talking, not talking while the instructor is talking, and not making rude or disrespectful comments about others/to others. This behavior will be documented and after one warning, students will be asked to leave class.

ATTENDANCE/MAKE-UP POLICY:

The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly.

For students missing class for a school related activity, proper documentation must be provided by an appropriate authority (i.e., professor, coach, academic counselor, group leader) and should be written on university letterhead. This documentation should be provided to the instructor no less than 1 week before the graded assignment and the assignment should be made-up prior to the absence. If the student fails to provide documentation for the absence during this time period, the student will earn a zero on the assignment.

If a student misses a class due to a death in the family or hospitalization, a make-up will be left to the discretion of the instructor. It is the student’s responsibility to contact the instructor by the next class period following the absence and provide the instructor with a written excuse, or the student will earn a zero on the missed assignment. For any student with a valid excuse letter, a make-up will be allowed within 1 week of notification. Please note that a make-up exam may be a different format than the in-class exam.

ACADEMIC HONESTY:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty.
The student is expected to abide by the University’s policies regarding academic honesty on all of the assignments in this course. Any student found in violation of these policies will be dealt with according to the University’s procedures that are outlined in the undergraduate course catalog and the student handbook.

Definitions and Examples
The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (for example, false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

STUDENT DISABILITIES: It is the student’s responsibility to inform the instructor of any type of limitation (physical, psychological, etc.) that may influence his or her performance in this course. Please contact the Office of Disability
Services (ODS) **within the first week** of the semester for appropriate accommodations to be made. Accommodations will be made as soon as the Office of Disability Services provides documentation, however, it will not be applied retrospectively (i.e., after a graded assignment).

**STUDENT EVALUATIONS:**
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
The course syllabus provides a general plan for the course; deviations may be necessary. Changes will be announced in class and posted on Desire2Learn.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1.12</td>
<td>Introduction to KH 8600</td>
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<tr>
<td>2</td>
<td>1.19</td>
<td>Introduction to Physical Activity (PA) Promotion</td>
<td>TBD</td>
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<td>3</td>
<td>1.26</td>
<td>Introduction to Theories of Behavior Change: Mediators &amp; Transtheoretical Model</td>
<td>TBD</td>
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<tr>
<td>4</td>
<td>2.02</td>
<td>Theories of Behavior Change: Theory of Planned Behavior &amp; Self-Efficacy Theory</td>
<td>TBD</td>
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<tr>
<td>5</td>
<td>2.09</td>
<td>Theories of Behavior Change: Self-Determination Theory &amp; Social Ecological Model</td>
<td>TBD</td>
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<tr>
<td>6</td>
<td>2.16</td>
<td>Building a PA Intervention: Behavior Change Strategies</td>
<td>TBD</td>
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<tr>
<td>7</td>
<td>2.23</td>
<td>REAIM Framework: Evaluating the Public Health Impact of PA Interventions</td>
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<tr>
<td>8</td>
<td>3.01</td>
<td>PA Interventions: Adults</td>
<td>ARTICLE CRITIQUES</td>
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<td>WORK ON PROJECTS</td>
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<tr>
<td>9</td>
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<td>PA Interventions: Children/Adolescents</td>
<td>ARTICLE CRITIQUES</td>
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<td>ARTICLE CRITIQUES</td>
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<td>13</td>
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<td>ARTICLE CRITIQUES</td>
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<td>WORK ON PROJECTS</td>
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<tr>
<td>14</td>
<td>4.12</td>
<td>PA Interventions: Ethnically Diverse Populations</td>
<td>ARTICLE CRITIQUES</td>
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<tr>
<td>15</td>
<td>4.19</td>
<td>PROJECT PRESENTATIONS</td>
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</table>
KH 8375: Functional Anatomy for Exercise Science
Spring 2016
Thursday, 9:00 am–11:30 am

INSTRUCTOR: Jeffrey S. Otis, Ph.D.
ROOM: 670 Kell Hall
OFFICE: G04 Sports Arena
OFFICE HOURS: Monday & Wednesday, 9-11 am or by appointment
TELEPHONE: 404-413-8378
E-mail: jotis@gsu.edu

RECOMMENDED TEXTS & MATERIALS:

Lecture notes and other course materials are on Desire2Learn.
For assistance with Desire2Learn, please contact the computer center help desk.

