Appendix B1: Rationale for choices of peer programs

Comparative data was requested from six institutions, three which are considered GSU peer institutions and three considered to be aspirational institutions. These six were chosen based on the similarities in programs (i.e., Health & Physical Education, Exercise Science, Sport Administration, and Sports Medicine) and level of degrees (i.e., B.S., M.S., M.Ed, and Ph.D.) offered. Data (i.e., partial) was received from only one institution, University of Louisville (UL), which is considered peer. UL is considered Kentucky's premier, nationally recognized metropolitan research university. As of the fall semester 2006, UL had a student body of 21,841, with 53% being female and 11% being African American. The Department of Health and Sports Sciences at the University of Louisville is located in the College of Education and Human Development. The Department has 14 tenured, tenure-track faculty (8 Prof., 3 Associate Prof., and 3 Assistant Prof.) and 12 instructors (9 have some level of research appointment and/or participate in research/grant activities). The Department has programs in Exercise Physiology, Health and Physical Education, and Sports Administration, and offers degrees at the B.S., M.S., M.Ed. and Ph.D. level. In addition, the Department coordinates the Physical Activity (1 credit hour) and Healthy Lifestyles (3 credit hours) classes as a non-degree service program for university students.
Appendix B2: Organization of unit governance and committee

KH Organizational Charts
   By Faculty, Staff position
   By Committees
Appendix B3: Unit bylaws

The Department of Kinesiology and Health does not maintain a specific set of department bylaws, but operates under the bylaws of the College of Education.
Appendix B4: Current faculty roster
Appendix B4: Current faculty roster that indicates names, hire date, entry rank, current rank, tenure status, and full or part-time status of faculty members.

<table>
<thead>
<tr>
<th>Name</th>
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<th>Entry Rank</th>
<th>Current Rank</th>
<th>Tenure Status</th>
<th>Full-time or Part-time</th>
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Appendix B5: Data from peer programs

University of Louisville

Faculty research productivity and student credit hours and degrees conferred from 2004 to 2007 in the Department of Health and Sport Sciences at the University of Louisville.

Faculty Research Productivity

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* Number of grants (Total award)
Student credit hours and degrees conferred from 2004 to 2007 in the Department of Health and Sport Sciences at the University of Louisville.

Degrees conferred by Education and Human Development

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#### Graduate - at Master's Level


#### Graduate - at Doctoral Level

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| Speed School of Engineering Total | 101 136 143 110 154 153 121 163 172 132 180 172 132 166 154 119 160 159 |
| Graduate - at Doctoral Level Total | 580 829 820 614 919 877 666 964 951 673 1,010 963 724 1,010 968 651 950 916 |
| Post-Doctoral | |
| Arts and Sciences | 0 3 8 0 10 10 0 13 13 0 17 12 0 8 13 0 10 11 |
| Business | 0 3 4 0 2 2 0 0 0 0 0 0 0 0 0 0 0 0 1 1 |
| Dentistry | 0 4 8 0 8 23 0 8 13 0 13 15 0 21 17 0 11 15 |
| Medicine | 0 70 73 0 68 83 0 101 104 0 90 98 0 102 104 0 86 92 |</p>
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Louisville KY 40292
502-852-5555
1-800-334-UofL (8635)
Headcount Enrollment (Duplicated) for Education and Human Development by and Academic Year/Class/Major/Term

** Please contact IRP for data on majors prior to Spring 2006 **

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**Graduate - at Doctoral Level**

**Counseling and Personnel Services**

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**Educational Leadership and Organizational Development**

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University of Louisville – Credit Hours
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SCH AND REGISTRATION BY SCHOOL DEPT SUBJ CRS LVL for U01-P08 (20070926).sas
RUN DATE: (20070926)

NOTE: CREDIT HOURS AND REGISTRATIONS ARE BASED ON THE ORGANIZATIONAL STRUCTURE AS OF: 09-26-2007 AND ARE APPLIED ACROSS ALL THE HISTORICAL DATA. AS A RESULT, DATA MAY DIFFER FROM PREVIOUSLY PUBLISHED REPORTS.
Appendix B6: Delaware Study data for Fall 2005
RESEARCH INSTITUTIONS PARTICIPATING
IN THE DELAWARE STUDY

Arizona State University
Baylor University
Bowling Green State University
Catholic University of America
Clarkson University
Clemson University
Florida International University
Florida State University
Georgia State University
Iowa State University
Kent State University
Louisiana State University
Loyola University of Chicago
Marquette University
Mississippi State University
Montana State University - Bozeman
North Carolina A&T State University
North Carolina State University
Northeastern University
Northern Arizona University
Northern Illinois University
SUNY - Binghamton University
SUNY - Stony Brook
Temple University
The University of Montana
University of Alabama - Birmingham
University of Alabama - Huntsville
University of Alabama - Tuscaloosa
University of Arizona
University of Arkansas - Fayetteville
University of Central Florida
University of Colorado at Boulder
University of Colorado at Denver & Health Sci. Ctr.
University of Connecticut
University of Delaware
University of Georgia
University of Idaho
University of Kansas
University of Louisiana at Lafayette
University of Louisville
University of Maine
University of Massachusetts - Amherst
University of Memphis
University of Mississippi
University of Missouri - Columbia
University of Missouri - Kansas City
University of Missouri - Rolla
University of Missouri - St. Louis
University of Nebraska - Lincoln
University of New Hampshire
University of New Mexico
University of North Carolina - Chapel Hill
University of North Carolina - Greensboro
University of North Texas
University of Oregon
University of South Carolina - Columbia
University of South Florida
University of Tennessee - Knoxville
University of Texas at Austin
University of Toledo
University of Utah
University of Wisconsin - Madison
Virginia Polytechnic Inst. & State Univ.
Washington State University
West Virginia University
Wichita State University
Wright State University
### TABLE 1
**GEORGIA STATE UNIVERSITY**

% OF TOTAL STUDENT CREDIT HOURS (BY LEVEL)
TAUGHT BY FT TENURE TRACK FACULTY
FROM DELAWARE STUDY FOR GSU AND FOR RESEARCH INSTITUTIONS
AS OF FALL 2005
KINESIOLOGY (CIP = 13.13)

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<th>CIP</th>
<th>Discipline</th>
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<th>% UG SCH</th>
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<td>54%</td>
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GSU All Research Institutions

RANGE OF VALUES: 2.2 to 49.8

GSU RANKING (HIGH TO LOW): 12th, 8th, 9th, 3rd, 7th

NUM PARTICIPATING INSTITUTIONS: N=24

99.99 GSU TOTAL: 737.48 21% 43% 31% 70%
TABLE 2
GEORGIA STATE UNIVERSITY
STUDENT CREDIT HOURS TAUGHT BY LEVEL
PER FULL-TIME TENURE TRACK FTE FACULTY
FROM DELAWARE STUDY FOR GSU AND FOR RESEARCH INSTITUTIONS
AS OF FALL 2005
KINESIOLOGY (CIP = 13.13)

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<th>GRAD SCH PER FTE TT FAC</th>
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99.99 GSU TOTAL 737.48 96 67 163 13.9
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<td>PER SCH</td>
<td>PER FTE STU</td>
<td>INSTR EXP</td>
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<td>TT FTE FAC</td>
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<td>66% to 98%</td>
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**TABLE 3**
GEORGIA STATE UNIVERSITY
COMPARISON OF EXPENDITURE NORMS
FROM DELAWARE STUDY FOR GSU AND FOR ALL RESEARCH INSTITUTIONS
AS OF FALL 2005
KINESIOLOGY (CIP = 13.13)
Appendix B7: A Review and Evaluation of Doctoral Programs 2000-2004 by the American Academy of Kinesiology and Physical Education

A Review and Evaluation of Doctoral Programs 2000-2004 by the American Academy of Kinesiology and Physical Education

Jerry R. Thomas and T. Gilmour Reeve

The results from a U.S. national survey of doctoral programs in kinesiology and physical education covering the years 2000-2004 are presented. The survey was conducted by the American Academy of Kinesiology and Physical Education with all 61 institutions with doctoral programs (32 institutions provided complete data, 52%) invited to participate. Results of the survey included an overall final T-score used for ranking of institutions. Quantitative data on faculty (weighted 66% in the scoring) and student indices (weighted 34% in the scoring) were used to develop the final T-scores as well as T-scores for component data. In addition, average data for all variables are presented by the T-score categories of 60 and above, 50-59, 40-49, and below 40. The American Academy of Kinesiology and Physical Education plans to conduct this survey and reporting process at 5-year intervals.

Rankings of higher education institutions have been conducted for about 100 years (Massengale, 1987). The best known of the national surveys involving doctoral programs in the United States is likely the National Research Council’s (NRC) evaluation that was last reported in 1995; however, the field of kinesiology and physical education was not included in that survey. The American Academy of Kinesiology and Physical Education (AAKPE) leadership has been working for several years to have the field included in the NRC evaluation. NRC is just beginning (2005-06) that process again, and negotiations are ongoing, but whether kinesiology will be included is not yet decided. Also, surveys are conducted by *U.S. News and World Reports* (annually) for institutions and for some disciplines.

Individuals from our field have reported a number of surveys over the years (e.g., Hasbrook & Loy, 1983; Massengale & Sage, 1982; Massengale, 1987; Sie-dentop, 1987; Spirduso, 1987) but no systematic survey with plans to continue at regular intervals has ever been reported prior to this one. Thomas, Morrow, and Stevermer (2004) reported the plan of the AAKPE to conduct a national evaluation of doctoral programs in kinesiology. The planning and pilot work for this process...
has been ongoing within AAKPE for over 10 years. In this paper, we report the results of that national survey and evaluation. AAKPE plans to conduct this survey and report at 5-year intervals.

Depending on the criteria used for inclusion, the count of doctoral programs varies. Based on our survey, there are 61 universities in the U.S. that offer doctoral programs in some aspect of kinesiology/physical education (Thomas et al., 2004). Some of these universities have more than a single department offering the doctoral programs in different aspects of kinesiology/physical education, resulting in a total of 69 separate programs. Because of recent changes in departmental focus, a few of the traditional departments in kinesiology no longer consider themselves to be within our discipline, often focusing on physiology in a more general sense. In fact, several of these departments have changed their names, a frequent choice being integrative physiology. Departments that have moved away from a focus on kinesiology include those at the University of Colorado, University of Oregon, and University of Southern California.

The purpose of this report is to provide an overview of the evaluation process and the final ranking of the doctoral programs that participated in the national evaluation. Additionally, considerable supporting information is included about the doctoral programs in kinesiology through a quantitative evaluation based on institutional self-reported data about their faculty and students. Unlike some national evaluations, the AAKPE evaluation of doctoral programs did not ask for perceptions of quality (e.g., How would you rank programs from top to bottom?) from each university. Therefore, the results of the AAKPE evaluation are based on faculty productivity and student characteristics inherent in each program.

Evaluating doctoral programs is of importance for the departments (e.g., what are strengths and areas for improvement), universities (where to invest resources for improvement and enhancement), and potential doctoral students (what programs best meet their needs and interests). Therefore, it is critical that departments of kinesiology/physical education be included in national evaluations of the quality of their doctoral programs.

**Method**

Either the academic dean or graduate dean and department chair at all programs listed in Appendix A (participating and non-participating) were initially contacted by the AAKPE national office and asked to participate in the survey and evaluation. Of the 61 institutions, 32 (52.5%) institutions participated. Institutions that originally decided not to participate or failed to respond to the invitation to participate were contacted by e-mail and/or phone and encouraged to participate. The value of the evaluation to the department, university, and field was stressed. A participation fee of $600 was charged to each program to cover costs of data collection, analysis, and reporting.

Each participating institution was sent an “Instructional Guide” (see Appendix B), an Excel coding sheet for faculty and student data, and a verification page that was signed by the department chair and returned to the AAKPE national office. All data were sent and returned electronically. The verification page was used to ensure that the responsible program administrator had reviewed and approved the submitted data.
The period of review for this evaluation includes five calendar years, 2000-2004. Institutions were asked to enter data on all current faculty members for the past five years (as of December 31, 2004). All data for any faculty member arriving during the 5-year period were included while any data for a faculty member who left during the 5-year period was excluded. Using this approach, the evaluation reflected the faculty status of the department at the end of the 5-year period. Counts, amounts, and values inserted were for their activities throughout the entire 5-year period. Some student data were for the 2004 calendar year (e.g., GRE) while other student data represent the total 5-year period (e.g., number of doctoral graduates; see Appendix B for complete instructions on entering both faculty and graduate student data). Appropriate answers were developed for frequently asked questions and were posted on the AAKPE Web site to facilitate report preparation by the departments. One important question was whether the evaluation was directed at the degree program or at each sub-discipline within a program (e.g., exercise physiology versus biomechanics). The answer to this question is that the evaluation was for the entire degree program (including all subdisciplines represented within the degree program at a specific institution). Another frequent question was whether each institution’s faculty data would be adjusted for the number of graduate faculty. Yes, it was.

Variables Reported for Faculty

To count as faculty, all three of the following criteria had to be met:

- Teach doctoral-serving courses and/or direct doctoral dissertations and/or serve on doctoral advisory committees;
- Hold a doctoral degree and be in a tenured or tenure-earning position at the rank of assistant professor, associate professor, or professor;
- Receive at least 25% of their salary support from the academic unit sponsoring the doctoral degree.

Information on faculty were gathered in the following categories (see Appendix B):

- Faculty Rank
- Refereed Publications—scholarly articles, book chapters, and monographs
- Presentations—only at national or international meetings
- Federal External Funding—total extramural dollars from Federal agencies
- Non-Federal External Funding—total extramural dollars from non-Federal agencies
- Internal Research Funding—total dollars funded from outside the department but internal to the university
- Editors and Editorial Boards—boards/journals served on
- Fellows in AAKPE—number at institution
- Fellows in Other Scholarly Societies—number at institution

Information on students was gathered in the following categories (see Appendix B):
• Minimum GRE Verbal Score Required—if no minimum, enter none
• Minimum GRE Quantitative Score Required—if no minimum, enter none
• GRE Verbal Score—average for students in 2004 calendar year
• GRE Quantitative Score—average for students in 2004 calendar year
• Student Support—total FTE for graduate student support for 2004
• Applications—number of completed doctoral applications received in the past 5 years
• Acceptance—number of doctoral students accepted in the past 5 years
• Enrolled—number of doctoral students accepted who enrolled in the past 5 years
• Post-Doctoral Students—number of doctoral graduates who accepted post-docs during the last 5 years
• Employment in the Field—number of doctoral graduates during the past 5 years who accepted full-time professional positions relative to your doctoral program
• Two variables were calculated from the student indices:

  Selectivity—number of doctoral students accepted to the program during the past 5 years divided by the number of applicants
  Yield—number of doctoral students enrolled during the 5-year period divided by the number accepted

A committee of AAKPE Fellows with experience in doctoral education and program administration met for two days to develop appropriate weightings for variables in the doctoral evaluation. They used pilot data from a preliminary study conducted by the AAKPE three years earlier. Table 1 provides information concerning the weightings by categories and subcategories for Faculty Indices (66%) and Student Indices (34%) set by the committee of experts.

**Data Analysis**

Data were returned electronically by participating institutions to the AAKPE national office. Two AAKPE Fellows were contracted to conduct the data analysis. These individuals were measurement experts from a nondoctoral granting institution. In this manner, their decisions regarding the data analysis could not reflect on their own institution’s standing in the doctoral evaluation. The measurement experts reviewed and analyzed the data and submitted a report of the outcomes to the AAKPE Executive Committee. Any data that appeared erroneous were reviewed and, if needed, followed up for verification by email or phone call. Following are the data analysis procedures used:

• Standard scores \((M = 0, SD = 1)\) were calculated for each of the faculty and student indices.
• Extreme outliers were truncated to a standard score maximum of 2.576 (this occurred for 8 scores out of a possible 512 scores, 1.6% of the data).
• Standard scores were converted to T-scores with a \(M = 50\) and a \(SD = 10\) for each of the faculty and student indices.
A composite or overall score was calculated by applying the weights (Table 1) to the T-scores for each faculty and student indices for each institution. Programs then received a rank based on their total composite T-score. T-scores were also reported by institution for each of the faculty and student indices. Ms and SDs were calculated for each faculty and student index and reported in four groups: Composite T-score greater than 60, 50-59, 40-49, below 40.

Results

Table 2 is a listing of the program ranking by overall T-score for the 32 institutions that participated. The question arises about where nonparticipating institutions would have been ranked. While the answer to that question is elusive, several points can be made about the high quality of the institutions that chose to participate:

- Many of the programs that have been traditionally regarded as high quality have been in the Big 10, where 9 of the 10 institutions with doctoral programs participated.

Table 1  AAKPE Doctoral Program Review Committee’s Weighting

<table>
<thead>
<tr>
<th>Faculty Indices</th>
<th>66%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity</td>
<td>30%</td>
</tr>
<tr>
<td>Research publications</td>
<td>20%</td>
</tr>
<tr>
<td>Books</td>
<td>5%</td>
</tr>
<tr>
<td>Presentations</td>
<td>5%</td>
</tr>
<tr>
<td>Funding</td>
<td>26%</td>
</tr>
<tr>
<td>Federal</td>
<td>15%</td>
</tr>
<tr>
<td>Other External</td>
<td>8%</td>
</tr>
<tr>
<td>Internal</td>
<td>3%</td>
</tr>
<tr>
<td>Visibility</td>
<td>10%</td>
</tr>
<tr>
<td>Editorial Boards</td>
<td>6%</td>
</tr>
<tr>
<td>Number AAKPE Fellows</td>
<td>2%</td>
</tr>
<tr>
<td>Other Fellow status</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Indices</th>
<th>34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Assistant support</td>
<td>13%</td>
</tr>
<tr>
<td>Student quality</td>
<td>10%</td>
</tr>
<tr>
<td>GRE Verbal</td>
<td>5%</td>
</tr>
<tr>
<td>GRE Quantitative</td>
<td>5%</td>
</tr>
<tr>
<td>Employment</td>
<td>7%</td>
</tr>
<tr>
<td>Postdocs</td>
<td>4%</td>
</tr>
<tr>
<td>Employment in the field</td>
<td>3%</td>
</tr>
<tr>
<td>Admissions</td>
<td>4%</td>
</tr>
<tr>
<td>Selectivity</td>
<td>2%</td>
</tr>
<tr>
<td>Yield</td>
<td>2%</td>
</tr>
</tbody>
</table>
Many of the traditionally well-regarded programs outside the Big 10 also participated (e.g., University of Maryland, University of Massachusetts-Amherst, Teachers College, University of Texas at Austin, University of Georgia-Athens).

While there are certainly some high quality programs that choose not to participate, of the top 20 programs listed by Massengale and Sage (1982), 13 are in the current data, 4 have changed the nature of their program so much as to be outside kinesiology, and 3 chose not to participate in the current evaluation (thus

**Table 2  Overall Final Score and Rank**

<table>
<thead>
<tr>
<th>University</th>
<th>Academic Unit</th>
<th>Rank</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania State U.</td>
<td>Kinesiology</td>
<td>1</td>
<td>66</td>
</tr>
<tr>
<td>U. of Connecticut</td>
<td>Kinesiology</td>
<td>1</td>
<td>66</td>
</tr>
<tr>
<td>Arizona State U.</td>
<td>Kinesiology</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>U. of Illinois Urbana-Champaign</td>
<td>Kinesiology</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>U. of Maryland</td>
<td>Kinesiology</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>U. of Massachusetts-Amherst</td>
<td>Exercise Science</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>Indiana U.</td>
<td>Kinesiology</td>
<td>7</td>
<td>59</td>
</tr>
<tr>
<td>Oregon State U.</td>
<td>Exercise &amp; Sport Science</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Teachers College-Columbia U.</td>
<td>Biobehavioral Sciences</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>U. of South Carolina</td>
<td>Exercise Science</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Texas A&amp;M U.</td>
<td>Kinesiology</td>
<td>11</td>
<td>56</td>
</tr>
<tr>
<td>U. of Minnesota</td>
<td>Kinesiology</td>
<td>11</td>
<td>56</td>
</tr>
<tr>
<td>U. Texas-Austin</td>
<td>Kinesiology</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>U. of Georgia-Athens</td>
<td>Kinesiology</td>
<td>14</td>
<td>52</td>
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<tr>
<td>U. of Houston</td>
<td>Human Performance</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>U. of Illinois-Chicago</td>
<td>Kinesiology</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>U. of Wisconsin-Madison</td>
<td>Kinesiology</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Michigan State U.</td>
<td>Kinesiology</td>
<td>18</td>
<td>48</td>
</tr>
<tr>
<td>U. of Michigan</td>
<td>Kinesiology</td>
<td>18</td>
<td>48</td>
</tr>
<tr>
<td>Iowa State U.</td>
<td>Human Performance</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>Louisiana State U.</td>
<td>Kinesiology</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>Ohio State U.</td>
<td>Physical Activity &amp; Educational Services</td>
<td>22</td>
<td>43</td>
</tr>
<tr>
<td>West Virginia University</td>
<td>Physical Education</td>
<td>22</td>
<td>43</td>
</tr>
<tr>
<td>Purdue U.</td>
<td>Kinesiology</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>U. North Carolina - Greensboro</td>
<td>Exercise &amp; Sport Science</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>U. of Oklahoma</td>
<td>Sport Science</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>U. of Utah</td>
<td>Exercise &amp; Sport Science</td>
<td>26</td>
<td>41</td>
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<tr>
<td>Auburn U.</td>
<td>Human Performance</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>Texas Woman’s U.</td>
<td>Kinesiology</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>U. of Mississippi</td>
<td>Exercise Science</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Florida State U.</td>
<td>Sport Management, Recreation Management, &amp; Physical Education</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>North Dakota State U.</td>
<td>Exercise Sciences</td>
<td>32</td>
<td>28</td>
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</table>
13 of 16 are included here). Hasbrook and Loy (1983) summarized five different previous rankings of doctoral programs and 15 of their top 22 are reported in the current survey, 5 programs have changed such as to be outside kinesiology, and 2 did not participate in this evaluation (thus 15 of 17 are included here). Based on these previous reports, a case can be made that most of the high quality doctoral programs in the U.S. are represented by the survey results. The AAKPE plans to continue the survey at 5-year intervals (a process recommended by Hasbrook & Loy, 1983, over 20 years ago) and anticipates that a greater percent of the programs will participate in the 2005-2009 survey as graduate and academic deans become aware of the process and its value in our field.

Table 3 provides the T-score values for each institution based on the faculty indices (see Table 1 for weighting of indices). Thus, each institution can determine their status relative to others in characteristics such as journal articles, books, presentations, federal funding, etc. Table 4 provides the same data for student indices (see Table 1 for weighting of indices) such as GRE Verbal Score, GRE Quantitative Score, student assistantships, etc.

Tables 5 and 6 provide average data for institutions within categories based on the overall T-scores of 60 and above, 50-59, 40-49, and below 40. These data are reported for faculty indices for the total of the 5 years of the study. Thus, for institutions having a T-score of 60 and above, the average faculty member published 24.0 papers ($SD = 5.7$) over the 5-year period. This compares to 18.5 papers ($SD = 6.4$) for the average faculty member in an institution with a T-score in the range of 50-59. For student indices, the average GRE-V scores for institutions with overall T-scores of 60 and above was 527.9 ($SD = 41.8$) compared to 505.5 ($SD = 61.2$) for institutions with overall T-scores in the 50–59 range.

Because large variations existed among institutions with regard to the number of faculty in kinesiology and physical education, AAKPE decided to correct all faculty indices for the number of faculty who actively participated in doctoral programs. Following is the grouping of institutions by number of doctoral faculty members:

- 18 or larger ($n = 6$)—Pennsylvania State University, Texas A&M University, University of Illinois at Urbana-Champaign, University of Michigan, University of North Carolina at Greensboro, University of Texas at Austin
- 14-17 ($n = 9$)—Indiana University, Iowa State University, Ohio State University, Oregon State University, Purdue University, University of Georgia, University of Maryland, University of Utah, University of Wisconsin
- 10-13 ($n = 6$)—Auburn University, Louisiana State University, Michigan State University, Texas Woman’s University, University of Houston, University of Minnesota
- less than 10 ($n = 11$)—Arizona State University, Florida State University, North Dakota State University, Teachers College (Columbia University), University of Connecticut, University of Illinois at Chicago, University of Massachusetts, University of Mississippi, University of Oklahoma, University of South Carolina, West Virginia University

Tables 7 and 8 provide the correlations of each of the faculty and student indices with the final ranking T-score. Table 7 data have been corrected for the number of faculty at each institution prior to calculating the correlations. Note the best predictor is, in fact, the index with the most weight (20%) in the total
<table>
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<tr>
<th>University</th>
<th>Journal Articles</th>
<th>Books</th>
<th>Presentations</th>
<th>Federal Funding</th>
<th>Non-federal Funding</th>
<th>Internal Funding</th>
<th>Editorships</th>
<th>AAKPE Fellows</th>
<th>Other Fellows</th>
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<td>47</td>
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Column values have an approximate mean of 50 and SD of 10.
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<th>GRE Quantitative</th>
<th>Student Assistantships</th>
<th>Selectivity</th>
<th>Yield</th>
<th>Postdoctoral Positions</th>
<th>Employment in the Field</th>
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*Column values have an approximate mean of 50 and SD of 10.*
### Table 5  Descriptive Statistics for Faculty Indices by T-Score Category

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<tr>
<th>T-Score Category</th>
<th>Journal articles</th>
<th>Books</th>
<th>Presentations</th>
<th>Federal funding</th>
<th>Non-federal funding</th>
<th>Internal funding</th>
<th>Editorial Boards</th>
<th>AAKPE Fellows</th>
<th>Other Fellows</th>
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<tbody>
<tr>
<td>60 or more</td>
<td>Mean</td>
<td>24.0</td>
<td>0.8</td>
<td>31.8</td>
<td>$785,936.99</td>
<td>$189,996.27</td>
<td>2.0</td>
<td>0.3</td>
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<td>Std. Dev</td>
<td>5.7</td>
<td>0.3</td>
<td>5.5</td>
<td>$616,034.92</td>
<td>$180,786.28</td>
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<td>0.2</td>
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<td>50-59</td>
<td>Mean</td>
<td>18.5</td>
<td>0.3</td>
<td>20.0</td>
<td>$590,485.36</td>
<td>$161,799.07</td>
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<td>Std. Dev</td>
<td>6.4</td>
<td>0.2</td>
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<td>$542,448.06</td>
<td>$132,774.01</td>
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<td>0.1</td>
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<td>40-49</td>
<td>Mean</td>
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<td>0.5</td>
<td>16.9</td>
<td>$82,701.95</td>
<td>$115,349.95</td>
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<td>Std. Dev</td>
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<td>$86,054.47</td>
<td>$176,145.53</td>
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<td>Less than 40</td>
<td>Mean</td>
<td>6.6</td>
<td>0.2</td>
<td>11.2</td>
<td>$81,575.61</td>
<td>$39,285.94</td>
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<td>Std. Dev</td>
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<td>4.6</td>
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<td>0.4</td>
<td>20.0</td>
<td>$388,968.27</td>
<td>$135,805.02</td>
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### Table 6  Descriptive Statistics for Student Indices by T-Score Category

<table>
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<tr>
<th>T-Score Category</th>
<th>Average GRE-V</th>
<th>Average GRE-Q</th>
<th>Student Support (FTE)</th>
<th>Selectivity</th>
<th>Yield</th>
<th>Post doctoral positions</th>
<th>Employed in field</th>
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<tr>
<td>60 or more</td>
<td>527.9</td>
<td>661.2</td>
<td>24.3</td>
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<td>.5</td>
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<td>41.8</td>
<td>27.1</td>
<td>19.4</td>
<td>.2</td>
<td>.1</td>
<td>.08</td>
<td>.2</td>
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<td>50-59</td>
<td>505.5</td>
<td>633.2</td>
<td>16.5</td>
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<td>.3</td>
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<td>61.2</td>
<td>34.1</td>
<td>7.6</td>
<td>.1</td>
<td>.1</td>
<td>.09</td>
<td>.3</td>
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<td>40-49</td>
<td>486.3</td>
<td>592.5</td>
<td>15.9</td>
<td>.5</td>
<td>.7</td>
<td>.05</td>
<td>.4</td>
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<td>40.4</td>
<td>46.5</td>
<td>8.1</td>
<td>.2</td>
<td>.1</td>
<td>.07</td>
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<td>Less than 40</td>
<td>435.4</td>
<td>487.6</td>
<td>8.1</td>
<td>.7</td>
<td>.8</td>
<td>.03</td>
<td>.5</td>
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<td>27.9</td>
<td>37.6</td>
<td>9.1</td>
<td>.3</td>
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<td>53.1</td>
<td>63.7</td>
<td>11.4</td>
<td>.2</td>
<td>.1</td>
<td>.09</td>
<td>.3</td>
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</table>
score, refereed journal articles. Most of the variables have a meaningful correlation with final score as they should. That is, the items that make up the total score should be positively related to it. Table 8 provides the same estimates for graduate student data with GRE-V and GRE-Q having the highest correlations. Table 9 is the correlation of number of faculty and by rank with the final ranking T-score. The only meaningful correlation here is number of full professors on the faculty. Since full professors are likely to have more substantial publications records, presentations, and grant dollars, the correlation with program ranking is logical and desirable.

Table 7  Correlations Between Corrected Faculty Indices and Final Ranking

<table>
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<tbody>
<tr>
<td>Journal articles (20%)</td>
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<td>Books (5%)</td>
<td>.41</td>
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<tr>
<td>Presentations (5%)</td>
<td>.79</td>
</tr>
<tr>
<td>Federal funding (15%)</td>
<td>.56</td>
</tr>
<tr>
<td>External funding (non-Fed) (8%)</td>
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<tr>
<td>Internal funding (3%)</td>
<td>.33</td>
</tr>
<tr>
<td>Editorial Boards (6%)</td>
<td>.62</td>
</tr>
<tr>
<td>AAKPE Fellows (2%)</td>
<td>.50</td>
</tr>
<tr>
<td>Professional Fellows (2%)</td>
<td>.21</td>
</tr>
</tbody>
</table>

Table 8 Correlation Between Student Indices and Final Ranking

<table>
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<tr>
<th>Index</th>
<th>r</th>
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</thead>
<tbody>
<tr>
<td>Average GRE – V (5%)</td>
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</tr>
<tr>
<td>Average GRE – Q (5%)</td>
<td>.81</td>
</tr>
<tr>
<td>Student support (FTE) (13%)</td>
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<tr>
<td>Selectivity (2%)</td>
<td>.45</td>
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<tr>
<td>Yield (2%)</td>
<td>.27</td>
</tr>
<tr>
<td>Post-doctoral positions (4%)</td>
<td>.48</td>
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<tr>
<td>Positions in field (3%)</td>
<td>.09</td>
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</table>

Table 9 Correlation Between Number of Doctoral Faculty and Final Ranking

<table>
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<th>Faculty Number</th>
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</thead>
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<tr>
<td>Assistant Professors (n)</td>
<td>−.05</td>
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<tr>
<td>Associate Professors (n)</td>
<td>.22</td>
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<tr>
<td>Professors (n)</td>
<td>.38</td>
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</table>
Discussion

In looking at the results from Table 2, the influence of correcting the faculty indices by the number of doctoral faculty is apparent. For example, in the top 10 programs 5 have less than 10 doctoral faculty while the other 5 have more than 14 faculty with 2 (Pennsylvania State University and University of Illinois at Urbana-Champaign) having 18 or more. Thus, institutions with large and small numbers of doctoral faculty are included at top programs. Six (Pennsylvania State University, University of Illinois at Urbana-Champaign, University of Maryland, University of Massachusetts, Indiana University, and Teachers College-Columbia University) of the top 10 programs have long histories of producing doctoral students and have appeared near the top of previous surveys (e.g., Hasbrook & Loy, 1983; Massengale & Sage, 1982). However, the University of Connecticut, Arizona State University, Oregon State University, and the University of South Carolina may be considered more recent additions to top U.S. doctoral programs in kinesiology as they did not appear among top programs in previous rankings.

Institutions in the 11-20 range are more variable in their previous history and rankings than the top 10 group. For example, University of Texas at Austin, University of Wisconsin, Michigan State University, and the University of Michigan were listed among top 20 programs in previous rankings (Hasbrook & Loy, 1983; Massengale & Sage, 1982) while 6 programs making this group would be considered new to previous top 20 listings (Iowa State University, Texas A&M University, University of Georgia, University of Houston, University of Illinois-Chicago, and University of Minnesota). The final 12 institutions that participated in the survey also includes a number of programs appearing in the top 20 in previous rankings (Hasbrook & Loy, 1983; Massengale & Sage, 1982)—Florida State University, Ohio State University, Purdue University, and University of North Carolina at Greensboro. Again, there are several programs in the current list that did not appear in previous rankings—Auburn University, Louisiana State University, North Dakota State University, Texas Woman’s University, University of Mississippi, University of Oklahoma, University of Utah, and West Virginia University. While there are certainly substantial changes (as would be expected) over the 20 years since previous rankings, most of the quantitative outcomes reported here are consistent with previous findings (e.g., Hasbrook & Loy, 1983; Massengale & Sage, 1982). However, the quantitative ranking allows for an unbiased and data-based ranking, which gives validity to the process and allows all programs to be fairly evaluated. In addition, the AAKPE plans to conduct this survey at 5-year intervals allowing a regular and consistent model for reporting findings.

There are several well-established programs that chose not to participate (see Appendix A, non-participating programs), including Springfield College, SUNY at Buffalo, University of Alabama, University of Florida, University of Iowa, University of Oregon, University of Pittsburgh, University of Southern California, University of Tennessee, and University of Virginia. The decision not to participate by the University of Oregon and the University of Southern California is likely due to their change in focus to integrative physiology. Thus, possibly they should have been excluded from the listing. Several of the other non-participating programs are relatively new (e.g., East Carolina University, Georgia State University, Oklahoma State University) or have doctoral programs with a relatively narrow focus (e.g., Ball State University—exercise physiology).
Tables 3 and 4 offer participating and non-participating institutions a basis for comparing their faculty and student indices to other programs, particularly the top ranked programs. Tables 5 and 6 offer comparison of mean data by four ranking categories (T-scores of 60 and above, 50-59, 40-49, and below 40) allowing institutions to see the average values (and standard deviations) of these groupings. For example, over the 5-year time span of this report, a profile of institutions with T-scores of 60 and above showed faculty averaged 24 publications in refereed journals, about 1 book, 32 presentations at conferences, nearly $800,000 in Federal funding, and over $200,000 in other funding. While these numbers have been corrected for the number of faculty at each institution, that is quite an outstanding record for the faculty at the 6 institutions with T-scores 60 or greater (Pennsylvania State University, University of Connecticut, Arizona State University, University of Illinois at Urbana-Champaign, University of Maryland, and the University of Massachusetts). Looking at the bottom of Table 5, it is impressive to note that the 32 institutions reported a total of 407 doctoral faculty who over a 5-year period averaged 15.5 refereed publications, 20 presentations, and over $500,000 in external funding to support research and graduate students.

For the graduate student data reported in Table 6, the top doctoral granting institutions (T-score of 60 or greater) attract quality students as reflected by GRE scores (Verbal = 528, Quantitative = 661). In fact, the overall quality of graduate students is good with average GRE-V = 494 and GRE-Q = 606. The higher GRE-Q score is not surprising given the quantitative course requirements found in most undergraduate Kinesiology departments (e.g., biomechanics, research methods, and measurement courses).

Finally, we hope institutions, administrators, faculty, and graduate students will interpret these data carefully. For example, the range of T-score differences among the top 10 institutions is only 8 T-score points and the range among the next 10 is only 9 T-score points. A single T-score point often separates one institution from another. Thus, using data to set goals and develop strategies is worthwhile but judgments about qualitative differences among programs based on a few T-score points is not a valid use of these data. Some of the large programs are very broad-based in their offerings (e.g., variety of PhD specializations), while other smaller programs are narrowly focused and offer fewer specializations. Neither is bad, it just reflects differing goals, models, and resources.

**Summary**

The AAKPE doctoral program evaluation is the first of a planned series of evaluations of doctoral programs from the field of kinesiology and physical education. The AAKPE plans to conduct the evaluation at 5-year intervals. Based on findings from previous reports of doctoral program evaluation, most, but not all, of the top U.S. doctoral programs participated in the current survey. Data collected were quantitative in nature and included both faculty and student indices with faculty indices weighted as 66% and student indices as 34% of the final T-score used for ranking programs. Additional information was provided including T-score values by institution for each component and average data for institutions falling into the T-score categories of 60 and above, 50-59, 40-49, and below 40.
References


End Notes

1The AAKPE Doctoral Program Committee consisted of Dr. Kirk Cureton (University of Georgia), Dr. Scott Kretchmar (Pennsylvania State University), Dr. Gil Reeve (Texas Tech University), Dr. Waneen Spirduso (University of Texas), Dr. Jerry Thomas (Iowa State University and Committee Chair) and Dr. James R. Morrow, Jr. (University of North Texas and then current AAKPE President).

2Considerable discussion was held among the Doctoral Program Committee (end note 1) as well as at several annual meetings of the AAKPE concerning whether faculty indices at each institution should be corrected for faculty size. Quality is based on the number of faculty in an academic unit as well as the expertise of individual faculty. While there was never complete agreement, the consensus was that the correction should be used for faculty indices. Thus, all faculty indices were divided by the number of graduate faculty reported.

Acknowledgment

This paper was developed at the request of the Executive Committee of the American Academy of Kinesiology and Physical Education (AAKPE). Thomas was Chair of the Academy’s Doctoral Program Committee, and Reeve was a member of that Committee as well as President of AAKPE during the survey. Two other Academy Fellows who are also measurement experts, James R. Morrow, Jr. and Allen W. Jackson from the University of North Texas (a non-doctoral granting program in kinesiology), were contracted to evaluate the data and report to the AAKPE. The data presented are from their report. The AAKPE Executive Committee and the AAKPE Doctoral Committee have read this report and approved its publication.
Appendix A

Participating and Non-Participating Programs in AAKPE Doctoral Program Review 2000-2004

Participating Programs

Arizona State University—Kinesiology
Auburn University
Florida State University—SMRMPE
Indiana University
Iowa State University
Louisiana State University
Michigan State University
North Dakota State University
Ohio State University
Oregon State University
Penn State University
Purdue University
Teachers College, Columbia University
Texas A&M University
Texas Woman's University
University of Connecticut
University of Georgia
University of Houston
University of Illinois, Chicago
University of Illinois, Urbana-Champaign
University of Maryland
University of Massachusetts - Exercise Science
University of Michigan
University of Minnesota
University of Mississippi
University of North Carolina—Greensboro
University of Oklahoma
University of South Carolina—Exercise Science
University of Texas
University of Utah
University of Wisconsin, Madison
West Virginia University—Physical Education

Non-Participating Programs

Arizona State University—Exercise and Wellness
Ball State University
Brigham Young University
East Carolina University
Florida State University—Movement Science
Georgia State University
Oklahoma State University
Springfield College—Exercise Science
Springfield College—Physical Education
SUNY, Buffalo
Syracuse University
Temple University
United States Sports Academy
University of Alabama
University of Arkansas
University of Delaware
University of Florida—Applied Physiology and Kinesiology
University of Florida—Sport Management
University of Idaho
University of Iowa—Exercise Science
University of Iowa—Psych of Sport & Phy Act
University of Kansas
University of Kentucky
University of Massachusetts—Sport Management
University of Miami
University of New Mexico
University of Northern Colorado
University of Oregon
University of Pittsburgh
University of South Carolina—Physical Education
University of Southern California
University of Southern Mississippi
University of Tennessee
University of Toledo
University of Virginia
Virginia Tech University
West Virginia University—HPAES

Appendix B

AAKPE DOCTORAL PROGRAM EVALUATION

Instructional Guide

This Instructional Guide provides definitions and specific instructions for completing the EXCEL file data sheets. There is one EXCEL File (AAKPE Doctoral Program Evaluation – 2004) with two data entry sheets: Faculty Data, Student Group Data.

The faculty data are entered for EACH faculty but the student data are entered for the entire academic unit being evaluated.

If you have questions regarding the information requested, please contact ________ in the AAKPE Business Office (phone:__________ , email:_______).
Return the completed EXEL file electronically to: __________AND mail a hardcopy with signature to: AAKPE Business Office, _________________.

Sign-Off

The department chairperson MUST sign-off on a hardcopy of the data submitted, verifying its accuracy. Use the Verification Page associated with this document. The mailing address is above.

Review Period

Data to be included are for the 5 calendar years 2000-2004. For faculty members, you are to include faculty members who are CURRENTLY conducting doctoral activities in your unit. Counts, amounts, and values inserted are for their activities throughout the ENTIRE 5-year period.

For student data include the current year or the entire 5-year period of 2000-2004 as described in this Instructional Guide.

FAQ

A list of Frequency Asked Questions can be viewed at <<WWW site here>>. If you have a question, contact __________ at _________ and you will receive a reply to your question. If appropriate, it will also be added to the Internet FAQ.

FACULTY DATA

A. Criteria for Inclusion of Faculty

Faculty must meet all three of the following:

1. Currently teach doctoral-serving courses AND/OR direct doctoral dissertations AND/OR serve on doctoral advisory committees;
2. Hold a doctoral degree and be in a tenured or tenure-earning position at the rank of assistant professor, associate professor, or professor;
3. At least 25% of their base salary support provided by academic unit sponsoring the doctoral program.

B. Instructions for Completing Each Column in Faculty Data Sheet (EXCEL variable names are listed in parentheses) (sheet name Faculty Data).

Faculty (faculty)

Individually list each faculty member who meets the above criteria for inclusion using any alphanumeric code that is meaningful to you. These should be faculty members who currently exist in your unit this academic year. It does not matter if they were not in your unit last year or 5 years ago; they still count.
Rank (rank)

To indicate rank of a faculty member: use 1 = assistant professor, 2 = associate professor, and 3 = professor.

Publications (include all publications in the count, whether senior or co-author)

*Scholarly articles, book chapters, and monographs (jpubs).* Enter the number of full length scholarly articles IN REFEREED JOURNALS, chapters in books, and monographs for each faculty member for the past 5 calendar years. Even if a particular faculty member has not been in your unit for a total of 5 years, still include all 5 years of his or her publications. If more than one faculty member is a co-author, count the publication as 1 for EACH of them. DO NOT INCLUDE ABSTRACTS, PROCEEDINGS or PROJECT REPORTS.

*Books (bpubs).* Enter the number of books for the past 5 calendar years (author, co-author, or editor). If more than one faculty member is a co-author, count the book as 1 for EACH of them. If more than 1 edition is published in the 5-year period, count EACH edition.