COURSE DESCRIPTION:
Students in this course will develop an in depth knowledge of human anatomy and its application
to exercise science. Particular emphasis will be placed on muscle and bone anatomical structure,
joint kinematics, and their application to exercise science and movement.

OBJECTIVES:
As a result of completing each of the course requirements to criteria, it is expected that students will

1. Identify the origin, insertion, and function of all the major muscles, identify skeleton and
bony landmarks, identify major innervation and vasculature.
2. Apply cognitive knowledge of musculoskeletal and neuromotor integration to human
movement.
3. Synthesize cognitive knowledge and current exercise science literature through weekly
journal article presentations and discussions.

GRADING POLICY:
Grades will be assigned based on the percentage of total points earned from a possible 970.

<table>
<thead>
<tr>
<th>Exam I</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam II</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam III</td>
<td>100 points</td>
</tr>
<tr>
<td>In Class quizzes</td>
<td>70 points</td>
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</table>

(10 points each)

<table>
<thead>
<tr>
<th>Journal Article Presentations</th>
<th>600 points</th>
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</table>

(200 points each)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 – 100%</td>
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<tr>
<td>A</td>
<td>93 – 96%</td>
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<td>B</td>
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<tr>
<td>B-</td>
<td>80 – 82%</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<td>C-</td>
<td>70 – 72%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
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</tbody>
</table>
ONLINE EXAM POLICY
1. Exams are open book, open notes and given online through Desire2Learn.
2. You are expected to take the exams on the scheduled day. You will have a 3-hour window to complete the exam once you begin.

IN CLASS QUIZ POLICY
1. Quizzes will be multiple choice, T/F, fill-in-the-blank and are designed to keep you on pace with the course material
2. There are NO MAKE-UPS

EXPECTATIONS FOR JOURNAL ARTICLE PRESENTATIONS (JAP):
1. Students will select one journal article per block and prepare a presentation that reviews the background, methods, results, and discusses the conclusions and future directions
   • Articles should be current (published within past 5-6 years)
   • Articles should be related to that week’s block (see below), but can be in any subfield of Exercise Science (e.g., exercise physiology, sports medicine, biomechanics, clinical case reports). Be creative and courageous.
   • Each presentation MUST describe the origin, insertion, movement of at least 5 muscles and include joint/bone anatomy
   • Presentations should last approximately 30 minutes.
2. Articles should be emailed to the instructor 1 week in advance of the presentation date. An open discussion will be expected during and after the presentation and advanced notice of the article will be required.
3. A grading rubric will be used to assess your (1) Topic Knowledge and (2) Presentation Style. This rubric devotes 180 possible points to topic knowledge and 20 possible points for presentation style and format. Each presentation is worth up to 200 points.