Presentations (present)

Enter the number of presentations whether senior or co-author over the past 5 calendar years. If more than one faculty member is a co-author, count the presentation as 1 for EACH of them. INCLUDE ONLY SCHOLARLY PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS. Do NOT include sessions for which the faculty member simply acted as a presider.

External Funding

*Federal extramural funds (not funding from university) (extfundfed).* List the total extramural dollars (direct + indirect costs) for all contracts, grants, training program grants, etc. for each faculty member over the past 5 years. If multiple investigators, divide dollar amount proportionally by assignment. The proportional amount should total to the actual award amount. If multiple years, include only the dollar amount for the 5 years under evaluation.

*External research funding (extfundnonfed).* List the total extramural dollars (direct + indirect costs) for non-federal research grants only for each faculty member for the past 5 years. If multiple investigators, divide dollar amount proportionally by assignment. The proportional amount should total to the actual award amount. If multiple years, include only the dollar amount for the 5 years under evaluation.

*Internal research funding (infund).* List the total dollars (direct + indirect costs) for internal research grants only for each faculty member for the past 5 years. If multiple investigators, divide dollar amount proportionally by assignment. The proportional amount should total to the actual award amount. If multiple years, include only the dollar amount for the 5 years under evaluation.
Editors and Editorial Boards (editboard)

List the number of editorships and editorial boards for scholarly journals that each faculty member has held over the past 5 years. Do NOT include journals for which one simply serves as a reviewer. For example, if professor X served on *Medicine and Science in Sports & Exercise* for Years 1, 2, and 3; *Journal of Motor Behavior* for Years 3 and 4; and started on a new editorial board for *The Journal of Sport Psychology* in Year 4, the total would be 3.

Fellows in AAKPE (AAKPEFellow)

Enter if faculty member is an active fellow in the American Academy of Kinesiology and Physical Education for any year during the past 5 years. Enter “Yes” or “No”.

Fellows in Other Scholarly Societies (otherfellow)

Enter the number of active fellow positions held by faculty in other scholarly societies across the 5-year period. Count the number of societies in the past 5 years, and NOT the number of years.

STUDENT GROUP DATA

DATA Page: Student Group Data

A. Criteria for Inclusion of Current Students

Data included here are summary/grouped data

B. Instructions for Completing Each Column on the Student Group Data Sheet

Minimum GRE Verbal Score Required (minGREVerbal)

Enter the minimum GRE Verbal score required for admission to the doctoral program. If none – enter NONE.

Minimum GRE Quantitative Score Required (minGREQuant)

Enter the minimum GRE Quantitative score required for admission to the doctoral program. If none – enter NONE.

GRE Scores (aveGREVerbal) (aveGREQuant)

Enter the AVERAGE entry GRE scores (verbal, quantitative) for all doctoral students CURRENTLY in the program. If the student has completed the GRE more than once, use only the scores ACTUALLY USED to make the admission
decision. Use all full- and part-time students enrolled in the doctoral program in this field during the 2004 calendar year (spring, summer and/or fall, 2004). Include all doctoral students enrolled for one or more academic credits.

**Student Support (stusupport)**

Enter the total number of FTE for which your unit has graduate student support FOR THIS ACADEMIC YEAR. These could be Research Assistants, Graduate Assistants, Teaching Fellows, Teaching Assistants, etc.

**Applications (applicat)**

Enter the number of completed doctoral applications received for the doctoral program for the past 5 years. This is the number of applications that have reached your unit’s decision point (this might be the Graduate School, the Department Chair, or the Graduate Coordinator, etc.).

**Acceptance (accept)**

Enter the number of doctoral students who have been accepted into this doctoral program in the last 5 years.

**Enrolled (enrolled)**

Enter the number of those who were accepted who actually enrolled in this program.

**Post-doctoral student employment (postdoc)**

Enter the total number of doctoral graduates in the past 5 years who accepted post-doctoral positions. This does NOT include regular faculty positions taken.

**Employment in the field (employfield)**

Enter the total number of doctoral graduates in the past 5 years who accepted full-time professional positions relevant to your doctoral program. This does NOT include Post-doctoral employment indicated above.
Appendix B8: KH Credit Hours (SU2000-SP2007)
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<th>SU 02-SP 03</th>
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Appendix B9: Diversity of KH Students 2004-2007
### Diversity of Students 2004-2007

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<td>Percentage of Students</td>
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<td></td>
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<td>2005 08</td>
</tr>
<tr>
<td>White</td>
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<td>111</td>
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<tr>
<td>Black</td>
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<td>Asian</td>
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**Graduate**

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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White-Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black-Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander/Native Hawaii</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Not reported</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>154</td>
</tr>
</tbody>
</table>
Appendix C1: Department Strategic Plan
Strategic Plan
Department of Kinesiology and Health
Georgia State University

Mission Statement
Recognizing that physical activity is vital for all people, the Department of Kinesiology and Health at Georgia State University seeks to:

- discover new knowledge and advance the understanding of the role of physical activity in attaining optimal health and well-being,
- educate members of society and prepare future professionals, and
- promote healthy lifestyles through life-long activity and learning.

Vision Statement
The Department of Kinesiology and Health will be a global model for developing leaders who advance the understanding of the role of physical activity in attaining optimal performance, health and well-being.

Strategic Planning Themes

Theme: Research Initiatives and Support
Goal: Discover, apply, and disseminate new knowledge.

Theme: Academic Programs
Goal: Expand and strengthen high quality academic programs, leadership roles of faculty and students within the College and University, and of international prominence.

Theme: Urban Focus
Goal: Maximize the potential that is in the Georgia State University urban setting in a way that is congruent with the university’s mission by promoting research, academic programs, and outreach activities that improve the quality of life in urban communities.

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
**Theme: Research Initiatives and Support**

**Goal:** Discover, apply, and disseminate new knowledge.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase record of disseminating research discoveries</td>
<td>Increase the number of peer-reviewed research publications</td>
<td>Number of research publications (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td>Increase the number of research publications in high quality journals</td>
<td>Average journal impact factor rating by tenure and tenure track faculty (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td>Increase the number of research presentations at international, national, and regional professional meetings</td>
<td>Number of presentations at professional meetings (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Increase extramural research funding</td>
<td>Increase total amount of external research funding</td>
<td>Amount of external research funding (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td>Increase the number/percentage of department faculty participating in external funding research activities</td>
<td>Percentage of tenured and tenure track faculty funded or applying for funding as a principle investigator or co-investigator (compared 3-year rolling average) Number of submitted external grant proposals (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Strengthen research climate for faculty and students</td>
<td>Review and update faculty mentoring program</td>
<td>Survey of faculty being mentored to determine effectiveness and needs Revision of current faculty mentoring program to include formal research mentoring</td>
</tr>
</tbody>
</table>

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and update faculty research release policy</td>
<td>Adoption of faculty research policy to clarify criteria for release and to insure appropriate return on investment (by 2009)</td>
<td></td>
</tr>
<tr>
<td>Increase research emphasis and productivity in Masters programs</td>
<td>Number of research presentations and publications by Masters students (compared 3-year rolling average)</td>
<td>Amount of funding to support Masters students (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Develop undergraduate research program</td>
<td>Program developed, proposed, implemented (by 2010)</td>
<td>Number of undergraduate students involved in research projects (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Attract, retain, and graduate outstanding doctoral students</td>
<td>Review admissions criteria for doctoral program</td>
<td>Establish criteria that reflect the appropriate caliber of doctoral students (by 2009)</td>
</tr>
<tr>
<td>Increase the caliber of doctoral student applications, admissions, and enrollment</td>
<td>Average GRE score of admitted/enrolled doctoral students (annual comparison)</td>
<td></td>
</tr>
<tr>
<td>Increase the number of high caliber doctoral students</td>
<td>Number of doctoral students admitted/enrolled (by 2009, increase by 50%)</td>
<td></td>
</tr>
<tr>
<td>Increase financial support for doctoral students</td>
<td>Number of doctoral students supported by GRA/GTA/GLA and average amount of stipend</td>
<td>Amount of doctoral student funding (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Objectives</td>
<td>Action Plan</td>
<td>Outcome Measure/Performance Target</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Increase prominence of faculty scholarship</td>
<td>Use department website to promote and feature research of all tenure and tenure-track faculty</td>
<td>Number of tenure and tenure-track faculty that maintain a current website illustrating their scholarly activities (by 2009, increase to 100%)</td>
</tr>
<tr>
<td></td>
<td>Identify other venues/outlets for promotion of faculty scholarship</td>
<td>Number of media contacts</td>
</tr>
<tr>
<td>Enhance interdisciplinary collaboration</td>
<td>Identify and organize faculty special interest research groups</td>
<td>Establishment of active special interest research groups</td>
</tr>
<tr>
<td></td>
<td>Identify and develop interdisciplinary research themes to enhance collaboration</td>
<td>Submit proposal(s) for federal funding to support research in research theme areas (by 2011)</td>
</tr>
<tr>
<td></td>
<td>Identify and cultivate collaborative research partners (e.g. faculty in other departments, colleges and institutions)</td>
<td>Number of grants and research publications with other faculty (compared 3-year rolling average)</td>
</tr>
</tbody>
</table>
**Theme: Academic Programs**

**Goal:** Expand and strengthen high quality academic programs, leadership roles of faculty and students within the College and University, and of international prominence.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance the doctoral program (also see Objectives related to doctoral students in Research Theme)</td>
<td>Evaluate existing concentrations for growth potential</td>
<td>Programs prepare feasibility report and submit to Graduate Faculty Committee and Chair by 2009</td>
</tr>
<tr>
<td></td>
<td>Determine the potential for establishing additional doctoral concentrations: (e.g. Sports Administration, Health &amp; Physical Education, Psychology of Physical Activity, etc.)</td>
<td>Programs prepare feasibility report and submit to Graduate Faculty Committee and Chair by 2009</td>
</tr>
<tr>
<td>Maintain or obtain relevant accreditation for all academic programs</td>
<td>Maintain NCATE accreditation and compliance with PSC standards for the Health and Physical Education programs.</td>
<td>Current NCATE accreditation</td>
</tr>
<tr>
<td></td>
<td>Obtain and maintain CAAHEP accreditation for the undergraduate and graduate Exercise Science programs.</td>
<td>Response to recommendations from spring 2007 accreditation visit by Exercise science faculty (December 2007)</td>
</tr>
<tr>
<td></td>
<td>Maintain current program approval and obtain accreditation when available for MS in Sports Administration</td>
<td>Current program approval, application for accreditation (when available)</td>
</tr>
<tr>
<td></td>
<td>Monitor NATA accreditation transition and development of graduate program accreditation for MS in Sports Medicine</td>
<td>Annual review of NATA accreditation status for graduate programs</td>
</tr>
<tr>
<td>Enhance academic programs through systematic assessment and review of learning outcomes.</td>
<td>Review annually syllabi, objectives, student learning outcomes, and standards and use results to inform curriculum and program changes</td>
<td>LOA reported via WEAVEonline Academic program evaluation meeting</td>
</tr>
<tr>
<td></td>
<td>Integrate Learning Outcomes Assessment with appropriate program standards and individual accrediting agency requirements</td>
<td>Accreditation agency reports Annual program reports; program meetings to inform program, curriculum changes, etc.</td>
</tr>
<tr>
<td></td>
<td>Establish process to track placement of graduates</td>
<td>Annual report of student placement</td>
</tr>
</tbody>
</table>

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce the importance of physical activity in the university academic community</td>
<td>Examine the feasibility of developing a university-wide course emphasizing physical activity to be available as an elective (or requirement) for all GSU majors. Develop a perspectives course (PERS 2002 Perspectives on Global Problems) to be offered in Area B: Institutional Options.</td>
<td>Proposal for Physical Activity and Health course by 2009 Proposals for PERS course(s) by 2008</td>
</tr>
<tr>
<td>Expand the accessibility of courses by considering course content delivery in non-traditional format</td>
<td>Develop strategies and resources for delivering current or new courses and course content in non-traditional formats.</td>
<td>Number of courses and percentage of course content offered</td>
</tr>
<tr>
<td>Develop academic “areas of expertise”</td>
<td>Examine the potential of developing areas of emphasis in selected KH programs. (e.g. Disability Sport)</td>
<td>Proposal for academic area of emphasis by 2010</td>
</tr>
<tr>
<td>Promote/support the infusion of technology into appropriate courses in all programs</td>
<td>Examine the use of effective technology in developing the learning goals for classes to determine if appropriate for achieving learning outcomes and enhancing student learning</td>
<td>Number of technology-enhanced courses</td>
</tr>
<tr>
<td>Increase academic rigor in undergraduate programs</td>
<td>HPE and Exercise Science programs will offer honors courses. Initiate an undergraduate research program (see Research objective)</td>
<td>Proposal for development of or designation of course(s) as honors course(s) (by 2010) (see Research outcome measure/performance target)</td>
</tr>
<tr>
<td>Develop department resources to maintain and enhance academic programs</td>
<td>Examine existing programs for growth potential Determine personnel and space resources needed for program growth</td>
<td>Report on growth projections for current programs and proposed programs by 2008 Space inventory with future projected space and resource needs by 2008</td>
</tr>
<tr>
<td>Objectives</td>
<td>Action Plan</td>
<td>Outcome Measure/Performance Target</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Develop a departmental enrollment management process</td>
<td>Implementation of departmental enrollment management process</td>
<td>Reduction of number of student on course registration overflow lists</td>
</tr>
<tr>
<td>Develop Clinical Instructor/Sabbatical/MEd student program with local school districts</td>
<td>Proposal for Clinical Instructor/Sabbatical/MEd student program by 2009</td>
<td></td>
</tr>
<tr>
<td>Improve Teaching Effectiveness</td>
<td>Develop and implement a departmental Teaching Effectiveness Plan based on the scholarship of teaching</td>
<td>Adoption, implementation, and faculty participation in Teaching Effectiveness Plan by 2008</td>
</tr>
<tr>
<td>Examine LOA/Weave on-line results to improve teaching effectiveness</td>
<td>Review of LOA and course evaluations (annual)</td>
<td></td>
</tr>
<tr>
<td>Enhance efficiency of departmental course delivery and the professional development of doctoral students</td>
<td>Identify courses that might be regularly taught by doctoral students (GTA) with faculty mentoring</td>
<td>Number of courses taught by doctoral students (GTA)</td>
</tr>
</tbody>
</table>
| Promote critical thinking through writing in the undergraduate curriculum   | Identify, develop, and implement appropriate Critical Thinking Through Writing courses | Meet university CTW requirements by 2009  
Student performance on critical thinking assessments                                |
**Theme: Urban Focus**

**Goals:** Maximize the potential that is inherent in the Georgia State University urban setting in a way that is congruent with the university’s mission by promoting research, academic programs, and outreach activities that improve the quality of life in urban communities.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a positive impact on quality of life in urban communities</td>
<td>Strengthen and expand partnerships with urban P-16 schools, agencies, and businesses</td>
<td>Number of partnerships, activities with urban P-16 schools, agencies, and businesses Annual report of activities</td>
</tr>
<tr>
<td></td>
<td>Establish formal relationships with community-based organizations that have the same or similar mission</td>
<td>Number of partnerships, activities with community-based organizations Annual report of activities</td>
</tr>
<tr>
<td></td>
<td>Develop relationships with local and state agencies for the promotion of healthy living</td>
<td>Number of partnerships, activities with local and state agencies Annual report of activities</td>
</tr>
<tr>
<td></td>
<td>Support the Health and Physical Education Coordinator position within the Georgia Department of Education</td>
<td>Annual report of activities and support</td>
</tr>
<tr>
<td></td>
<td>Contribute to the effort towards building of environments within the urban setting that assist the development and maintenance of healthy living</td>
<td>Annual report of activities</td>
</tr>
<tr>
<td>Establish a national and international reputation in applicable areas of expertise related to urban environments</td>
<td>Promote the placement of faculty on strategic organization committees of national and international organizations</td>
<td>Number of faculty serving on committees of national and international professional organizations (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td>Publish research in relevant national and international journals (see Research objective)</td>
<td>Increase the number of peer-reviewed research publications(compared 3-year rolling average) Increase the number of research publications in high quality journals(compared 3-year rolling average)</td>
</tr>
</tbody>
</table>

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure external funding to support research and service initiatives (see Research objective)</td>
<td>Amount of external research funding (compared 3-year rolling average)</td>
<td>Percentage of tenured and tenure track faculty funded or applying for funding as a principle investigator or co-investigator</td>
</tr>
<tr>
<td>Number of submitted external grant proposals (compared 3-year rolling average)</td>
<td>Number of presentations at professional meetings (compared 3-year rolling average)</td>
<td>Number of partnerships and activities</td>
</tr>
<tr>
<td>Seek national and international platforms for discussing relevant urban initiatives</td>
<td>Number of presentations at professional meetings (compared 3-year rolling average)</td>
<td>Number of presentations at professional meetings (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Establish cooperative relationships with appropriate professional, college, and other sport organizations within the Atlanta area to enhance academic and professional development of our students</td>
<td>Number of presentations at professional meetings (compared 3-year rolling average)</td>
<td>Number of partnerships and activities</td>
</tr>
<tr>
<td>Advocate for legislation that promotes and improves an active lifestyle within the urban setting</td>
<td>Assist legislators to draft legislation that promotes active lifestyles</td>
<td>Annual report of activities</td>
</tr>
<tr>
<td>Advocate for legislation that would require minimal competencies for health and fitness professionals</td>
<td>Annual report of activities</td>
<td>Annual report of activities</td>
</tr>
<tr>
<td>Collaborate with other agencies that support physical activity legislation</td>
<td>Annual report of activities</td>
<td>Annual report of activities</td>
</tr>
<tr>
<td>Sustain the recruitment and retention of minority students (including students with disabilities) with an emphasis on those who come from the urban environment</td>
<td>Annual report of activities</td>
<td>Annual report of activities</td>
</tr>
<tr>
<td>Develop and implement a retention, progression, and graduation plan for our graduate students, with an emphasis on the needs of our diverse student population</td>
<td>Adoption and implementation of retention, progression, and graduation plan</td>
<td>Retention, progression, and graduation annual statistics, by gender and ethnicity</td>
</tr>
<tr>
<td>Objectives</td>
<td>Action Plan</td>
<td>Outcome Measure/Performance Target</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Examine current curricula and courses for inclusion of appropriate culturally-relevant content</td>
<td>Number/percentage of courses with appropriate culturally-relevant content Establishment of and endowment amount for scholarships for minority, low SES students</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C2: Progress Toward Goals and Objectives Since Last Program Review

Goals and Objectives from Previous Strategic Plan

Departmental Planning Priorities

1. Develop a comprehensive department space needs assessment and acquisition plan which will result in a consolidated department.
   
   a. Link to College and University Plan: College Plan: Goal 2, University Plan: Page 31, #2
   
   b. Progress towards Goal/Objective: In 1995 the Department, because of rapid growth, was housed in the Sports Arena as well as on the third floor of the College of Education Building. This created the need to duplicate staff and other support functions. After notification that GSU would host Olympic Badminton in the Physical Education Building (now Sports Arena) and the Department research laboratories were named as the official Sport Science facilities for the Games, a proposal was developed and presented to the University Senate (Capital Budget and Space Allocation Committee) to request funds from the major repair and renovation fund (MRRF) in the amount of $375,000 to enclose the east side of the Sports Arena. This was approved and additional funds of approximately $80,000 was acquired from the Olympic Organizing Committee to add an additional floor (approximately 6000 sq. ft.) above this enclosure. Following the Games in 1996, the Department successfully proposed that this space be allocated to the Department to allow for permanent expansion of research and teaching laboratories and for additional office space which allowed for the consolidation of the Department in 1998. The Department successfully proposed the use of $80,000 in 1997 build out the space allocated for additional offices. These funds were allocated from the College of Education.

2. Increase extramural funding of research and educational services.
   
   a. Link to College and University Plan: College Plan: 2.1.2, University Plan: Page 23
   
   b. Progress Towards Goal and Objective: In FY2001, the Department external funding levels were listed as $279,000. At the end of the previous review period, external funding levels from grants and contracts exceeded $750,000. This improvement was attributed to enhancing the incentives for research faculty
to write grants and contracts, and improving the department staff support for these activities. While significant improvement has been made in this area, this goal continues into the next strategic planning period.

3. Establish exercise science and sports administration as areas of excellence nationally in research and professional preparation.

   a. Link to College and University Plan: College Plan: Goal 2, University Plan: Page 23, C

   b. Progress Towards Goal/Objective: The exercise science program continues to attract diverse students. The enrollment in the undergraduate exercise science program has grown from approximately 300 in 1999 to over 400 currently. During the course of the previous review cycle, there was no national accreditation of exercise science programs. In 2005, the American College of Sports Medicine began an accreditation process in this field. Faculty in the Department were actively involved in developing this accreditation process. In 2007, the undergraduate and master’s program were reviewed under this process and both of these programs received initial accreditation. The number of students pursuing the research track in the master’s program has significantly increased. In 2007, this program generates one of the highest number of master’s theses in the College of Education. The Sports Administration program was reviewed in 2000 and received full program review by the National Association for Sport Management. Currently, this program is one of only 27 approved programs in the country. Over the course of the previous review period, enrollment in this program grew to almost 80 students. The majority of these students are fully supported on external grants and/or contracts. Graduates from this program are employed by numerous business, teams, clubs, colleges, universities, schools, and agencies in the sports business world.


   a. Link To College and University Plan: College Plan: Goal 2, University Plan: Page 18

   b. Progress Towards Goal/Objective: Over the period covered by this strategic plan – students have graduated from the doctoral program in sport science. All graduates were hired by higher education institutions with the exception of one who started a private business. These institutions have included University of New Orleans, Eastern Washington University, Kennesaw State University, West Georgia University, and Saba Island Medical School. Students and graduates
from this program have won several awards including the Southeast American College of Sports Medicine Student Research Award, ACSM Sports Nutrition Interest Group Student Research Award, etc.

5. Review low enrollment programs for the purpose of improving overall quality and maximizing resources through consolidation and/or elimination of programs.

   a. Link to College and University Plan: College Plan: Goal 2, University Plan: Page 16
   b. Progress Towards Goal/Objective: During the course of this strategic plan, three degree programs were eliminated and the resources redirected to higher priority programs. Eliminated programs included the B.S. in Dance, M.S. in Recreation, and Ed.S. in Health and Physical Education.

6. Develop specific marketing and recruitment plans in each program area.

   a. Link to College and University Plan: College Plan: Goal 2, University Plan: N/A
   b. Progress Towards Goal/Objective: This priority is continuing into the next strategic plan. The department web site was redesigned. In addition, program flyers were developed for all degrees. The Department purchased a portable display which is routinely taken to regional and national conferences advertising department programs.

7. Increase the collaborative efforts between the health and physical education faculty and their constituents in the schools including offering more field based programs like the Ed.S.

   a. Link to College and University Plans: College Plan: Activity 3.1, University Plan: Page 26
   b. Progress Towards Goal/Objective: While the Ed.S. program was eliminated; the undergraduate and master’s degree program in health and physical education was almost completely field-based. The HPE faculty have developed working relationships with several schools. All methods classes are field-based. Students are placed in schools with students shortly after their admission into teacher education. The field-based activities and the physical education teacher education assessment programs have served as a model regionally as well as nationally.
8. Increase accessibility to and use of technology in teaching and research.
   a. Link to College and University Plans: College Plan: Objective 2, University Plan: Page 32
   b. Progress Towards Goal/Objective: The Department implemented a policy which allowed for the purchase of new computers for 1/3 of the department each year. In addition, several faculty were successful in obtaining student technology fee funding to significantly enhance the technology used in the classroom. Funding from faculty release time and grant indirects has been used to upgrade and enhance laboratory equipment.

9. Seek and obtain accreditation for all relevant degree programs.
   a. Link to College and University Plans: College Plan: Goal 2, University Plan: Page 15
   b. Progress Towards Goal/Objective: The health and physical education program has been reaccredited with no weaknesses cited by the National Council for Accreditation in Teacher Education. The Sports Administration program received program approval through the National Association for Sport Management. The Exercise Science program has received initial accreditation through the American College of Sports Medicine.

10. Establish the Department as a state leader in the preparation of health and physical educators at undergraduate and levels.
    a. Link to College and University Plans: College Plan: Goal 2, University Plan: Page 26
    b. Progress Towards Goal/Objective: The undergraduate and graduate program in health and physical education has been reviewed by NCATE twice in the last 10 years. During each accreditation visit, the programs have received accreditation with no weaknesses cited. The physical education teacher education assessment project has received state and national recognition as a model for research-based and field-based teacher training in these fields. During the past five years enrollment has grown in the masters program to over 35. This is an increase of over 300%. Cooperating teachers have regularly commented on the quality of students in these programs and seek out our students over others from different
institutions. Faculty in these degree programs have received state, regional and national recognition for their work.

11. Develop strategies that improve the self sufficiency and the national reputation of the Ph.D. program.

   a. Link to College and University Plans: College Plan: Goal 2, University Plan: Page 22

   b. Progress Towards Goal/Objective: Approximately 5 years ago the department adopted an internal policy for funding doctoral students. This policy formalized several practices, including accepting only doctoral students who could be supported through department and external funding sources. In addition to funding, students were only accepted if their research interest area clearly aligned with one or more faculty members in the department. Department residency requirements require all doctoral students to be regularly involved in research prior to entering candidacy for the doctorate. These policies have resulted in a large number of student publications and presentation over the past five years. Faculty in the doctoral program have actively sought and received external funding for their research and for the support of graduate students. As indicated previously virtually all students who have graduated from this program have been hired by higher education institutions.

**Short Range Objectives**

**Teaching**

1. Identify and obtain instructional materials, technology, equipment and space which would enhance classroom effectiveness.

   a. Progress Towards Goal/Objective: Several faculty have actively pursued and received funding from the Student Technology Grant program to enhance Department instructional technologies. This funding has totaled over $230,000 over the past review cycle. Following the 1996 Olympic Games, the Department was successful in acquiring over 6000 sq. ft. of dedicated instructional space for department use in the area of physical activity. This facility allows for more extensive offerings and has generated a significant number of additional credit hours during the past review cycle. Funds from faculty buy-outs, department and college year-end funds as well as funds from discontinued degree programs were
redirected to continue to update and enhance research and instructional equipment needs.

2. Improve faculty knowledge and use of alternative methods of teaching.

   a. Progress Towards Goal/Objective:  This is a goal/objective that continues into the next strategic planning cycle.  One faculty member currently teaches courses that are primarily on-line.  Approximately 2/3 of the faculty regularly use U-Learn (formerly WebCT) to enhance their classroom instruction.  The health and physical education faculty use field-based instruction directly in schools to train future health and physical education teachers.  Exercise Science and Sports medicine faculty use various forms of case-study methods to illustrate complex concepts.  Sports Medicine faculty have collaborative working relationships with faculty in physical therapy which allows the Department access to the Human Cadaver Laboratory.  This has been highly beneficial for students in the sports medicine program as well as graduate students in exercise science.

3. Maintain student pass rates on exit examinations at no less than 95 percent.

   a. Progress Towards Goal/Objective: Over the course of this review cycle, only one program has an external exit examination requirement and that is the health and physical education program.  Pass rates on the Praxis II (no GACE) exam have been 100%.  Effective in 2008, students graduating from the undergraduate exercise science program as well as the fitness and health promotion concentration in the graduate program will be required to take the American College of Sports Medicine Health/Fitness Instructor certification exam as an exit requirement.

4. Significantly involve faculty in the Center for Teaching and Learning.

   a. Progress Towards Goal/Objective:  This goal/objective has not been accomplished on a systematic basis.  Individual faculty have utilized services of the CTL to enhance their teaching effectiveness, and the department has consulted with the CTL in its current efforts to develop a department teaching effectiveness program.
5. Improve faculty knowledge and use of instructional technology and services available in the university.

   a. Approximately 2/3 of the faculty regularly use U-Learn (formerly WebCT) to enhance their classroom instruction. The health and physical education faculty use field-based instruction directly in schools to train future health and physical education teachers. One the Technology Fee Awards obtained by HPE faculty purchased digital video cameras and tablet PCs to provide students with the technology tools to use to more accurately assess and evaluate their teaching. Exercise Science and Sports medicine faculty use various forms of case-study methods to illustrate complex concepts, and have purchased BioPac laboratory technology and Dartfish technology to enhance labs in exercise physiology and biomechanics. Sports Medicine faculty have collaborative working relationships with faculty in physical therapy which allows the Department access to the Human Cadaver Laboratory. This has been highly beneficial for students in the sports medicine program as well as graduate students in exercise science. Several faculty members have been awarded funds from the Student Technology Fee grant program. These awards have totaled 230,000 over the past review period. Approximately 2/3 of the faculty have attended workshops on instructional technology including the use of U-Learn (formerly WebCT), PowerPoint and Excel use in the classroom and other opportunities.

6. Seek and obtain NATA accreditation status for the M.S. in Sports Medicine degree program.

   a. Progress Towards Goal/Objective: The Department completed a major self-study and submitted this for review by the National Athletic Trainers Association (NATA). After submission, the NATA began a several year process designed to make major changes in the accreditation of graduate programs. These changes have been controversial nationally and have resulted in several programs deciding not to pursue accreditation of graduate programs. The Department, while committed to accreditation, has adopted a “wait-and-see” approach. As a result of continued student growth in this area, the Department successfully proposed an additional clinical instructor hire in this area which was completed in 2007.

**Research**

1. Enhance research programs in exercise/sport science, sports medicine and to establish and maintain research programs in sports administration, and physical education pedagogy.
a. Progress Towards Goal/Objective: During the course of this review cycle the research programs in each of these degree programs has been significantly enhanced. In each of these programs there have been numerous publications and presentations by faculty and students.

2. Identify and purchase equipment necessary to support departmental research.

   a. Progress Towards Goal/Objective: Over the course of this review period, funds from a number of sources were used to enhance and support department research activities. Sources of these funds included faculty release time from grants and contracts, Department and College year-end funds, and redirected funds from discontinued degree programs. These funds were used for a variety of research enhancement activities including purchasing new computers on a rotating basis (approximately 1/3 per year), and purchasing new or upgrading existing equipment in the Department research laboratories (Applied Physiology Laboratory, Muscle Biology Laboratory, Sports Medicine Laboratory, Biomechanics Laboratory, and Pedagogy Laboratory).

3. Continue to increase extramural funding for research and related service.

   a. Progress Towards Goal/Objective: At the end of the previous review period, total external funding for the Department exceeded $750,000. A system was developed where faculty were encouraged to write for grants and contracts by returning portions of release time and indirect funding to the originating PI for use in seeking additional funding.

4. Support faculty efforts to upgrade research skills.

   a. Progress Towards Goal/Objective: Faculty were encouraged to attend workshops and seminars as appropriate to enhance not only their research skills, but their ability to manage grants and contracts. Several faculty were supported with Department and College funds to attend meetings with grant officers in Washington, D.C.

5. Actively involve graduate students in research projects and encourage them to present their findings at professional meetings.

   a. Progress Towards Goal/Objective: All doctoral students are actively involved in research shortly after admission. As part of the Department residency
requirement, all doctoral students must present the results of their research (prior to the dissertation) at a minimum of one regional or national conference. In addition, students write at least one grant proposal seeking funding for their research. Over the course of this review period, there have been numerous publications and/or presentation of student research.

6. Study methods of allocating departmental resources which would provide greater release time for research activity.

   a. Progress Towards Goal/Objective: During the course of this review period, two regular part-time instructors were converted to 50% (.375 EFT). The purpose of this conversion was to allow for increased involvement of these individuals not only in the area of teaching, but to assist with a number of other time-consuming activities including advising and development and maintenance of numerous clinical agreements. This allowed for selective reduction in faculty workloads to increase research productivity. A proposal to hire a “research coordinator” within the department was also funded. This coordinator actively helped research faculty identify and pursue relevant grant opportunities. The coordinator handled all pre-award functions within the Department.

7. Develop a field-based research model in health and physical education.

   a. Progress Towards Goal/Objective: This goal has been accomplished. Virtually all training of health and physical education teachers occurs using a field–based model. Over the course of this review cycle program faculty have developed excellent working relationships with a number of partner schools and Professional Development Schools.

8. Implement the College of Education Faculty Workload Policy specifically as it relates to teaching and research.

   a. Progress Towards Goal/Objective: This goal was accomplished. All research active faculty received a 2/2 academic year work load.

9. Continue to emphasize interdisciplinary research efforts.

   a. Progress Towards Goal/Objective:

   Service
1. Communicate the services available in the department to the university and to the public at large.
   
   a. Progress Towards Goal/Objective: This goal continues into the next review cycle. The Department sponsors several major service projects that significantly impact the Atlanta area. These projects include the After School All Stars, recreation programs for disabled children (US DOE grant).

2. Continue to support the efforts for a campus-wide wellness program serving faculty, staff, and students.
   
   a. Progress Towards Goal/Objective: The Department actively supported the creation of a “wellness” office through the Dean of Students Office. The director of this office taught course work in the Department as well as leading our involvement in the freshman learning communities.

3. Establish advisory committees in each relevant program area.
   
   a. Progress Towards Goal/Objective: This goal has been partially accomplished. The exercise science program has established an external advisory group. The Sports Administration program has an active alumni board which gives advisory information to faculty. Advisory groups in other program areas are still in the development stages.

4. Reactivate and support the departmental Majors Club.
   
   a. Progress Towards Goal/Objective: This goal was accomplished early in the review cycle. After several meetings and activities, it was decided that a more effective mechanism was to establish individual groups by degree program.

5. Increase departmental involvement in staff development programs of local school systems.

   a. Progress Towards Goal/Objective: The health and physical education faculty have been highly active in local school systems. These activities have included sponsored staff development programs, as well as serving on a number of advisory groups for partner schools. Two exercise science faculty have worked closely with the Dekalb County School system to train physical education teachers in the administration of the FitnessGram fitness assessment program.
6. Continue to support the efforts of local school systems to employ full-time athletic trainers.

   a. Progress Towards Goal/Objective: The Department has over ten externally funded agreements with local school systems. These agreements provide a “real-life” laboratory setting for our graduate students in sports medicine. Students practice advanced techniques learned in the classroom in these settings and work with physicians and other health-care providers. Over the course of this review period, these contracts have totaled over $100,000 per year. Faculty have been involved in a number of different legislative activities over the course of this review period including licensure issues, and the need for certified athletic trainers at high school sporting events.

7. Increase the involvement of faculty in the leadership of relevant professional associations.

   a. Progress Towards Goal/Objective: This goal has been accomplished over the course of this review period. Listed below are the contributions made by Department faculty in this area.

   i. Four faculty hold fellowship status in professional organizations: American College of Sports Medicine (ACSM), American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR), Southern Association for Cardiovascular and Pulmonary Rehabilitation (SACVPR), and the Research Consortium of American Alliance for Health Physical Education Recreation and Dance (AAPHERD).

   ii. Three faculty hold national certifications from the American College of Sports Medicine as Preventive and Therapeutic Program Director, and Health/Fitness Directors.

   iii. Faculty hold or have held numerous major offices in professional organizations: President of regional chapter of AACVPR, ACSM Committee on Certification and Education, ACSM Olympic and Paralympic Sports Medicine Issues Committee, ACSM International Relations Committee, International Olympic Committee, International Paralympic Committee, Chair of Fitness Council in AAPHERD, Adaptive Commission for the International Rowing Federation, Commission on Accreditation of Allied Health Education Programs Joint Review Committee for Accreditation, USA Cycling Sport Science Committee, and Executive Board of Southeast Chapter of ACSM.

   iv. Faculty have served as 1996 Olympic Games and 1996 Paralympic Games liaisons and research coordinators for the respective organizing committees and Medical Committees.

   v. Faculty have served as grant reviewers for federal funding agencies including the National Science Foundation-US Department of State, and the US Department of Education.
vi. Faculty have served on workshop teams to develop federally funded grant proposal guidelines (i.e., National Space Biomedical Research Institute)

vii. Faculty are Editorial Board Members and manuscript reviewers for major journals in the field

viii. Faculty have given lectures or provided extended workshops in Egypt, Greece, Switzerland, England, Germany, Amsterdam, Sweden, Korea, Taiwan, China, Singapore and India.

Long Range Objectives

Teaching

1. Establish the Ph.D. Program in Sport Science as a nationally recognized program of excellence.

Progress Towards Goal/Objective: The strength of the faculty associated with the PhD program can be summarized by the following statement from the 1999 APACE report describing the KH faculty:

“They have an overwhelming sense of responsibility to their students, they willingly maintain high teaching loads, they are actively involved in their respective professional organizations, they continue to find the time and effort to engage in a respectable level of grantsmanship and scholarship. GSU is essentially getting as much from the physical and human resources of KH as is possible. To expect more from them is only reasonable if it is agreed that you will give more to them.”

As the chair of the 1999 APACE reported in a letter to the Provost dated June 1, 1999, “the KH faculty, staff and students…are an impressive group of people.” Furthermore, the report notes that the “Department is clearly committed to the mission of GSU as an urban university and is very effectively delivering a program of exceptional quality.”

Although the PhD program is relatively young, with a small number of faculty that also teach in the Bachelor’s and Master’s programs, the level of research and scholarship that the faculty associated with the PhD program have exhibited over the last several years is remarkable and has even exceeded the expectations of the most recent APACE review committee. The committee reported that given the relatively small number of faculty and high teaching and service workloads, that the stated goal of an annual minimum of external funding of $500,000 to $1,000,000 for the department “seems overly optimistic in the immediate future.” However, annual external funding for just the faculty associated with the PhD program has exceeded $500,000 in FYs 2002 and 2003 (as outlined below). Moreover, the level of external funding acquired by this faculty in 2001 would have placed our Ph.D. program in the top one-third of external funding rankings of Kinesiology departments from 26 major research universities (e.g., Florida, Georgia, LSU, Maryland, Texas A&M, Indiana, Ohio State, Wisconsin, etc.) based on an American Academy of Kinesiology and Physical Education report.
The nature of the faculty associated with the PhD program, their commitment to high quality research, scholarship, and professional service, and the quality and success of PhD students in the program are characterized by the following points:

- Program assignments of faculty
  - No faculty member has a primary assignment in the PhD program
  - All faculty have taught or are currently teaching courses in the PhD program
  - All faculty are advising or have advised doctoral students in the PhD program
  - All faculty teach courses in bachelors (375 total students) and/or Master’s (124 total students) programs (Note: numbers based on Fall 2003 enrollment)
  - Teaching and advising assignments distributed across undergraduate, master’s and doctoral academic programs is common to nearly all Kinesiology departments, and is very cost effective

- Existing strengths of faculty and academic program, national reputation, and records of productivity and external funding support
  - Experience of faculty
    - Two tenured Professors
    - Three tenured Associate Professors
    - One tenure-track Assistant Professor
  - All faculty hold Graduate Faculty status
  - Respectable publishing record
    - 134 peer-reviewed publications and/or presentations in the last 3 years
    - The 1999 APACE report notes that the Sport Science faculty publish in respected, peer-reviewed journals
  - Outstanding scholarship record over the last 3 years (FY2001 to FY 2003)
    - 117% increase in the number of submitted proposals (from 12 to 26) to external funding agencies
    - 156% increase in requested funding amounts (from $454,000 to $1,164,000) to external funding agencies
    - 150% increase in the number of funded external proposals (from 8 to 20)
    - 126% increase in the amount of funded external proposals (from $279,000 to $630,000)
    - Level of external funding acquired by faculty in 2001 would have placed our Ph.D. program in the top one-third of external funding rankings of Kinesiology departments from 26 major research universities based on an American Academy of Kinesiology and Physical Education report
Note that values have been rounded to the nearest thousand, and one FY2003 grant is also reported with the program review for Recreation

- Outstanding scholarship record in FY2004
  - Faculty have already acquired 7 externally funded proposals, with FY2004 funds exceeding $545,000 to date
  - Two of the seven funded proposals are multi-year grants, one National Institutes of Health subcontract for $211,000 over 5 years and one US Department of Education grant for $307,000 over 3 years
  - Note that values have been rounded to the nearest thousand, and the US Department of Education grant is also reported with the program review for Recreation

- Outstanding professional service record
  - Four faculty hold fellowship status in professional organizations: American College of Sports Medicine (ACSM), American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR), Southern Association for Cardiovascular and Pulmonary Rehabilitation (SACVPR), and the Research Consortium of American Alliance for Health Physical Education Recreation and Dance (AAPHERD)
  - Two faculty hold national certifications from the American College of Sports Medicine as Preventive and Therapeutic Program Director and Health/Fitness Director.
  - Faculty hold or have held numerous major offices in professional organizations: President of regional chapter of AACVPR, ACSM Committee on Certification and Education, ACSM Olympic and Paralympic Sports Medicine Issues Committee, ACSM International Relations Committee, International Olympic Committee, International Paralympic Committee, Chair of Fitness Council in AAPHERD, Adaptive Commission for the International Rowing Federation, Commission on Accreditation of Allied Health Education Programs Joint Review Committee for Accreditation, USA Cycling Sport Science Committee, and Executive Board of Southeast Chapter of ACSM
  - Faculty have served as 1996 Olympic Games and 1996 Paralympic Games liaisons and research coordinators for the respective organizing committees and Medical Committees, and 1 continues to serve on the IPC
  - Faculty have served as grant reviewers for federal funding agencies including the National Science Foundation-US Department of State, and the US Department of Education
  - Faculty have served on workshop teams to develop federally funded grant proposal guidelines (i.e., National Space Biomedical Research Institute)
- Faculty are Editorial Board Members and manuscript reviewers for major journals in the field
- Faculty have given lectures or provided extended workshops in Egypt, Greece, Switzerland, England, Germany, Amsterdam, Sweden, Korea, Taiwan, China, Singapore and India.
  - State of the art research facilities
  - GSU research facilities were chosen as the official sport science laboratories for the 1996 Olympic Games and the 1996 Paralympic Games and have been designated by the United States Olympic Committee as a member of the Science and Technology National Network.

- Quality of students attracted to the program
  - The program attracts students with significant academic potential (e.g., Fulbright scholar in the Advanced Masters in Physical Therapy program at GSU)
  - The mean (and range) GRE quantitative and verbal scores for the current PhD students are 595 (380-670) and 410 (350-460), respectively
  - Based on data from the Institutional Research Office, the mean GRE quantitative score for our PhD students is higher than the mean value for the University (550) and College of Education (537) based on all non-law graduate students enrolled in fall 2003. Although the mean GRE verbal score for our PhD students is below the mean for the University (500) and College of Education (486), it should be noted that one-half of our PhD students are international students, three of whom speak English as a second language
  - The median (and range) grade point average for PhD students currently enrolled is 3.72 (3.41-3.97)

- Success of graduates from the program
  - One-third of graduated students have earned GSU Dissertation Grant Awards
  - 8 of 9 students that have graduated are employed by universities. Seven are university faculty members and one is a project coordinator. One graduate started a successful consulting business in the biomechanics and ergonomics field.
  - Employers include University of New Orleans, Central Washington University, Kennesaw State University, State University of West Georgia, California State University at Sacramento, Saba University School of Medicine, and Georgia State University

- Demonstrated potential to maintain and/increase quality
  - There has been an increase in the number of PhD students and faculty associated with the program over the last 13 years
Faculty have a consistent publication record that compares well to reported journal publications data from 26 major research institutions in a 2001 American Academy of Kinesiology and Physical Education report.