COURSE OUTLINE (subject to change per Instructor’s discretion):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td></td>
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<tr>
<td>January 21</td>
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<td>March 10</td>
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<tr>
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<tr>
<td>March 24</td>
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<td>March 31</td>
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<tr>
<td>April 7</td>
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<td>April 14</td>
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<tr>
<td>April 21</td>
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</table>
CLASS POLICIES:
1. **Be prepared to be involved in the class.** A schedule of topics is provided along with text reading assignments and other class material. This information should be reviewed before each class.
2. Class begins promptly. Please be on time - tardiness disrupts the class and will not be tolerated.
3. No cell phones or other audible communication devices are allowed in class. Set them to silent or vibration mode or turn them off!
4. Assignments are considered late when received after 5:00 p.m. on the due date. Late assignments will lose 25% of the total possible points for each day they are late.
5. The lecture course will adhere to the GSU Attendance Policy (Graduate Catalog 2012-2013): “The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly”.
6. Students are expected to attend class, and are solely responsible for obtaining information when class is missed due to an unexcused absence. Class requirements (exams, quizzes, etc.) that are missed due to an unexcused absence may not be made up. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive unexcused absences will not be tolerated and may result in a reduction of the final grade.
7. This course will adhere to the GSU Policy on Academic Honesty (Graduate Catalog 2012-2013), including examples of academic dishonesty such as plagiarism, cheating on exams, and unauthorized collaboration. Plagiarism and/or cheating on exams will not be tolerated and a grade of 0 will be issued. Further disciplinary action may be pursued. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Violation(s) of this policy will be reported according to the policies of the Department of Kinesiology and Health, the College of Education, and Georgia State University.
8. Messages sent by Georgia State units to Georgia State-provided student email addresses will constitute an official means of communication. Students can check their email by using their university-issued email accounts or by forwarding their email to a system of their choice. If choosing the latter option, students will be responsible for keeping the Georgia State email system up-to-date with respect to their preferred email address.
9. All written work must exhibit a college-level competency in spelling, grammar, punctuation, and style. Written work submitted with significant mechanical flaws may not be accepted or may result in a reduction in grade for that assignment. The Writing Center in the Department of English offers assistance to students with writing assignments required in any courses in the university. Students may walk in to consult with faculty or graduate-student tutors about basic writing problems, ways of developing an assigned topic, or techniques for revising and editing.
10. Course evaluation: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
11. Students with disabilities who wish to request accommodation may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.
KH 9960
Doctoral seminar: Teaching with the brain in mind
Spring Semester – 2016
Time: 9:30 -12:00 am, Tuesday
Room: CEHD Room
CRN: 14630
Instructor: Dr. Jacalyn Lund
Office: 137 Sports Arena
Office hours: Monday 9:00-10:30; Monday 1-4 pm; Wednesday: 9:00-10:30 pm
Phone: 404-413-8051
E-mail: jlund@gsu.edu

Course Description: this doctoral seminar is designed to acquaint students with the workings of the human brain as it relates to the teaching and learning process and design ways to improve teaching effectiveness using this knowledge.

Prerequisites: None

Textbooks:

Other Readings as provided.

Course requirements:
Regular attendance and participation: Students are expected to attend class and actively participate. Classes will begin promptly. A disposition rubric is part of the grading system and poor attendance and non-professional behavior will be reflected on that. Students who cannot attend class due to a medical or personal emergency (as determined by the instructor) must contact the instructor, by phone or in person, prior to the class session. Notes and assignments from missed classes or parts of classes will be the responsibility of the absent student. The instructor will not assist a student with missed assignments unless the absence was due to an emergency (as determined by the instructor). The use of cell phones is prohibited at any time. Assignments are due at the beginning of class on the date assigned. Unless the instructor is notified prior to class and agrees to the absence, the student must attend class to turn in assignments.

Late assignments: Unless a class is missed due to an emergency (as determined by the instructor), an assignment turned in late will not be accepted; a grade of 0 will be earned on that assignment. A student who misses a quiz or test (unless due to an emergency as determined by the instructor) will earn a 0 on the quiz or test.
Course objectives:
Upon successful completion of the course, students will be able to:

- Identify the various parts of the brain and the function of each area
- Identify various stimuli that influences and impacts each area of the brain
- Identify and utilize ways to enhance brain function as they relate to education
- Identify and utilize research that supports factors that impact brain function
- Design a school that utilizes brain research to create an effective school environment

Activities required by students

a. Attend all classes and participate in discussions, lectures, and learning activities
b. Summarize ideas from the readings that impact brain function as they relate to education and student learning
c. Critically read and text and other appropriate and relevant assigned readings
d. Conduct a literature review to ascertain what is known about one factor that influences brain function
e. Design a school that utilizes research about the brain to maximize student learning

Assignments and Evaluation:

Paper that discusses the functions of the various parts of the brain as they relate to student learning 50 points
Chapter summaries to prepare for class discussion 60 points
Comprehensive review of literature about one factor that influences student learning 50 points
Development of a school based on the research about the brain 100 points
Class participation 90 points

Total 350 points

Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
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<td>C-</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<td>F</td>
<td>&lt; 60%</td>
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</table>