- Significant 3-year increase in the number and amount of funded external proposals.
- Analysis of the 2001 funding levels reveals that the PhD program would have ranked in the top one-third of Kinesiology programs from 26 major research universities in a 2001 American Academy of Kinesiology and Physical Education report.
- Recent acquisition of federal multi-year grants will allow for increase in student funding and recruitment.

2. Explore and support ways for faculty to develop interdisciplinary instructional programs.
   
a. Progress Towards Goal/Objective: The KH department has collaborated with the Early Childhood Education and Middle/Secondary and Instructional Technology departments to establish a Freshman Learning Community that emphasizes teaching as a career. KH has also worked with ECE to provide a required course and provide assistance in the development of their new Birth-to-Five degree program. The PhD program in Kinesiology established a concentration area in Rehabilitative Sciences in collaboration with Physical Therapy.

3. Recruit nationally for graduate students in Sport and Exercise Science and Sports Administration.
   
a. Progress Towards Goal/Objective: This is a continuing goal. Efforts to date have included advertising the programs in professional publications, enhancing the Department web site and presence, developing program flyers and displays for local, regional, and national meetings.

4. Determine the feasibility of developing appropriate sequences of courses in anticipation of national certification in athletic coaching.
   
a. Progress Towards Goal/Objective: After extensive discussions, the Department elected to discontinue this effort in favor of concentrating the resources on enhancing other areas of the Department.

Research

1. Increase faculty research presented at professional meetings.
a. Progress Towards Goal/Objective: Tenure/Tenure-track faculty have an annual average of 2.5 presentations at professional conferences.

2. Increase faculty research published in refereed journals.
   a. Progress Towards Goal/Objective: Tenure/Tenure-track faculty have an annual average of 1.1 journal articles and 1.9 books, book chapters, and other scholarly publications.

3. Achieve recognition as an Olympic evaluation and training center.
   a. This goal was accomplished in 1995.

4. Enhance research capabilities through the purchase of equipment and computer software.
   a. Progress Towards Goal/Objective: Over the course of this review period, funds from a number of sources were used to enhance and support department research activities. Sources of these funds included faculty release time from grants and contracts, Department and College year-end funds, and redirected funds from discontinued degree programs. These funds were used for a variety of research enhancement activities including purchasing new computers on a rotating basis (approximately 1/3 per year), and purchasing new or upgrading existing equipment in the Department research laboratories (Applied Physiology Laboratory, Muscle Biology Laboratory, Sports Medicine Laboratory, Biomechanics Laboratory, and Pedagogy Laboratory).

5. Increase available, dedicated laboratory space for biomechanics and exercise and sport science.
   a. Progress Towards Goal/Objective: This goal was accomplished. Approximately 6000 sq. ft. of dedicated research and instructional space was acquired by the Department following the 1996 Games. Using a variety of internal and external sources, this space has been developed into state-of-the-art research and teaching facilities.

6. Increase funding available for Graduate Research Assistants.
   a. Progress Towards Goal/Objective: Faculty have been highly successful developing partnerships with a variety of community businesses and agencies.
These agreements support graduate students in the areas of sports medicine, sports administration, and exercise science. Over the past review period, these funds have exceeded $100,000 per year and supported over 30 graduate students per year.

Service

1. Provide quality services to the community in sports skills and fitness assessment and health and physical education pedagogy.

   a. Progress Towards Goal/Objective: Approximately six graduate students per year in the exercise science program are supported through the Fitness Center located in the Student Recreation Center. Over the past review period, these students have performed thousands of fitness assessments and personal training sessions, and conducted dozens of special events involving faculty, staff, students, and other members of the community.

2. Develop partnerships with other institutions in the delivery of services to various constituencies served by the Department.

   a. Progress Towards Goal/Objective: Faculty have been highly successful developing partnerships with a variety of community businesses and agencies. These agreements support graduate students in the areas of sports medicine, sports administration, and exercise science. Over the past review period, these funds have exceeded $100,000 per year and supported over 30 graduate students per year.
**Action Plan**

1. Continue the progress and emphasis on research and extramural funding as a top department priority. Identify and implement ways to facilitate faculty research activities including the purchase of equipment, increased release time, and additional resources for research assistants.

2. Review existing programs for possible elimination or consolidation in order to free up resources for the enhancement of research and remaining programs.

3. Review all undergraduate programs for the purpose of reducing credit hour requirements where possible.

4. With the assistance of advisory bodies, review all graduate programs for the purpose of better meeting the needs of students and potential employers through the development of new areas of concentration and dropping those which are no longer appropriate.

5. Determine the effectiveness of our current delivery of instructional services to local constituencies and make adjustments where necessary.

6. Devise a more comprehensive system of evaluation of teaching and establish procedures for improvement.

7. Significantly involve the department in the staging of the Olympic and Paralympic Games, possibly through designation as an Olympic training, evaluation and rehabilitation site.

8. Use the semester conversion planning process as a vehicle for program review and for the development of interdisciplinary programs.

9. Improve the process by which Departmental quality standards are developed, implemented and evaluated.

10. Develop a Departmental strategy for the recruitment and retention of minority students, faculty and staff.

11. The Health and Physical Education programs at all levels should assume a leadership role in the State of Georgia in the dissemination and promotion of standards for P-12 curriculums. That role will include, but not be limited to: supporting the NASPE standards, teaching the new standards to all health and physical education students, promoting the standards to school-based professionals, consulting with school districts to implement the standards, and working with
schools and the State Department of Education to assess the degree to which the standards result in tangible benefits for the school children of Georgia.
Appendix D1: Learning outcome statements and assessment plans

Learning Outcome Assessment Plans

B.S. Exercise Science
B.S.E Health and Physical Education
  Flow chart
M.S. Exercise Science
M.Ed. Health and Physical Education
  Flow chart
M.S. Sports Administration
M.S. Sports Medicine
Ph.D. Kinesiology
MISSION

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 OUTCOMES

Outcome/Objective 1:

Has knowledge of exercise and fitness science

Full Description:

Students should have a basic understanding of the scientific principles of exercise science

A Student Learning Outcome? Yes

Associated General Education Outcomes:

1: Written Communication--major
3: Oral Communication--major
7: Critical Thinking--major
13: Technology--major
Institutional Priorities:

PRO-3: Quality professional programs
UNI-2: Partnerships that have a positive impact on community
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:

Program is becoming accredited by the newly established Commission on Accreditation of Allied Health Education Programs

Related Measures:

M. 1: Exam over Exercise Science content
M. 6: Written exams Re: working with special populations

Outcome/Objective 2:

Has effective practical skills

Full Description:

Students will demonstrate a high level of practical skills related to the knowledge base of the program

A Student Learning Outcome? Yes

Associated General Education Outcomes:

1: Written Communication--major
3: Oral Communication--major
7: Critical Thinking--major
11: Quantitative Skills--major
13: Technology--major

Institutional Priorities:

PRO-3: Quality professional programs
UNI-2: Partnerships that have a positive impact on community
Accreditation Standards:
Program is becoming accredited by the newly established Commission on Accreditation of Allied Health Education Programs

Related Measures:
M. 2: Exercise Science lab reports and quizzes
M. 4: National Health Fitness Instructor Exam
M. 7: Practical labs for First Aid and Safety

Related Actions:
A. 3: Restructuring Labs

Outcome/Objective 3:
Can assess clients’ fitness

Full Description:
Students will have effective fitness assessment skills

A Student Learning Outcome? Yes

Associated General Education Outcomes:
1: Written Communication--major
3: Oral Communication--major
7: Critical Thinking--major
11: Quantitative Skills--major
12: Quantitative Skills--core
13: Technology--major

Strategic Plan Initiatives:
A-2: Undergraduate Experience
Institutional Priorities:

PRO-3: Quality professional programs

STU-1: Learning-centered environment that support individual learning

UNI-2: Partnerships that have a positive impact on community

UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:

Program is becoming accredited by the newly established Commission on Accreditation of Allied Health Education Programs

Related Measures:

M. 3: Exercise Science Internships

M. 4: National Health Fitness Instructor Exam

M. 5: Practical exams with special needs individuals

M. 6: Written exams Re: working with special populations

M. 7: Practical labs for First Aid and Safety

Outcome/Objective 4:

Achieves level of Health Fitness Instructor

Full Description:

Graduates of this program will be able to function at the American college of Sports Medicine health fitness instructor level

A Student Learning Outcome? Yes

Associated General Education Outcomes:

1: Written Communication--major

3: Oral Communication--major

7: Critical Thinking--major

11: Quantitative Skills--major
Institutional Priorities:

PRO-3: Quality professional programs

UNI-2: Partnerships that have a positive impact on community

UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:

Program is becoming accredited by the newly established Commission on Accreditation of Allied Health Education Programs

Related Measures:

M. 4: National Health Fitness Instructor Exam

M. 5: Practical exams with special needs individuals

M. 6: Written exams Re: working with special populations

Related Actions:

A. 1: Adapt curriculum to require Health Fitness Exam

Outcome/Objective 5:

Can apply knowledge with special populations

Full Description:

Students will be able to assist individuals with special physical needs such as those with cardiovascular disease, obesity, hypertension.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

1: Written Communication--major

3: Oral Communication--major

7: Critical Thinking--major

11: Quantitative Skills--major

13: Technology--major
Institutional Priorities:

PRO-3: Quality professional programs

UNI-2: Partnerships that have a positive impact on community

UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:

Program is becoming accredited by the newly established Commission on Accreditation of Allied Health Education Programs

Related Measures:

M. 2: Exercise Science lab reports and quizzes

M. 5: Practical exams with special needs individuals

M. 6: Written exams Re: working with special populations

M. 7: Practical labs for First Aid and Safety

Related Actions:

A. 2: Provide experience assisting special needs persons

Outcome/Objective 6:

Demonstrates competence with technology

Full Description:

Students will have a level of competency that will enable them to effectively use contemporary technology to serve clients.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

1: Written Communication--major

3: Oral Communication--major

7: Critical Thinking--major

11: Quantitative Skills--major
14: Technology--core

Institutional Priorities:

PRO-3: Quality professional programs
UNI-2: Partnerships that have a positive impact on community

Accreditation Standards:

Program is becoming accredited by the newly established Commission on Accreditation of Allied Health Education Programs

Related Measures:

M. 7: Practical labs for First Aid and Safety

Outcome/Objective 7:

Ensures safety in physical activity settings

Full Description:

Provide information about insuring the safety of clients and training in safety and first responder

A Student Learning Outcome? Yes

Associated General Education Outcomes:

1: Written Communication--major
7: Critical Thinking--major
11: Quantitative Skills--major

Strategic Plan Initiatives:

A-2: Undergraduate Experience

Institutional Priorities:

PRO-3: Quality professional programs
UNI-2: Partnerships that have a positive impact on community
Accreditation Standards:

Program is becoming accredited by the newly established Commission on Accreditation of Allied Health Education Programs

Related Measures:

M. 2: Exercise Science lab reports and quizzes

M. 7: Practical labs for First Aid and Safety

MEASURES

Measure 1:
Exam over Exercise Science content

Measure Full Description:
Multiple analysis and discussion questions over exercise science content

Related Outcome(s)/Objective(s):

Obj. 1: Has knowledge of exercise and fitness science

Target Level:
That 90% of students taking these exams will pass the exam

Findings:
We had 91% of our students that received passing scored in major courses.

Target Level Achievement: Met

Further Action Planned? No

Measure 2:
Exercise Science lab reports and quizzes

Measure Full Description:
Reports on different content areas of Exercise Science and quizzes on the covered lab activities

Related Outcome(s)/Objective(s):

Obj. 2: Has effective practical skills

Obj. 5: Can apply knowledge with special populations

Obj. 7: Ensures safety in physical activity settings

Target Level:

Students will demonstrate a practical knowledge of Exercise Science labs as 90% of students will successfully pass the lab exam and lab reports

Findings:

We had 95% of our students that met the expectations labs and received passing scores. We are considering restructuring some lab experiences to enhance students' lab opportunities and involvement.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 3:

Exercise Science Internships

Measure Full Description:

Students will be evaluated on client interaction, fitness assessment, fitness programming and ability to use exercise science information with clients in a work place setting

Related Outcome(s)/Objective(s):

Obj. 3: Can assess clients' fitness

Target Level:

100% of the students will successfully pass internships

Findings:

All of our students that registered for internships successfully completed the courses.

Target Level Achievement: Met
Measure 4:
National Health Fitness Instructor Exam

Measure Full Description:
Students will take a national standardized exam over fitness and exercise science content

Related Outcome(s)/Objective(s):
Obj. 2: Has effective practical skills
Obj. 3: Can assess clients’ fitness
Obj. 4: Achieves level of Health Fitness Instructor

Target Level:
90% of the students will be expected to pass this exam

Findings:
Whereas this measure is currently optionally, the curriculum has been changed so that it will become required effective with students entering the program fall 2007.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 5:
Practical exams with special needs individuals

Measure Full Description:
Students will take subjective and practical exams that evaluate their skills working with special needs individuals

Related Outcome(s)/Objective(s):
Obj. 3: Can assess clients’ fitness
Obj. 4: Achieves level of Health Fitness Instructor
Obj. 5: Can apply knowledge with special populations

Target Level:

That 85% of the students will successfully pass these assessments

Findings:

This measure has been met with selected populations such as obese, sedentary, elderly. We are considering ways to provide exposure to additionally populations. One way of doing this is that we have included a disability sports course in the curriculum and their pass rate will be measured to further assess this outcome.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 6:

Written exams Re: working with special populations

Measure Full Description:

Students must pass practical and written exams based on working with special or disables populations

Related Outcome(s)/Objective(s):

Obj. 1: Has knowledge of exercise and fitness science

Obj. 3: Can assess clients’ fitness

Obj. 4: Achieves level of Health Fitness Instructor

Obj. 5: Can apply knowledge with special populations

Target Level:

That 85% of our students will pass these requirements

Findings:

In courses that include that information, over 85% of the students that took the courses past the courses.

Target Level Achievement: Met
Measure 7:
Practical labs for First Aid and Safety

Measure Full Description:
Students will pass First Aid and Safety course that includes a practical lab on safety while working with people when exercising

Related Outcome(s)/Objective(s):
Obj. 2: Has effective practical skills
Obj. 3: Can assess clients’ fitness
Obj. 5: Can apply knowledge with special populations
Obj. 6: Demonstrates competence with technology
Obj. 7: Ensures safety in physical activity settings

Target Level:
That 95% of our students will successfully complete this requirement

Findings:
97% of our students passed the first aid course

Target Level Achievement: Met

Further Action Planned? No

ACTIONS

Action 1:
Adapt curriculum to require Health Fitness Exam
Whereas this measure is currently optionally, the curriculum has been changed so that it will become required the Health Fitness Examination effective with students entering the program fall 2007.

Related Objectives:

Obj. 4: Achieves level of Health Fitness Instructor

Person/group responsible for the action Coordinator of program

Target date to implement the action Fall, 2007

Priority High

Action 2:

Provide experience assisting special needs persons

Full Description

This measure has been met with selected populations such as obese, sedentary, elderly. We are considering ways to provide exposure to additionally special needs populations. In an effort to meet this need a disability sports course has been added as an elective in the curriculum and future pass rates will be measured to further assess this action.

Related Objectives:

Obj. 5: Can apply knowledge with special populations

Person/group responsible for the action Exercise Science Faculty

Target date to implement the action Fall, 2007

Priority Med

Action 3:

Restructuring Labs

Full Description
We are discussing as a faculty restructuring some lab experiences to enhance students lab opportunities and involvement. We expect to make a decision on that fall, 2007.

Related Objectives:

Obj. 2: Has effective practical skills

Target date to implement the action  Fall, 2008

Priority  Med

ANALYSIS

Strength

Assessments were generally made by taking the number of students that had taken courses and dividing by the number that had taken the courses or have met the objective in another manner (such as lab or internship experiences) to determine the successful percentage. Our results indicate that students are recieving an excellent base of knowledge and they are being provided with the skills to use this knowledge in a practical manner. They have good technological skills (computers)and they are knowledgable of safety and preventive planning in exercise and fitness settings. They developed good interpersonal skills for working with clients and they enjoyed their learning experiences.

Attention Needed

Students have a good knowledge of working with special populations, but we desire for even greater ability to work with some of these populations. To insure that our students are getting the knowledge base that is equivalent or exceeds that across the country, starting in the fall of 2007, all entering majors will be required to take the Health Fitness Instructor’s test. We further beleive that one can never learn too much about safety, so safety in the workplace will continue to be emphasis.

Georgia State University | GSU Outcomes Assessment

Please send comments and questions to the WEAVEonline Administrator.

Page last modified: October 10, 2005

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### Exercise Science Program – Bachelors Degree

#### Learning Outcomes Assessments

**KH 2220**

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the structure and ability to describe movements for the major joints of the body 1.1; 2.1.0.1</td>
<td>KH 2220</td>
<td>Written exam</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Definitions of anatomical planes, movements, and muscle actions 1.1.1.1</td>
<td>KH 2220</td>
<td>Written exam</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Basic structures of bone, skeletal muscle, and connective tissues 1.1.0.3 – 2.1.0.2</td>
<td>KH 2220</td>
<td>Written exam</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Ability to identify the major bones, joints, and muscles 1.1.0.5 – 2.1.0.2</td>
<td>KH 2220</td>
<td>Written exam</td>
<td>90%</td>
<td>100%</td>
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<tr>
<td>Ability to describe curvatures of the spine 1.1.1.3</td>
<td>KH 2220</td>
<td>Written exam</td>
<td>90%</td>
<td>100%</td>
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<tr>
<td>-----------------------------------------------</td>
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<tr>
<td>Identify the primary action for each major muscle group 1.1.1.7; 2.1.0</td>
<td>KH 2220</td>
<td>Written exam</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge and Skill Competency (KSC) Areas</td>
<td>Courses and experiences that satisfy KSC</td>
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<tr>
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</tr>
<tr>
<td>Knowledge of metabolic activity of the body 2.2.0; 2.1.0.3</td>
<td>KH 2230</td>
<td>Written exam and laboratory experiences</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Knowledge of cardiorespiratory functions and exercise 2.2.12.2.1 – 2.2.11</td>
<td>KH 2230</td>
<td>Written exam and laboratory experiences</td>
<td>90%</td>
<td>95%</td>
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<tr>
<td>Knowledge of muscular functions 2.2.3-2.2.6</td>
<td>KH 2230</td>
<td>Written exam and laboratory experiences</td>
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</table>
### Exercise Science Program – Bachelors Degree

#### Learning Outcomes Assessments

**KH 3390**

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of safety plans, emergency procedures, and first aid techniques 1.7.1-2.7.5</td>
<td>KH 3390</td>
<td>Written Exams, Lab and practical assessments</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge of and skill in obtaining basic life support and cardiopulmonary resuscitation certification 1.7.0</td>
<td>KH 3390</td>
<td>Written Exams, Lab and practical assessments</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Exercise Science Program – Bachelors Degree

### Learning Outcomes Assessments

#### KH 3500

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of safety plans, emergency procedures related to injuries 1.7.1-1.7.6</td>
<td>KH 3500</td>
<td>Written Exams, Lab and practical assessments</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge and skill to describe potential musculoskeletal injuries 2.7.4</td>
<td>KH 3500</td>
<td>Written Exams, Lab and practical assessments</td>
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</table>
## Exercise Science Program – Bachelors Degree
### Learning Outcomes Assessments

**KH 3550**

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body composition assessment 2.6.0.10-2.6.0.13; 2.1.0.4</td>
<td>KH 3550</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Cardiorespiratory measurements 1.6.3; 2.6.0.9; 2.1.0.3</td>
<td>KH 3550</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Muscular function assessments 1.2.5</td>
<td>KH 3550</td>
<td>Written exam, practical exam,</td>
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</table>
## Exercise Science Program – Bachelors Degree

### Learning Outcomes Assessments

**KH 3600**

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomechanical aspects of exercise prescription 1.1.1; 2.1.0 – 2.1.0; 1.1.0.3</td>
<td>KH 3600</td>
<td>Written exam, laboratory experiences</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>Relationships among center of gravity, base of support, balance, stability 1.1.1.2 – 2.1.0.0</td>
<td>KH 3600</td>
<td>Written exam, laboratory experiences</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>Biomechanical principles that underlie performance 2.1.0.1</td>
<td>KH 3600</td>
<td>Written exam, laboratory experiences</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>Common gait abnormalities 2.1.1</td>
<td>KH 3600</td>
<td>Written exam, laboratory experiences</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>Neuromuscular disorders and orthopedic limitations 2.7.4</td>
<td>KH 3600</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Exercise Science Program – Bachelors Degree

### Learning Outcomes Assessments

**KH 3650**

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metabolic activity of the body 2.2.0</td>
<td>KH 3650</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Cardiorespiratory functions, disease and exercise 2.2.2.20</td>
<td>KH 3650</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Muscular functions 2.2.8-</td>
<td>KH 3650</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Temperature, aging and respiratory functions and body composition 1.3.0-2.6.0.13</td>
<td>KH 3650</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Physiological training and conditioning 1.2.6-1.2.11; 1.8.3-1.8.16</td>
<td>KH 3650</td>
<td>Written exam, practical exam, laboratory experiences</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge and Skill Competency (KSC) Areas</td>
<td>Courses and experiences that satisfy KSC</td>
<td>Assessment to monitor KSC</td>
<td>KSC Performance expectations</td>
<td>Percentage of students that met KSC standards: actions to be taken</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Knowledge of specific techniques to enhance motivation 1.5.2 – 1.5.3</td>
<td>KH 4280</td>
<td>Written Exams and practical assessments</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge of symptoms and causal factors of test anxiety 2.5.2</td>
<td>KH 4280</td>
<td>Written Exams and practical assessments</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge of physical and psychological signs of overtraining 2.2.2.1</td>
<td>KH 4280</td>
<td>Written Exams and practical assessments</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge and skills to identify and counsel approaches to behavior change 1.5.0 – 2.5.0</td>
<td>KH 4280</td>
<td>Written Exams and practical assessments</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Exercise Science Program – Bachelors Degree

Learning Outcomes Assessments

KH 4290 and KH 4360

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Biomechanics 1.1.1.4 – 1.1.1.5 2.1.0.3 3.1.0 -4.1.0</td>
<td>KH 4360</td>
<td>Written exam, case study, lab</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Anatomy and Biomechanics 1.1.0 - 1.1.0.2 4.1.0.3 5.1.1 – 5.1.1.3</td>
<td>KH 4290</td>
<td>Written exam</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>Exercise Physiology 1.2.0 – 1.2.9 2.2.7 – 5.2.0</td>
<td>KH 4360</td>
<td>Written exam, case study, lab</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Exercise Physiology 1.2.1 – 1.2.7 2.2.10 – 2.2.17 4.2.3</td>
<td>KH 4290</td>
<td>Written exam</td>
<td>90%</td>
<td>89%</td>
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<tr>
<td>Pathophysiology and Risk Factors 1.4.0-5.4.0</td>
<td>KH 4360</td>
<td>Written exam, case study, lab</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Health Appraisal and Fitness Testing</td>
<td>KH 4360</td>
<td>Written exam, case study, lab</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Exercise Programming</td>
<td>KH 4360</td>
<td>Written exam, case study, lab</td>
<td>90%</td>
<td>95%</td>
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<tr>
<td>Nutrition and Weight Management</td>
<td>KH 4360</td>
<td>Written exam, case study</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Electrocardiography</td>
<td>KH 4360</td>
<td>Written exam, case study</td>
<td>90%</td>
<td>95%</td>
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</tbody>
</table>
## Exercise Science Program – Bachelors Degree

### Learning Outcomes Assessments

**KH 4350**

<table>
<thead>
<tr>
<th>Knowledge and Skill Competency (KSC) Areas</th>
<th>Courses and experiences that satisfy KSC</th>
<th>Assessment to monitor KSC</th>
<th>KSC Performance expectations</th>
<th>Percentage of students that met KSC standards: actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of components of an equipment maintenance/and repair program 2.7.6</td>
<td>KH 4350</td>
<td>Written Exams, and practical assessments</td>
<td>90%</td>
<td>100%</td>
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<tr>
<td>Knowledge of fitness leadership 1.3.2; 1.8.17 – 1.8.22 1.8.18-1.8.20</td>
<td>KH 4350</td>
<td>Written Exams, and practical assessments</td>
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<td>100%</td>
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<tr>
<td>Knowledge of components of providing a safe environment for fitness 2.7.2</td>
<td>KH 4350</td>
<td>Written Exams</td>
<td>90%</td>
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<tr>
<td>Knowledge and Skill Competency (KSC) Areas</td>
<td>Courses and experiences that satisfy KSC</td>
<td>Assessment to monitor KSC</td>
<td>KSC Performance expectations</td>
<td>Percentage of students that met KSC standards: actions to be taken</td>
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<tr>
<td><strong>Anatomy and Biomechanics</strong> 4.1.0; 4.1.1</td>
<td>KH 4390</td>
<td>Written exam</td>
<td>75%</td>
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<tr>
<td><strong>Exercise Physiology</strong> 1.2.3; 2.2.10; 2.2.12; 2.2.13; 2.2.17; 2.2.0.5; 2.2.0.6; 2.2.22; 4.2.0.6; 4.2.1.1; 4.2.1.2; 4.2.2.2; 4.2.3.2</td>
<td>KH 4390</td>
<td>Written exam</td>
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<td><strong>Human Development and Aging</strong> 1.3.0; 1.3.1; 2.3.0.3; 2.3.01; 2.3.04; 4.3.0; 4.3.1</td>
<td>KH 4390</td>
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<td><strong>Pathophysiology and Risk Factors</strong> 1.4.0.1;</td>
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<td>Written exam</td>
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<td>Course Title</td>
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<td>Human Behavior and Psychology</td>
<td>KH 4390</td>
<td>Written exam</td>
<td>75%</td>
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<tr>
<td>Health Appraisal and Fitness Testing</td>
<td>KH 4390</td>
<td>Written exam</td>
<td>75%</td>
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</tr>
<tr>
<td>Safety and Injury Prevention</td>
<td>KH 4390</td>
<td>Written exam</td>
<td>75%</td>
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<tr>
<td>Exercise</td>
<td>KH 4390</td>
<td>Written exam</td>
<td>75%</td>
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<tr>
<td>Programming 1.8.10; 1.8.18; 4.8.0 4.8.1; 4.8.2; 438.4; 4.8.5; 4.8.7; 4.8.8; 4.8.10 through 4.8.12; 4.8.13; 4.8.14, 4.8.17</td>
<td>Written exam</td>
<td>75%</td>
<td>100%</td>
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<tr>
<td>Knowledge and Skill Competency (KSC) Areas</td>
<td>Courses and experiences that satisfy KSC</td>
<td>Assessment to monitor KSC</td>
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<td>Percentage of students that met KSC standards: actions to be taken</td>
</tr>
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<td>--------------------------------------------------</td>
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<tr>
<td>Pathophysiology/ Risk factors</td>
<td>KH 4630</td>
<td>Written exam, Practical exam, comprehensive health enhancement project</td>
<td>90%</td>
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<tr>
<td>Health Appraisal and Fitness Testing</td>
<td>KH 4630</td>
<td>Written exam, practical exam, comprehensive health enhancement project, case studies</td>
<td>90%</td>
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</tr>
<tr>
<td>Safety, Injury Prevention, and Emergency Care</td>
<td>KH 4630</td>
<td>Written exam, practical exam, comprehensive health enhancement project, case studies</td>
<td>90%</td>
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</tr>
<tr>
<td>Exercise Programming</td>
<td>KH 4630</td>
<td>Written exam, practical exam, comprehensive health enhancement project, case studies</td>
<td>90%</td>
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</table>
## Health and Physical Education P-12 Program Assessment Matrix

<table>
<thead>
<tr>
<th>Standard/Proficiency</th>
<th>Semester 1/Entry</th>
<th>Semester 2/Continuation</th>
<th>Semester 3/Continuation</th>
<th>Semester 4/ST and exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTASC Standard #1</strong>&lt;br&gt;Content Knowledge</td>
<td>Courses/Experiences: KH 2130, 2220, 2230, 3000, 3010, 3410, 3420&lt;br&gt;<strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 3010 – 2 hour per week, 10 weeks (U)</td>
<td><strong>Courses/Experiences:</strong> KH 3020, 3030, 3040, 3050, 3200, 3600, 3610, 3650, 3100&lt;br&gt;<strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 3200 – 2 hours/day, 2 days/week, seven weeks (U &amp; S)</td>
<td><strong>Courses/Experiences:</strong> KH 4510, 4520, 4530, 4540&lt;br&gt;<strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 4510, 4520, 4530, 4540 – 4 hours/day, 5 days per week, for an entire semester (U, S, &amp; MC)</td>
<td><strong>Courses/Experiences:</strong> KH 4710, 4720&lt;br&gt;<strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<tr>
<td><strong>Assessment of candidate:</strong>&lt;br&gt;Course exams; course projects; course grades; lesson plans; Unit assessment project; Development k-12 curriculum plan; content development plan</td>
<td><strong>Assessment of candidate:</strong>&lt;br&gt;Videotaped lesson samples; university supervisor written comments; course projects; lesson plans;</td>
<td><strong>Assessment of candidate:</strong>&lt;br&gt;GACE II; videotaped lesson samples; university supervisor written comments; analysis of unit plans and lesson plans; Video reflection of teaching episodes</td>
<td><strong>Assessment of candidate:</strong>&lt;br&gt;Videotaped lesson samples; university supervisor written comments; videotaped lesson reviews by student teachers (STs); ST reflection tasks; cooperating teacher (CT) evaluation of ST; Video reflection of teaching episodes</td>
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<td><strong>Assessment of P-12 students:</strong></td>
<td><strong>Assessment of P-12 students:</strong></td>
<td><strong>Assessment of P-12 students:</strong>&lt;br&gt;Learning assessments in KH 4510, 4520, 4530, 4540</td>
<td><strong>Assessment of P-12 students:</strong>&lt;br&gt;Models projects in KH 4710 and 4720&lt;br&gt;<strong>Data collected for program evaluation:</strong> All of the above</td>
<td><strong>Data collected for program evaluation:</strong> All of the above, plus INTASC summary (faculty and students) and ST exit evaluation</td>
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<td><strong>Data collected for program evaluation:</strong>&lt;br&gt;All of the above, plus INTASC summary (faculty and students)</td>
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<td>Standard/Proficiency</td>
<td>Semester 1/Entry</td>
<td>Semester 2/Continuation</td>
<td>Semester 3/Continuation</td>
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<td><strong>INTASC Standard 2:</strong> Human Development</td>
<td><strong>Courses/experiences:</strong> EPY 2050, EPSF 2010, EXC 2010, KH 3010, KH3410, KH 3420</td>
<td><strong>Courses/experiences:</strong> KH 3200, 3600, 3610, 3650, KH 3100</td>
<td><strong>Courses/experiences:</strong> KH 4510, 4520, 4530, 4540</td>
<td><strong>Courses/experiences:</strong> KH 4710, 4720</td>
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<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> 3010 – 1 hour per week, 10 weeks (U)</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 3200 – 2 hours/day, 2 days/week, seven weeks (U &amp; S)</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 4510, 4520, 4530, 4540</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<td><strong>Assessment of candidate:</strong> Course exams, course projects, course grades, lesson plans, Assessment that are developmentally appropriate, development of K-12 curricular plan</td>
<td><strong>Assessment of candidate:</strong> Course exams; course projects; course grades; ASK-PE tests; Videotaped lesson samples; lesson plan analysis; university supervisor written comments</td>
<td><strong>Assessment of candidate:</strong> GACE II; Videotaped lesson samples, university supervisor written comments</td>
<td><strong>Assessment of candidate:</strong> Videotaped lesson samples, university supervisor written comments, CT evaluation of ST</td>
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<td><strong>Assessment of P-12 students:</strong> Lab experiences with pre-K; TGMD assessment</td>
<td><strong>Assessment of P-12 students:</strong></td>
<td><strong>Assessment of P-12 students:</strong> Assessments of student learning in practicum units</td>
<td><strong>Assessment of P-12 students:</strong> Assessment of student learning in models project</td>
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<td><strong>Data collected for program evaluation:</strong> All of the above plus INTASC summary</td>
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<td><strong>INTASC Standard 3:</strong> Diversity Among Learners</td>
<td><strong>Courses/Experiences:</strong> EPY 2050; EPSF 2010; EXC 2010; KH 3010, KH 3410, KH 3420</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> 3010 – 1 hour per week, 10 weeks (U)</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> 3200 – 2 hours/day, 2 days per week, for seven weeks (U &amp; S)</td>
<td><strong>Courses/Experiences:</strong> KH 4510, 4520, 4530, 4540</td>
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<td><strong>Assessment of candidate:</strong></td>
<td>Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, CT evaluation of ST, Pluralism &amp; Diversity Attitude Assessment (PADAA), Physical Educators’ Attitude Toward Teaching Individuals with Disabilities-III (PEATID-III); Modification to assessment of students with disability, assignment on diversity as it relates to curriculum.</td>
<td><strong>Assessment of candidate:</strong> Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments,</td>
<td><strong>Assessment of candidate:</strong> Course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, CT evaluation of ST, Pluralism &amp; Diversity Attitude Assessment (PADAA), Physical Educators’ Attitude Toward Teaching Individuals with Disabilities-III (PEATID-III);</td>
<td><strong>Assessment of candidate:</strong> Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, CT evaluation of ST, Pluralism &amp; Diversity Attitude Assessment (PADAA), Physical Educators’ Attitude Toward Teaching Individuals with Disabilities-III (PEATID-III);</td>
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<td><strong>Data collected for program evaluation:</strong> All of the above plus INTASC summary and ST exit evaluation</td>
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<td>Standard/Proficiency</td>
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<td>INTASC Standard 4:</td>
<td>Courses/Experiences: KH 3010</td>
<td>Courses/Experiences: KH 3100, 3200</td>
<td>Courses/Experiences: KH 4510, 4520, 4530, 4540</td>
<td>Courses/Experiences: KH 4710, 4720</td>
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<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 010 – 1 hour per week, 10 weeks (U)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 3200 – 2 hours/day, 2 days per week, for seven weeks (U &amp; S)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4510, 4520, 4530, &amp; 4540 – 4 hours/day, 5 days per week, for an entire semester (U, S, &amp; MC)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<tr>
<td>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews; PowerPoint presentations; Project using publisher</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, GSU Observation software, university supervisor written comments, videotaped lesson reviews by STs, ST reflection tasks, CT evaluation of ST, TES, teaching models unit</td>
<td>Assessment of candidate: Lesson plans, videotaped lesson samples, GSU Observation software, university supervisor written comments, videotaped lesson reviews by STs, CT evaluation of ST, TES, teaching models unit</td>
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<td>Assessment of P-12 students:</td>
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<td>Assessment of P-12 students:</td>
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<td>Data collected for program evaluation: All of the above plus INTASC summary</td>
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<td>Data collected for program evaluation: All of the above plus INTASC summary</td>
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</table>

**Courses/Experiences:**
- KH 3010
- KH 3100, 3200
- KH 4510, 4520, 4530, 4540
- KH 4710, 4720

**Assessment:**
- Course exams
- Course projects
- Course grades
- Lesson plans
- Videotaped lesson samples
- University supervisor written comments
- Videotaped lesson reviews
- PowerPoint presentations
- Project using publisher

**Assessment of P-12 students:**
- Student learning assessments in each course/practicum
- Data collected for program evaluation: All of the above plus INTASC summary
- ST exit evaluation
<table>
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<tr>
<th>Standard/Proficiency</th>
<th>Semester 1/Entry</th>
<th>Semester 2/Continuation</th>
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<th>Semester 4/ST and Exit</th>
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<tr>
<td><strong>INTASC Standard 5:</strong></td>
<td><strong>The Learning Environment</strong></td>
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<tr>
<td>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Courses/experiences: KH 3010</td>
<td>Courses/experiences: KH 3100, 3200</td>
<td>Courses/experiences: KH 4510, 4520, 4530, 4540</td>
<td>Courses/experiences: KH 4710, 4720</td>
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<tr>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 010 – 1 hour per week, 10 weeks (U)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 3200 – 2 hours/day, 2 days per week, for seven weeks (U &amp; S)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4510, 4520, 4530, &amp; 4540 – 4 hours/day, 5 days per week, for an entire semester (U, S, &amp; MC)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<td>Assessment of candidate: Course exams, course projects, grade books, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews; peer teaching experiences</td>
<td>Assessment of candidate: Course exams, course projects, grade books, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews</td>
<td>Assessment of candidate: Course exams, course projects, grade books, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews</td>
<td>Assessment of candidate: Lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews by STs, ST reflection tasks, CT evaluation of ST, TES, teaching models unit</td>
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<td>Assessment of P-12 students:</td>
<td>Data collected for program evaluation: All of the above plus INTASC summary</td>
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<td>Data collected for program evaluation: All of the above plus INTASC summary; ST exit evaluation</td>
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<tr>
<td><strong>INTASC Standard 6:</strong> Communication Skills</td>
<td>Courses/experiences: KH 2130</td>
<td>Courses/experiences: KH 3100, 3200</td>
<td>Courses/experiences: KH 4510, 4520, 4530, 4540,</td>
<td>Courses/experiences: KH 4710, 4720</td>
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<tr>
<td>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 3200 – 2 hours/day, 2 days per week, for seven weeks (U &amp; S)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4510, 4520, 4530, &amp; 4540 – 4 hours/day, 5 days per week, for an entire semester (U, S, &amp; MC)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<td>Assessment of candidate:</td>
<td>Course grades; oral reports; position papers</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews by STs, ST reflection tasks, TES, PowerPoint presentation</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews, reflection tasks, TES, PowerPoint presentation</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews by STs, ST reflection tasks, TES, PowerPoint presentation</td>
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<td>All of the above plus INTASC summary; ST exit evaluation</td>
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<td>Standard/Proficiency</td>
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<td>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 3010 – 1 hour per week, 10 weeks (U)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 3200 – 2 hours/day, 2 days per week, for seven weeks (U &amp; S)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4510, 4520, 4530, &amp; 4540 – 4 hours/day, 5 days per week, for an entire semester (U, S, &amp; MC)</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<td>Assessment of candidate:</td>
<td>Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews; Unit assessment project; k-12 curriculum plan</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, videotaped lesson reviews</td>
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<td>Data collected for program evaluation: All of the above</td>
<td>Data collected for program evaluation: All of the above plus INTASC summary</td>
<td>Data collected for program evaluation: All of the above plus INTASC summary; ST exit evaluation</td>
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<td><strong>INTASC Standard 8:</strong> Assessment</td>
<td>Courses/experiences: KH 3410, KH 3420</td>
<td>Courses/experiences: KH 3200, 3400,</td>
<td>Courses/experiences: KH 4510, 4520, 4530, 4540</td>
<td>Courses/experiences: KH 4710, 4720</td>
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<tr>
<td>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 3200 – 2 hours/day, 2 days per week for one semester</td>
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<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<td>Assessment of candidate:</td>
<td>Unit assessment project, GPAI assessment assignment; fitness testing, rubric development, k-12 curricular plan;</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, reflection tasks</td>
<td>Assessment of candidate: Course exams, course projects, course grades, lesson plans, videotaped lesson samples, university supervisor written comments, ST reflection tasks, CT evaluation of ST, models unit Assessment of P-12 students: Learning assessments in each practicum</td>
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<td>Data collected for program evaluation: All of the above plus INTASC summary</td>
<td>Data collected for program evaluation: All of the above plus INTASC summary; ST exit evaluation</td>
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Courses/experiences:
- KH 3410, KH 3420
- KH 3200, 3400, 3200
- KH 4510, 4520, 4530, 4540
- KH 4710, 4720
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<td>INTASC Standard 9: Professional Commitment</td>
<td><strong>Courses/experiences:</strong> KH 3010; 3420</td>
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<td><strong>Courses/experiences:</strong> KH 4510, 4520, 4530, 4540,</td>
<td><strong>Courses/experiences:</strong> KH 4710, 4720</td>
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<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 3010 – 1 hour per week, 10 weeks (U)</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 3200 – 2 hours/day, 2 days per week, for one semester</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 4510, 4520, 4530, 4540 – 4 hours/day, 5 days per week, for an entire semester (U, S, &amp; MC)</td>
<td><strong>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</strong> KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
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<td><strong>Assessment of candidate:</strong> Lesson reviews by preservice teachers; assessment reflections</td>
<td><strong>Assessment of candidate:</strong> Lesson reviews by preservice teachers, videotaped lesson reviews by preservice teachers &amp; STs, ST reflection tasks</td>
<td><strong>Assessment of candidate:</strong> Lesson reviews by preservice teachers, videotaped lesson reviews by preservice teachers &amp; STs, ST reflection tasks, CT evaluation of ST, VOI, TES, JOPERD issue</td>
<td><strong>Assessment of candidate:</strong> Lesson reviews by preservice teachers, videotaped lesson reviews by preservice teachers &amp; STs, ST reflection tasks, CT evaluation of ST, VOI, TES, JOPERD issue</td>
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<tr>
<td>INTASC Standard 10:</td>
<td>Courses/experiences: KH 3010; 3420</td>
<td>Courses/experiences:</td>
<td>Courses/experiences:</td>
<td>Courses/experiences: KH 4710, 4720</td>
</tr>
<tr>
<td>Partnerships to Support Learners</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M):</td>
<td>Hours/Days in field - coded by urban (U), suburban (S), rural (R) or multicultural (M): KH 4710, 4720 – all day, every day, one semester (U, S &amp;/or M)</td>
</tr>
<tr>
<td>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
<td>Assessment of candidate: Parent education project; advocacy project</td>
<td>Assessment of candidate:</td>
<td>Assessment of candidate:</td>
<td>Assessment of candidate:</td>
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<tr>
<td>Assessment of P-12 students:</td>
<td>Data collected for program evaluation:</td>
<td>Assessment of P-12 students:</td>
<td>Data collected for program evaluation:</td>
<td>Assessment of P-12 students:</td>
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<td>Data collected for program evaluation:</td>
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<td></td>
<td>All of the above plus INTASC summary; ST exit evaluation</td>
</tr>
</tbody>
</table>
MISSION
The Health and Physical Education Program seeks to develop competent leaders who provide and promote health and physical activity in P-12 schools.