Score 326-350
Score 315-325
Score 305-314
Score 291-304
Score 280-290
Score 270-279
Score 256-269
Score 245-255
Score 210-244
Score 209 and below
Tentative course schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion and class activities</th>
<th>Readings and assignments for next time</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Course expectations</td>
<td>Chapters 1 and 2; research-based paper on the brain</td>
<td>Critique for chapter 2</td>
</tr>
<tr>
<td>January 27</td>
<td>Discuss Chapters 1 and 2</td>
<td>Read Chapters 3 and 4 and write summaries</td>
<td>Paper on the brain; summaries of chapter 2</td>
</tr>
<tr>
<td>February 9</td>
<td>Discuss Chapters 3 and 4</td>
<td>Read Chapters 5 and 6 and write summaries</td>
<td>Summaries of chapter 3 and 4</td>
</tr>
<tr>
<td>February 16</td>
<td>Discuss Chapters 5 and 6</td>
<td>Read Chapters 7 and 8 and write summaries</td>
<td>Summaries of chapter 5 and 6</td>
</tr>
<tr>
<td>March 8</td>
<td>Discuss Chapters 7 and 8</td>
<td>Read Chapters 9 and 10 and write summaries</td>
<td>Summaries of chapter 7 and 8</td>
</tr>
<tr>
<td>March 15</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 22</td>
<td>Discuss Chapters 9 and 10</td>
<td>Read Chapters 11 and 12 and write summaries</td>
<td>Summaries of chapter 9 and 10</td>
</tr>
<tr>
<td>April 12</td>
<td>Discuss Chapters 11 and 12</td>
<td>School projects</td>
<td>Summaries of chapter 11 and 12</td>
</tr>
<tr>
<td>April 26</td>
<td>Present proposed school</td>
<td></td>
<td>Final project</td>
</tr>
</tbody>
</table>

Course Policies

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KH 9660
Analysis of Teaching in Physical Education
Spring Semester – 2016
Time: 9:30 -12:00 am, Tuesday
Room: 100 CEHD

CRN: 17901
Instructor: Dr. Jacalyn Lund
Office: 137 Sports Arena
Office hours: Monday 9:00- 10:30; Monday 1-4 pm; Wednesday: 9-10:30 pm
Phone: 404-413-8051
E-mail: jlund@gsu.edu

Course Description: students will acquire the knowledge and skills needed to conduct systematic analyses of teaching and learning in physical education. Specific attention will be given to the designing and validating systems for the direct observation and analysis of teaching/learning interactions and process-product variables

Prerequisites: None


Other Readings as provided.

Course requirements:
Regular attendance and participation: Students are expected to attend class and actively participate. Classes will begin promptly. A disposition rubric is part of the grading system and poor attendance and non-professional behavior will be reflected on that. Students who cannot attend class due to a medical or personal emergency (as determined by the instructor) must contact the instructor, by phone or in person, prior to the class session. Notes and assignments from missed classes or parts of classes will be the responsibility of the absent student. The instructor will not assist a student with missed assignments unless the absence was due to an emergency (as determined by the instructor). The use of cell phones is prohibited at any time. Assignments are due at the beginning of class on the date assigned. Unless the instructor is notified prior to class and agrees to the absence, the student must attend class to turn in assignments.

Late assignments: Unless a class is missed due to an emergency (as determined by the instructor), an assignment turned in late will not be accepted; a grade of 0 will be earned on that assignment. A student who misses a quiz or test (unless due to an emergency as determined by the instructor) will earn a 0 on the quiz or test.
Course objectives:
Upon successful completion of the course, students will be able to:

- Understand the types and implications of research on teacher and student behavior in physical education
- Critically analyze research on teaching physical education and apply this to the improvement of teaching in self and others
- Understand the historical development of observational tools and techniques for analyzing teaching in physical activity settings
- Use a variety of systematic and informal tools for analyzing teaching in physical education and physical activity settings.
- Collect and apply data on student and teacher behavior to improve teaching
- Conduct a review of literature on a self-selected topic related to the action research project
- Design and implement an action research project aimed at improving students’ teaching in physical activity settings
- Critically analyze various teaching models for teaching physical education and develop an observation system for that model
- Clearly articulate the key concepts and theories related to analysis of teaching
- Critically analyze, interpret, and apply research in a specific program area
- Review and critique literature in a specialization area
- Assess and refine pedagogical skills and knowledge