STUDENT LEARNING OUTCOMES
Outcome/Objective 1:
Demonstrates content pedagogical knowledge

Full Description:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
14: Technology--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 1: Faculty STARS Standard 1 Rating

Related Actions:
A. 1: Continue to review new Content Knowledge Matrix.
A. 2: Examine and review all program course syllabi
A. 7: Teacher education based labs in science classes
A. 8: Examine current program course of study
A. 14: Examine the Assessment Project

Outcome/Objective 2:
Understands student development re: Learning
Full Description:
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
6: Collaboration--core
14: Technology--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 2: Faculty STARS Standard 2 Rating

Related Actions:
A. 3: Add Test of Gross Motor Development to KH 3010
A. 11: Include instructional strategies for diverse group
A. 14: Examine the Assessment Project

Outcome/Objective 3:
Can effectively teach diverse groups of learners

Full Description:
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
6: Collaboration--core
14: Technology--core

Institutional Priorities:
PRO-3: Quality professional programs
Related Measures:
M. 3: Faculty STARS Standard 3 Rating

Related Actions:
A. 5: Examine and review student teaching assignments
A. 8: Examine current program course of study
A. 11: Include instructional strategies for diverse group

Outcome/Objective 4:
Knows and uses multiple instructional strategies

Full Description:
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
6: Collaboration--core
14: Technology--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 4: Faculty STARS Standard 4 Rating

Related Actions:
A. 5: Examine and review student teaching assignments
A. 8: Examine current program course of study
A. 11: Include instructional strategies for diverse group
A. 14: Examine the Assessment Project

Outcome/Objective 5:
Can motivate and manage students for learning

Full Description:
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
10: Contemporary Issues--core
14: Technology--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 5: Faculty STARS Standard 5 Rating

Related Actions:
A. 4: Revise assignment/s for KH 4650-Opening School

Outcome/Objective 6:
Uses communication skills and technology

Full Description:
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
14: Technology--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 6: Faculty STARS Standard 6 Rating

Related Actions:
A. 5: Examine and review student teaching assignments
A. 8: Examine current program course of study
A. 9: Students will use observation software in classes
Outcome/Objective 7:
Can effectively plan for instruction

Full Description:
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 7: Faculty STARS Standard 7 Rating

Related Actions:
A. 2: Examine and review all program course syllabi
A. 12: Improve long term planning

Outcome/Objective 8:
Understands and uses assessment for learning

Full Description:
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
12: Quantitative Skills--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 8: Faculty STARS Standard 8 Rating

Related Actions:
A. 6: Revise assignments in KH 3410(Assessment in HPE)
A. 8: Examine current program course of study
Outcome/Objective 9:
Practices professional reflection

Full Description:
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
8: Critical Thinking--core
10: Contemporary Issues--core

Institutional Priorities:
PRO-3: Quality professional programs

Related Measures:
M. 9: Faculty STARS Standard 9 Rating

Related Actions:
A. 2: Examine and review all program course syllabi
A. 4: Revise assignment/s for KH 4650-Opening School
A. 5: Examine and review student teaching assignments
A. 13: Increase and improve the quality of reflection

Outcome/Objective 10:
Involves school and community in learning

Full Description:
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
2: Written Communication--core
4: Oral Communication--core
6: Collaboration--core

Institutional Priorities:
PRO-3: Quality professional programs
Related Measures:
M. 10: Faculty STARS Standard 10 Rating

Related Actions:
A. 2: Examine and review all program course syllabi
A. 4: Revise assignment/s for KH 4650-Opening School
A. 5: Examine and review student teaching assignments
A. 8: Examine current program course of study
A. 10: Require assignments for community involvement

MEASURES
-------------------------------------------------------------------------------------------------------------------------

Measure 1:
Faculty STARS Standard 1 Rating

Measure Full Description:
Supervising final evaluations, mentor evaluations, and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 1.

Related Outcome(s)/Objective(s):
Obj. 1: Demonstrates content pedagogical knowledge

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Seventy-eight percent of the candidates scored at the Target or above level. There were 35 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 10 ratings below target (Level 3-developing). Compared to the 2005-2006 ratings of 59% at target or above and 41% below target the 2006-07 candidates improved by 18%.

Target Level Achievement: Met

Further Action Planned? Yes
Measure 2:
Faculty STARS Standard 2 Rating

Measure Full Description:
Supervisors’ final evaluations, course grades and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 2.

Related Outcome(s)/Objective(s):
Obj. 2: Understands student development re: Learning

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Seventy-eight percent of the candidates scored at the Target or above level. There were 35 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 10 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 56% at target or above the 2006-07 candidates reached 78% improving by 22%.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 3:
Faculty STARS Standard 3 Rating

Measure Full Description:
Supervisors’ final evaluations, final examinations and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 3.

Related Outcome(s)/Objective(s):
Obj. 3: Can effectively teach diverse groups of learners

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field
setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Seventy-eight percent of the candidates scored at the Target or above level. There were 35 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 10 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 52% at target or above the 2006-07 candidates reached 78% improving by 26%.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 4:
Faculty STARS Standard 4 Rating

Measure Full Description:
 Supervisors’ final evaluations, course grades and portfolio evaluation are combined into faculty ratings of completers and entered into the STARS database for Standard 4.

Related Outcome(s)/Objective(s):
Obj. 4: Knows and uses multiple instructional strategies

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Seventy-eight percent of the candidates scored at the Target or above level. There were 35 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 10 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 52% at target or above the 2006-07 candidates reached 78% improving by 26%.

Target Level Achievement: Met
Further Action Planned? Yes

Measure 5:
Faculty STARS Standard 5 Rating

Measure Full Description:
Supervisors’ final evaluations, final examinations and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 5.

Related Outcome(s)/Objective(s):
Obj. 5: Can motivate and manage students for learning

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Fifty-three percent of the candidates scored at the Target or above level. There were 24 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 21 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 56% at target or above the 2006-07 candidates dropped to 53% not improving by 3%.

Target Level Achievement: Not Met

Further Action Planned? Yes

Measure 6:
Faculty STARS Standard 6 Rating

Measure Full Description:
Supervisors’ final evaluations, final examinations and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 6.

Related Outcome(s)/Objective(s):
Obj. 6: Uses communication skills and technology
Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Seventy-eight percent of the candidates scored at the Target or above level. There were 35 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 10 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 56% at target or above the 2006-07 candidates reached 78% improving by 22%.

Target Level Achievement: Met
Further Action Planned? Yes

Measure 7:
Faculty STARS Standard 7 Rating

Measure Full Description:
Supervisors’ final evaluations, final examinations and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 7.

Related Outcome(s)/Objective(s):
Obj. 7: Can effectively plan for instruction

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Eighty-two percent of the candidates scored at the Target or above level. There were 37 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 8 ratings below target (Level 3-
developing) Compared to the 2005-2006 ratings of 52% at target or above the 2006-07 candidates reached 82% improving by 30%.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 8:
Faculty STARS Standard 8 Rating

Measure Full Description:
Supervisors’ final evaluations, final examinations and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 8.

Related Outcome(s)/Objective(s):
Obj. 8: Understands and uses assessment for learning

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Seventy-one percent of the candidates scored at the Target or above level. There were 32 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 13 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 30% at target or above the 2006-07 candidates reached 71% improving by 41%.

Target Level Achievement: Partially Met

Further Action Planned? Yes

Measure 9:
Faculty STARS Standard 9 Rating

Measure Full Description:
Supervisors’ final evaluations, final examinations and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 9.
Related Outcome(s)/Objective(s):
Obj. 9: Practices professional reflection

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student teaching using the KP Form of the INTASC Rating Instrument. Ninety-one percent of the candidates scored at the Target or above level. There were 41 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 4 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 100% at target or above the 2006-07 candidates scored at 91% decreasing by 9%.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 10:
Faculty STARS Standard 10 Rating

Measure Full Description:
Supervisors' final evaluations, final examinations and portfolio evaluations are combined into faculty ratings of completers and entered into the STARS database for Standard 10.

Related Outcome(s)/Objective(s):
Obj. 10: Involves school and community in learning

Target Level:
75% of candidates will demonstrate a proficient level of knowledge and understanding of the standard with little/no assistance and supervision from a professor, clinical teacher or assigned mentor. The candidate demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

Findings:
All five program faculty using portfolios, grades and evaluations from the two assigned cooperating teachers and other sources rated each teacher candidate at the end of student
teaching using the KP Form of the INTASC Rating Instrument. Eighty-nine percent of the candidates scored at the Target or above level. There were 17 ratings at or above target (Level 4-Proficient or Level 5-Advanced). There were 2 ratings below target (Level 3-developing) Compared to the 2005-2006 ratings of 85% at target or above the 2006-07 candidates reached 89% improving by 4%.

Target Level Achievement: Met

Further Action Planned? Yes

ACTIONS

-------------------------------------------------------------------------------
Action 1:
Continue to review new Content Knowledge Matrix.

Full Description
Program faculty will review the new Content Knowledge Matrix that reflects the fall 2007 program changes including the new teacher education core.

Related Objectives:
Obj. 1: Demonstrates content pedagogical knowledge

Related Measures:
M. 1: Faculty STARS Standard 1 Rating
M. 2: Faculty STARS Standard 2 Rating
M. 3: Faculty STARS Standard 3 Rating
M. 4: Faculty STARS Standard 4 Rating
M. 5: Faculty STARS Standard 5 Rating
M. 8: Faculty STARS Standard 8 Rating

Person/group responsible for the action HPE program faculty

Target date to implement the action Fall semester 2007

Priority High

Action 2:
Examine and review all program course syllabi

Full Description
Program faculty will examine and review all course syllabi to determine that the objectives for each course relate to the New Content Knowledge Matrix.

Related Objectives:
Obj. 1: Demonstrates content pedagogical knowledge
Obj. 7: Can effectively plan for instruction
Obj. 9: Practices professional reflection
Obj. 10: Involves school and community in learning

Related Measures:
M. 2: Faculty STARS Standard 2 Rating
M. 3: Faculty STARS Standard 3 Rating
M. 4: Faculty STARS Standard 4 Rating
M. 5: Faculty STARS Standard 5 Rating
M. 8: Faculty STARS Standard 8 Rating

Person/group responsible for the action  HPE program faculty

Target date to implement the action  Fall semester 2007

Priority  High

Action 3:
Add Test of Gross Motor Development to KH 3010

Full Description
Students will be required to give the Test of Gross Motor Development (TGMD) to a
group of 4 year olds as part of a class assignment in KH 3010 (Performance and Analysis:
Movement and Rhythms). The results of this test will then be analyzed in KH
3410 (Assessment in Health and Physical Education).

Related Objectives:
Obj. 2: Understands student development re: Learning

Related Measures:
M. 3: Faculty STARS Standard 3 Rating
M. 8: Faculty STARS Standard 8 Rating

Person/group responsible for the action  Terry Metzler - Summer 2007; Babs Greene -
Fall 2007; Jacalyn Lund - Fall 2007

Target date to implement the action  Summer 2007

Priority  Med

Additional resources
Department will need to order two desk copies of the TGMD.

Action 4:
Revise assignment/s for KH 4650-Opening School
Students will be required to purchase "The First Days of School" by Harry Wong as the course textbook. Assignments will be related to readings from this text and other sources.

Related Objectives:
Obj. 5: Can motivate and manage students for learning
Obj. 9: Practices professional reflection
Obj. 10: Involves school and community in learning

Related Measures:
M. 2: Faculty STARS Standard 2 Rating
M. 3: Faculty STARS Standard 3 Rating
M. 6: Faculty STARS Standard 6 Rating

Person/group responsible for the action Course Instructor - Terry Metzler

Target date to implement the action Fall 2007

Priority High

Action 5:
Examine and review student teaching assignments

Full Description
Program faculty will examine all student teaching assignments for relevancy. Assignments that are redundant and/or not related to a specific standard will be revised or eliminated.

Related Objectives:
Obj. 3: Can effectively teach diverse groups of learners
Obj. 4: Knows and uses multiple instructional strategies
Obj. 6: Uses communication skills and technology
Obj. 9: Practices professional reflection
Obj. 10: Involves school and community in learning

Related Measures:
M. 5: Faculty STARS Standard 5 Rating
M. 6: Faculty STARS Standard 6 Rating
M. 7: Faculty STARS Standard 7 Rating
M. 8: Faculty STARS Standard 8 Rating

Person/group responsible for the action HPE program faculty and select cooperating teachers

Target date to implement the action Spring 2007
Priority  High

Action 6: Revise assignments in KH 3410(Assessment in HPE)

Full Description
Class and lab assignments will be aligned with the models projects from KH 4510, 4520, 4530 and student teaching.

Related Objectives: Obj. 8: Understands and uses assessment for learning

Related Measures:
M. 1: Faculty STARS Standard 1 Rating
M. 4: Faculty STARS Standard 4 Rating
M. 5: Faculty STARS Standard 5 Rating
M. 7: Faculty STARS Standard 7 Rating

Person/group responsible for the action Course Instructor for KH 3410 - Jacalyn Lund

Target date to implement the action Fall 2007

Priority  High

Action 7: Teacher education based labs in science classes

Full Description
HPE program faculty will work with exercise science faculty and department chair to design labs that are more appropriate for teacher education majors in KH 3650 and KH 3600. The department will offer a lab section for each of these courses for only HPE majors.

Related Objectives: Obj. 1: Demonstrates content pedagogical knowledge

Related Measures:
M. 2: Faculty STARS Standard 2 Rating
M. 4: Faculty STARS Standard 4 Rating

Person/group responsible for the action HPE and Exercise Science faculty

Target date to implement the action Spring 2008

Priority  Med
Action 8:
Examine current program course of study

Full Description
Program faculty will determine if program/course changes are needed at this time.

Related Objectives:
Obj. 1: Demonstrates content pedagogical knowledge
Obj. 3: Can effectively teach diverse groups of learners
Obj. 4: Knows and uses multiple instructional strategies
Obj. 6: Uses communication skills and technology
Obj. 8: Understands and uses assessment for learning
Obj. 10: Involves school and community in learning

Related Measures:
M. 2: Faculty STARS Standard 2 Rating
M. 5: Faculty STARS Standard 5 Rating
M. 7: Faculty STARS Standard 7 Rating
M. 9: Faculty STARS Standard 9 Rating

Person/group responsible for the action  HPE program faculty

Target date to implement the action  Fall semester 2007

Priority  High

Action 9:
Students will use observation software in classes

Full Description
Student teachers will be required to use the observation software during KH 4710 and 4720(student teaching)

Related Objectives:
Obj. 6: Uses communication skills and technology

Related Measures:
M. 9: Faculty STARS Standard 9 Rating

Person/group responsible for the action  HPE program faculty

Target date to implement the action  Spring 2008

Priority  Med
Action 10:
Require assignments for community involvement

Full Description
Specific assignments to foster relationships with parents, colleagues and the community will be added to student teaching and other relevant courses. A service learning project will be added to a course or as a program requirement.

Related Objectives:
Obj. 10: Involves school and community in learning

Related Measures:
M. 9: Faculty STARS Standard 9 Rating

Person/group responsible for the action  HPE program faculty

Target date to implement the action  Spring semester 2008

Priority  High

Action 11:
Include instructional strategies for diverse group

Full Description
Program faculty will include additional instructional strategies for working with diverse populations in the following courses: KH 3200, 4510, 4520, 4530, 4540, 4710 and 4720.

Related Objectives:
Obj. 2: Understands student development re: Learning
Obj. 3: Can effectively teach diverse groups of learners
Obj. 4: Knows and uses multiple instructional strategies

Related Measures:
M. 1: Faculty STARS Standard 1 Rating
M. 6: Faculty STARS Standard 6 Rating
M. 10: Faculty STARS Standard 10 Rating

Person/group responsible for the action  Course instructors for each of the courses listed above.

Target date to implement the action  Fall 2007

Priority  High
Action 12:
Improve long term planning

Full Description
Program faculty will design a series of assignments that occur over time in select courses so that students develop long term planning skills.

Related Objectives:
Obj. 7: Can effectively plan for instruction

Related Measures:
M. 2: Faculty STARS Standard 2 Rating
M. 3: Faculty STARS Standard 3 Rating
M. 4: Faculty STARS Standard 4 Rating
M. 8: Faculty STARS Standard 8 Rating

Person/group responsible for the action  HPE program faculty

Target date to implement the action  Fall semester 2007

Priority  Med

Action 13:
Increase and improve the quality of reflection

Full Description
HPE program faculty will examine the current reflection assignments in all courses for relevancy. Additional assignments will be added to appropriate classes. In addition to written reflection, students will be given an opportunity to verbally reflect during appropriate classes such as the student teaching seminars.

Related Objectives:
Obj. 9: Practices professional reflection

Related Measures:
M. 6: Faculty STARS Standard 6 Rating
M. 10: Faculty STARS Standard 10 Rating

Person/group responsible for the action  HPE program faculty

Target date to implement the action  Fall semester 2007

Priority  Med
Action 14: Examine the Assessment Project

Full Description
Program faculty and Mike Metzler will examine the data from the ongoing Assessment Project to determine if program changes are indicated.

Related Objectives:
Obj. 1: Demonstrates content pedagogical knowledge
Obj. 2: Understands student development re: Learning
Obj. 4: Knows and uses multiple instructional strategies

Related Measures:
M. 3: Faculty STARS Standard 3 Rating
M. 5: Faculty STARS Standard 5 Rating
M. 6: Faculty STARS Standard 6 Rating
M. 7: Faculty STARS Standard 7 Rating
M. 8: Faculty STARS Standard 8 Rating
M. 9: Faculty STARS Standard 9 Rating
M. 10: Faculty STARS Standard 10 Rating

Person/group responsible for the action  HPE program faculty and Mike Metzler

Target date to implement the action  Fall 2007

Priority  High

ANALYSIS
------------------------------------------------------------------------------------------------

Strength
The BSE HPE program showed excellent progress across 8 out of the 10 Knowledge and Performance (KP) standards with all but one of the 8 reaching above our target level of 75%. Five standards (Standard 1, 2, 3, 4, & 6) were met at 78%; Standard 7 at 82%; Standard 10 at 89% and Standard 9 at 91%. On the standards showing improvement the range in improvement per standard over 2005-06 went from 5% to 41%. Standard 8 (Evaluates) is the standard that improved the most from 2005-06 up from 30% to 71%. Although we didn’t reach the target level of 75% we felt that implementing the actions number 8 and 9 from last year’s action plan for this standard led to the increase. We were able through a program change to include a course (KH 3410) for majors dedicated to assessment in HPE and we were also able to consistently begin to include assessment/evaluation assignments in all appropriate classes. Another strength was the HPE faculty’s development of a Content Knowledge Matrix (action #1) to improve student content knowledge (Standard 1) and understanding of how children learn (Standard 2). Action #2 (Examine KH 3610 and KH 4540) actually became a part of Action #1 (Review Content Knowledge). This matrix helped us start to pinpoint some
weak areas/courses that we were able to act on during fall 2006 and spring 2007. Action #3 (Review and add teaching strategies to courses) led us to add assignments related to teaching strategies for diverse learners in KH 3200. Action #4 (Require Models Based Instruction) led us to increase the number of models-based instructional projects in student teaching from 1 to 2 and to increase the total amount of time students spent using models-based instruction throughout student teaching. Action #6 (Increase PE Technology strategies in KH 3100) led to another key improvement on Standard 6 (Communicates) increasing not only the use of technology for physical education in KH 3100 but also led to an increase in use in other appropriate classes throughout the year (KH3420, KH 4510, 4520, 4710 and 4720). Action #7 (Review planning requirements in selected courses) led to an improvement on Standard 7 (Plays and Integrates) from 52% to 82%. Program faculty feel that the decision to increase the number of assignments related to planning in KH 3200, 3010, 4710 and 4720 led to this significant increase. The Dispositions Standards for INTASC showed similar progress as well. Eight out of the 10 standards improved from 2% - 32%. Standard 5 (Values Management) remained the same and Standard 9 (Values Reflection) decreased by 12%. We are pleased with the progress made this year and truly believe that even the smallest of changes and attention to the program have had impact in positive ways on meeting the stated outcomes and objectives of the program.