Topic outline
A. Personal beliefs about effective teaching in physical education
B. Research on teaching physical education and theories of effective teaching
C. Reflective analysis of teaching in physical education
D. Informal analysis of teaching physical education
E. Systematic analysis of teaching physical education
   a. Student behavior
      i. Student practice trials and opportunities to respond
      ii. Student success rate
      iii. Analysis of time spent in motor activities and ALT-PE
      iv. Assessment of student learning
   b. Teacher behavior
      i. Movement patterns
      ii. QMPTS
      iii. Teacher functions and time
      iv. Teacher feedback
   c. Teacher-student interactions
F. Action research as analysis of teaching
G. Models of teaching in physical education
Activities required by students

a. Attend all classes and participate in discussions, lectures, and learning activities
b. Critically read and text and other appropriate and relevant assigned readings
c. Complete a series of at least 10 clinical tasks that require the application of informal and systematic analysis tools in physical education classes
d. Videotape and analyze at least one lesson taught in a physical activity setting
e. Conduct a literature review to ascertain what is known about the specific area selected for your action research project.
f. Complete a systematic self-study action project using one or more analysis tools

Assignments and Evaluation:

Completion of clinical tasks (10 @ 10 points)  100 points
Action research project  100 points
Development of an observation system for an instructional model  50 points
Article critiques (5 @ 10 points each)  50 points
Class participation  100 points

Total  400 points

Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Score</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>372-400</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
<td>360-372</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
<td>348-359</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
<td>332-347</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
<td>320-331</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
<td>308-319</td>
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<tr>
<td>C</td>
<td>73 – 76%</td>
<td>292-307</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
<td>280-291</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>240-279</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>239</td>
</tr>
<tr>
<td>Date</td>
<td>Discussion and class activities</td>
<td>Readings and assignments for next time</td>
</tr>
<tr>
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</tr>
<tr>
<td>January 12</td>
<td>Course expectations</td>
<td>Read Analysis of teaching book) Complete concept map; Write a philosophy of effective teaching</td>
</tr>
<tr>
<td>January 19</td>
<td>Explanation of action research project Watch video recording of teachers</td>
<td>Read classroom ecology paradigm chapter plus review and critique 2 related articles</td>
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<tr>
<td>January 27</td>
<td>Discuss ecology of the classroom</td>
<td>Clinical tasks 1, 2, 3; Read chapter 1 Veal</td>
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<tr>
<td>February 2</td>
<td>Discuss clinical tasks 1, 2, 3</td>
<td>Time and Learning chapter; review and critique 1 article</td>
</tr>
<tr>
<td>February 9</td>
<td>Discuss Time and Learning</td>
<td>Clinical tasks 5, 6, 7; chapter 2 Veal</td>
</tr>
<tr>
<td>February 16</td>
<td>Discuss clinical tasks 5, 6, 7</td>
<td>Rink Chapter 9</td>
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<tr>
<td><strong>February 23</strong></td>
<td><strong>Discuss Rink</strong></td>
<td><strong>Lambert chapter 8; Veal Chapter 3; Clinical task 9</strong></td>
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<tr>
<td>March 1</td>
<td>Speak out day</td>
<td>Advocacy</td>
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<tr>
<td>March 8</td>
<td>Discuss teacher function and Lambert</td>
<td>Clinical task 10; Critique 2 articles on feedback in physical education</td>
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<tr>
<td>March 15</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 22</td>
<td>Discuss effective feedback</td>
<td>Lambert: Standards-based assessment</td>
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<tr>
<td>March 29</td>
<td>Discuss Lambert; explain final models project</td>
<td>Chapter 4 Veal; Clinical task 14 or 15 and 16</td>
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<tr>
<td>April 5</td>
<td>AAHPERD/SHAPE convention</td>
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<tr>
<td>April 12</td>
<td>Discuss assessments</td>
<td>What is effective teaching at the college level? Clinical task 19</td>
</tr>
<tr>
<td>April 19</td>
<td>Discussion about effective teaching</td>
<td></td>
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<tr>
<td>April 26</td>
<td>Presentations about models observation system</td>
<td></td>
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