Attention Needed
In the Knowledge and Performance (KP) standards we did not meet our stated outcomes on two standards. However, we feel that all areas need continued attention and specific action items. On Standard 5 (Manages and Motivates) we actually had a 3% decrease from 56% to 53%. Even though we identified several excellent sources (Action #5 - Review current literature on class management) to help students with classroom management, we did not require students to use these resources. For 2007-08 a specific resource will be required for all students in KH 4650 (Opening School) and KH 4710 and 4720 (Student Teaching). There will also be specific assignments related to classroom management in these courses along with specific assignments in KH 3200, 4510, 4520, 4530 and 4540 (Instructional Block). Although we didn’t meet the target level of 75% on Standard 8 (Evaluates) we felt that the action plan #8 (Increase content knowledge on assessment for HPE and #9 (Add assessment requirement to classes) did work because we made the greatest amount of improvement in this area moving from 30% to 71%. We are sure that with a revision of course assignments in KH 3410 (Assessment in HPE) to align those assignments with other assignments in the instructional block classes and with assessment assignments in student teaching that our students will easily improve in this area next year. Standard 9 (Reflects on Practice) is one standard that we met but had a slight decrease from last year from 100% to 91%. Our plan (action #10 - Maintain current level of professional reflection) was actually met with the 91%. We feel that the decrease is due to less time spent in student teaching seminars on reflection. Our plan for next year is to return to the same level of active reflection in the seminars as in previous years and to add reflection assignments to other classes. One interesting finding was that for Standard 10 (Participates in the Professional Community) our students were rated high because ratings of 0 or "Not Assessed" were filtered out of the report. We feel that the high rating of 89% for this year or the 84% reported for last year does not accurately
reflect what actually is occurring in the program. As a result, we will be adding specific assignments to the instructional block classes and student teaching to improve student’s participation in the school community with colleagues, parents and other community agencies. Although we met our target level of 75% for standards 1, 2, 3, 4, 6, 7, 9, and 10 we are working on improving in all of these areas. HPE program faculty will examine and review all course syllabi and the HPE Content Knowledge Matrix with the goal of aligning the objectives with the matrix. The Test of Gross Motor Development will be added to KH 3010 to infuse assessment into another key course. Assignments for student teaching will be reviewed for relevancy to help improve Standard 4 and other related standards. The HPE faculty along with exercise science faculty will work together to provide exercise science and biomechanics labs specifically designed for the needs of physical education teachers. We are hoping that this will help HPE students increase Standard 1 (Content Knowledge) and ultimately lead to improvement on Standard 2 (Understands Development) and Standard 4 (Designs Instructional Strategies). HPE program faculty will examine the current program and determine if program or course changes need to be submitted to improve any or all of the standards. Students and key faculty members will begin using the observation software developed this year specifically designed to be used with models based instruction. This should lead to improvement on Standard 6 (Communicates), Standard 7 (Plans and Integrates) and a big improvement on Standard 9 (Reflects on Practice). Assignments based on instructional strategies for diverse learners will be increased in key courses and added to other appropriate courses. Assignments related to long term planning will be added to key courses to improve Standard 7 (Plans and integrates). We have discovered with the data provided us at the end of this year regarding disposition that we need to have a plan in place to help our students meet the target level of 75% for Standard 5 (Values management and safe learning environments) and Standard 9 (Values Self Reflection). Since these two areas fall in line with the findings for the KP Standards, we believe that the addition of assignments to the key classes mentioned previously and infusing reflection throughout appropriate classes will also lead to our students improving on these two disposition standards.
Semester 1 Entry
Student takes Benchmark Courses
KH 3410, 3420

Faculty assess KPD
*Interview
*Writing sample
*Dispositions rubric
*Assignments
*Grade of "C" or better

Student prepared to progress in program?

No

Yes

Semester 2 Continuation
Student takes Benchmark Courses
KH 3200, 3100

Faculty assess KPD
*Assignments
*HPE Assessment project
*Grade of "C" or better
Students complete TE requirements

Student prepared to progress in program?

No

Yes

Semester 3 Continuation
Student takes Benchmark Classes
KH 4510, 4520, 4530, 4540, 4650

Faculty assess KPD
*Assignments
*Dispositions Rubric
*HPE Assessment project
*Grade of "C" or better

Faculty & Student complete INTASC I

1. Student self-selects out of program
2. Faculty recommendation to change major
3. Faculty recommendation to retake course(s) following year
4. Faculty recommends writing/speech courses

1. Student self-selects out of program
2. Faculty recommendation to change major
3. Faculty recommendation to retake course(s) following year
4. Faculty recommendation to continue in program when all TE requirements are met

Faculty & Student complete INTASC II

COE Data Warehouse

COE Data Warehouse
Student prepared to progress in program?

No

1. Student may graduate without recommendation for certification.
2. Faculty recommendation to retake course(s) following year

Yes

Faculty/Cooperating Teachers assess KPD
*Assignments
*HPE Assessment project
*Models project
*Grade of "C" or better

Student prepared to graduate with recommendation for certification?

No

1. Student self-selects out of program
2. Faculty recommendation to change major
3. Faculty recommendation to retake course(s) following year

Yes

Student graduates and is recommended for certification

1 Year In Service

P12 Mentors & Principals complete INTASC IV

2 Years In Service

P12 Mentors & Principals complete INTASC V

 Semester 4 ST and Exit
Student takes final Benchmark Classes
Student Teaching KH 4710, 4720

Faculty & Student complete INTASC III

COE Data Warehouse

Mentors & Principals complete INTASC IV

COE Data Warehouse

Mentors & Principals complete INTASC V

COE Data Warehouse
MISSION

The MS degree program in exercise science seeks to contribute to the KH Department’s mission, which 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 program provides academic preparation and continuing education in exercise science while its faculty generate and communicate knowledge and serve 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.

OUTCOMES/OBJECTIVES

Outcome/Objective 1: Demonstrates content knowledge in Exercise Science

Full Description: Students should have a basic understanding of the scientific principles of exercise physiology and related exercise science, including pathophysiology and risk factors and exercise prescription and programming.

A Student Learning Outcome? No

Strategic Plan Initiatives:
• A-3: Graduate Experience

Institutional Priorities:
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
American College of Sports Medicine Knowledge, Skills, and Abilities content matter areas 1, 2, and 7. In addition, Program is seeking accreditation by the newly established Commission on Accreditation of Allied Health Education Programs.

Related Measures:
• M. 1: Basic Content Knowledge examinations and quizzes

Related Actions:
• A. 1: Monitor and maintain current strengths

Outcome/Objective 2: Apply knowledge to practical situations

Full Description: Students should demonstrate practical skills related to the knowledge base of the program, including health appraisal, fitness and clinical exercise testing, electrocardiography, and diagnostic techniques.

A Student Learning Outcome? No

Strategic Plan Initiatives:
• A-3: Graduate Experience
• D-3: Technology

Institutional Priorities:
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• STU-1: Learning-centered environment that support individual learning
• UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
American College of Sports Medicine Knowledge, Skills, and Abilities content matter areas 3 and 4. In addition, Program is seeking accreditation by the newly established Commission on Accreditation of Allied Health Education Programs.

Related Measures:
• M. 2: Practical Exams
Related Actions:
• A. 1: Monitor and maintain current strengths

Outcome/Objective 3: Demonstrates knowledge of exercise testing

Full Description: Students should demonstrate knowledge of basic equipment, facility requirements, absolute and relative contraindications, procedures, and protocols for the exercise test.

A Student Learning Outcome? No

Strategic Plan Initiatives:
• A-3: Graduate Experience
• D-3: Technology

Institutional Priorities:
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
American College of Sports Medicine Knowledge, Skills, and Abilities Learning Outcomes 4.6.1.1, 4.6.1.7, and 4.6.2. In addition, Program is seeking accreditation by the newly established Commission on Accreditation of Allied Health Education Programs.

Related Measures:
• M. 3: GXT practical exam

Related Actions:
• A. 1: Monitor and maintain current strengths

Outcome/Objective 4: Understands research and human subjects issues

Full Description: Students should understand and interpret research in exercise science and should understand issues associated with clinical testing and research involving human subjects, including informed consent.
A Student Learning Outcome?  No

Strategic Plan Initiatives:
• A-3: Graduate Experience

Institutional Priorities:
• PRO-3: Quality professional programs
• UNI-2: Partnerships that have a positive impact on community

Accreditation Standards:
American College of Sports Medicine Knowledge, Skills, and Abilities Learning Outcomes 4.6.1.6, 4.6.2.1, 4.6.2.8, 2.6.0.4, and 2.6.0.5. In addition, Program is seeking accreditation by the newly established Commission on Accreditation of Allied Health Education Programs.

Related Measures:
• M. 4: Case Studies and Labs

Related Actions:
• A. 1: Monitor and maintain current strengths

MEASURES

Measure 1:  Basic Content Knowledge examinations and quizzes

Measure Full Description:  Written examinations and quizzes in KH courses 6280, 7500, 7510, 7550, 7620, 82980, and 8390.

Related Outcome(s)/Objective(s):
• Obj. 1: Demonstrates content knowledge in Exercise Science

Target Level: 75% scoring at or above 80% on exam

Findings:  99% of students achieved desired levels, exceeding the target performance.

Target Level Achievement:  Met

Further Action Planned?  No
Measure 2: Practical Exams

Measure Full Description: Oral arrhythmia examination and laboratory exams

Related Outcome(s)/Objective(s):
• Obj. 2: Apply knowledge to practical situations

Target Level: 90% of students will demonstrate a proficient level of knowledge and understanding.

Findings: 100% of students achieved desired levels, exceeding the target performance.

Target Level Achievement: Met

Further Action Planned? No

Measure 3: GXT practical exam

Measure Full Description: Practical exam assessing students’ ability to administer graded exercise tests to various populations

Related Outcome(s)/Objective(s):
• Obj. 3: Demonstrates knowledge of exercise testing

Target Level: 90% of students will demonstrate proficiency.

Findings: 100% of students achieved desired levels, exceeding the target performance.

Target Level Achievement: Met

Further Action Planned? No

Measure 4: Case Studies and Labs

Measure Full Description: Laboratory assignments associated with instrumentation and testing and written Case Studies

Related Outcome(s)/Objective(s):
• Obj. 4: Understands research and human subjects issues

Target Level: 90% of students will demonstrate a proficient level of knowledge and understanding

Findings: 100% of students achieved desired levels, exceeding the target performance.

Target Level Achievement: Met

Further Action Planned? No

ACTIONS

________________________________________

Action 1: Monitor and maintain current strengths

Full Description: Because achievement levels were met, we will monitor future achievement in order to maintain standards.

Related Objectives:
• Obj. 1: Demonstrates content knowledge in Exercise Science
• Obj. 2: Apply knowledge to practical situations
• Obj. 3: Demonstrates knowledge of exercise testing
• Obj. 4: Understands research and human subjects issues

Related Measures:
• M. 1: Basic Content Knowledge examinations and quizzes
• M. 2: Practical Exams
• M. 3: GXT practical exam
• M. 4: Case Studies and Labs

Person/group responsible for the action Exercise Science program faculty

Target date to implement the action Ongoing

Priority Low
ANALYSIS

Strength

Assessments demonstrated the students possessed a high level of basic and practical knowledge in exercise physiology and related exercise science.

Attention Needed

All target levels were met, so continued attention will monitor programs in order to continue to maintain high achievement.
<table>
<thead>
<tr>
<th>Standard/Proficiency</th>
<th>Semester 1/Entry</th>
<th>Semester 2/Continuation</th>
<th>Semester 3/Continuation</th>
<th>Semester 4/Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NBPTS Core Proposition 1:</strong></td>
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<tr>
<td><em>Educators are committed to pupils and their learning.</em></td>
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<tr>
<td><strong>Courses/experiences:</strong></td>
<td>EPY 7080</td>
<td>EPRS 7900</td>
<td>EDUC 8360; KH 7820; From select 3 list(KH 6820, 6940, 6960, 7200, 7230, 7450, 7460, 7500, 7510, 7650, 7665, 7700, 765, 7665, 7700, 8550)</td>
<td>KH 7830, KH 7831, KH 7832, or KH 7990 From select 3 list (KH 6820, 6940, 6960, 7200, 7230, 7450, 7460, 7500, 7480, 7510, 7650, 7655, 7665, 7700, 8550)</td>
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<td><strong>Fieldwork/practicum:</strong></td>
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<tr>
<td><strong>Assessment of candidate:</strong></td>
<td>Video tapes of lessons</td>
<td>Teaching models project</td>
<td>Research proposal; course exams; mastery of systematic observation (student behavior and teacher behavior); peer supervision assignment and supervision report; GPA from elective courses; class projects and exams from elective classes</td>
<td>Approved Car project proposal Completed CAR project</td>
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<tr>
<td><strong>Assessment of P-12 student(s):</strong></td>
<td>Unit plan analysis; lesson plans; Assessment plan analysis; School Health curriculum plan; Course projects; Examinations</td>
<td>Student survey on instructional models</td>
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<td>Varied, depending on focus of CAR project intervention; GPA from elective courses; class projects and exams from elective classes</td>
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<tr>
<td><strong>Data collected for program evaluation:</strong></td>
<td>All of the above plus NBPTS summary, Health Curriculum Analysis Tool; Teacher Efficacy Scale (entry)</td>
<td>All of the above plus Models unit plans Lesson plans</td>
<td>All of the above plus CAR project proposal analysis</td>
<td>All of the above plus NBPTS summary, CAR project data Teacher Efficacy Scale (exit)</td>
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</table>
| **NBPTS Core Proposition 2:** Educators know the subjects they teach and how to teach them, using varied instructional strategies and tools, including technology. | **Courses/experiences:** EPY 7080  
KH 7780 | **Courses/experiences:** EPRS 7900  
EPSF 7120 | **Courses/experiences:** EDUC 8360; KH 7820; from select 3 list (KH 6820, 6940, 6960, 7200, 7230, 7450, 7460, 7500, 7510, 7650, 7655, 7665, 7700, 8550) | **Courses/experiences:** KH 7830, KH 7831, KH 7832, or KH 7990; from select 3 list (KH 6820, 6940, 6960, 7200, 7230, 7450, 7460, 7500, 7480, 7510, 7650, 7655, 7665, 7700, 8550) |
| **Fieldwork/practicum:** KH 7240 | **Fieldwork/practicum:** KH 7250 | **Fieldwork/practicum:** | **Fieldwork/practicum:** |
| **Assessment of candidate:** Video tapes of lessons  
Unit plan analysis; School Health curriculum plan;  
Course projects; class presentations with technology; Examinations | **Assessment of candidate:** Teaching models project  
Health curriculum project | **Assessment of candidate:** Research proposal; course exams; mastery of systematic observation (student behavior and teacher behavior); peer supervision assignment and supervision report; GPA from elective classes; class projects and exams from elective classes; EDUC is an online class | **Assessment of candidate:** Approved Car project proposal  
Completed CAR project; GPA from elective classes; class projects and exams from elective classes |
| **Assessment of P-12 student(s):** Unit plan; assessments on lessons | **Assessment of P-12 student(s):** Student survey on instructional models | **Assessment of P-12 student(s):** | **Assessment of P-12 student(s):** |
| **Data collected for program evaluation:** All of the above plus NBPTS summary, Health Curriculum Analysis Tool | **Data collected for program evaluation:** All of the above plus Models unit plans  
Lesson plans | **Data collected for program evaluation:** All of the above plus CAR project proposal analysis | **Data collected for program evaluation:** All of the above plus NBPTS summary; CAR project data  
Teacher Efficacy Scale (exit) |
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<td>Educators are responsible for managing and monitoring pupil learning.</td>
<td>Courses/experiences: KH 7780</td>
<td>Courses/experiences: EPRS 7900</td>
<td>Courses/experiences: EDUC 8360</td>
<td>Courses/experiences: KH 7830, KH 7831, KH 7832, or KH 7990</td>
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<td>Fieldwork/practicum: KH 7250</td>
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<td>Assessment of candidate: Video tapes of lessons Unit plan analysis; lesson plans Assessment plan analysis; School Health curriculum plan; lesson reflections</td>
<td>Assessment of candidate: Teaching models project Health curriculum project</td>
<td>Assessment of candidate: Research proposal; course exams; mastery of systematic observation (student behavior and teacher behavior); peer supervision assignment and supervision report</td>
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<td>educators engage in scholarship and create new knowledge about teaching and learning.</td>
<td>EPRS 7900</td>
<td>EDUC 8360</td>
<td>KH 7830, KH 7831, KH 7832, or KH 7990</td>
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<td>Research on hot topic presentation</td>
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Detailed Assessment Report for
2006-2007 Health & Physical Education MEd

MISSION
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The Health and Physical Education Program seeks to develop competent leaders who provide and promote health and physical activity in P-12 schools.

OUTCOMES/OBJECTIVES
--------------------------------------------------------------------------------

Outcome/Objective 1:
Is committed to student learning and development

Full Description:
Educators are committed to students and their learning and/or development.

A Student Learning Outcome? No

Related Measures:
M. 1: Faculty STARS Standard 1 Rating

Related Actions:
A. 1: Develop a matrix for the graduate program

Outcome/Objective 2:
Can apply expertise for learning and development

Full Description:
The educator is an expert in his/her field and can effectively apply that expertise to promote learning/development.

A Student Learning Outcome? No

Related Measures:
M. 2: Faculty STARS Standard 2 ratings

Related Actions:
A. 1: Develop a matrix for the graduate program
A. 3: Involve students in program research projects

Outcome/Objective 3:
Manages and monitors student learning/development
Full Description:
The educator is responsible for managing and monitoring student learning/development.

A Student Learning Outcome? No

Related Measures:
M. 3: Faculty STARS Standard 3 rating

Related Actions:
A. 1: Develop a matrix for the graduate program

Outcome/Objective 4:
Reflects on & learns from professional experience

Full Description:
The educator thinks systematically about his/her practice and learns from professional experience.

A Student Learning Outcome? No

Related Measures:
M. 4: Faculty STARTS Standard 4 rating

Related Actions:
A. 2: Improve research skills
A. 3: Involve students in program research projects

Outcome/Objective 5:
Participates in profession’s learning communities

Full Description:
The educator is a member of one or more learning communities.

A Student Learning Outcome? No

Related Measures:
M. 5: Faculty STARS Standard 5 rating

Related Actions:
A. 3: Involve students in program research projects
MEASURES
--------------------------------------------------------------------------------

Measure 1:
Faculty STARS Standard 1 Rating

Measure Full Description:
A summary rating derived from culminating papers, comps, and key course assessments will be entered into the STARS database for Standard 1.

Related Outcome(s)/Objective(s):
Obj. 1: Is committed to student learning and development

Target Level:
75% of program completers will demonstrate an intermediate level of knowledge and skill needed to achieve this standard through independent and autonomous planning and action.

Findings:
86.11% of the students were rated at or above the expected level.

Target Level Achievement: Met

Further Action Planned? No

Measure 2:
Faculty STARS Standard 2 ratings

Measure Full Description:
A summary rating derived from scores on comprehensive exams and key course assessments will be entered into the STARS database for Standard 2

Related Outcome(s)/Objective(s):
Obj. 2: Can apply expertise for learning and development

Target Level:
75% of program completers will demonstrate an intermediate level of knowledge and skill needed to achieve this standard through independent and autonomous planning and action.

Findings:
75% of the students were rated at or above the expected level.

Target Level Achievement: Met

Further Action Planned? No
Measure 3:
Faculty STARS Standard 3 rating

Measure Full Description:
A summary rating derived from scores on comprehensive exams and key course assessments will be entered into the STARS database for Standard 3.

Related Outcome(s)/Objective(s):
Obj. 3: Manages and monitors student learning/development

Target Level:
75% of program completers will demonstrate an intermediate level of knowledge and skill needed to achieve this standard through independent and autonomous planning and action.

Findings:
83.33% of the students were rated at or above the expected level.

Target Level Achievement: Met

Further Action Planned? No

Measure 4:
Faculty STARTS Standard 4 rating

Measure Full Description:
A summary rating derived from scores on comprehensive exams and key course assessments will be entered into the STARS database for Standard 4.

Related Outcome(s)/Objective(s):
Obj. 4: Reflects on & learns from professional experience

Target Level:
75% of program completers will demonstrate an intermediate level of knowledge and skill needed to achieve this standard through independent and autonomous planning and action.

Findings:
79.17% of the students were rated at or above the expected level.

Target Level Achievement: Met

Further Action Planned? No

Measure 5:
Faculty STARS Standard 5 rating
Measure Full Description:
A summary rating derived from scores on comprehensive exams and key course assessments will be entered into the STARS database for Standard 5.

Related Outcome(s)/Objective(s):
Obj. 5: Participates in profession’s learning communities

Target Level:
75% of program completers will demonstrate an intermediate level of knowledge and skill needed to achieve this standard through independent and autonomous planning and action.

Findings:
79.17% of the students were rated at or above the expected level.

Target Level Achievement: Met

Further Action Planned? No

ACTIONS
--------------------------------------------------------------------------------

Action 1:
Develop a matrix for the graduate program

Full Description
Faculty will define what is taught in each required course in the graduate program and put this onto a matrix. Faculty will then be able to see which content areas are covered and which will need additional work/attention.

Related Objectives:
Obj. 1: Is committed to student learning and development
Obj. 2: Can apply expertise for learning and development
Obj. 3: Manages and monitors student learning/development

Related Measures:
M. 1: Faculty STARS Standard 1 Rating
M. 2: Faculty STARS Standard 2 ratings
M. 3: Faculty STARS Standard 3 rating

Person/group responsible for the action: HPE faculty members

Target date to implement the action: Spring 2008

Priority: High
Action 2:
Improve research skills

Full Description
Students will complete an assignment that requires them to synthesize research in the area of health and physical education.

Related Objectives:
Obj. 4: Reflects on & learns from professional experience

Related Measures:
M. 4: Faculty STARTS Standard 4 rating

Person/group responsible for the action Dr. Lund

Target date to implement the action Fall 2007

Priority Low

Action 3:
Involve students in program research projects

Full Description
Students are required to complete an action research project prior to graduating from the program. Program faculty are engaged in a longitudinal study of effectiveness. Graduate students will take roles in this research project. They will have the opportunity to improve their own research skills as they work with senior researchers on the project

Related Objectives:
Obj. 2: Can apply expertise for learning and development
Obj. 4: Reflects on & learns from professional experience
Obj. 5: Participates in profession’s learning communities

Related Measures:
M. 2: Faculty STARS Standard 2 ratings
M. 4: Faculty STARTS Standard 4 rating
M. 5: Faculty STARS Standard 5 rating

Person/group responsible for the action Drs. Metzler, Gurvitch, and Lund

Target date to implement the action Spring 2008

Priority Med

ANALYSIS
Strength
Although some of the actual percentages for the various outcomes decreased from 2006, there actually were more students in the program and therefore more students achieving mastery of the content. Last year our action plan included adding ways to involve students in the professional learning community. To that end, students were required to respond to an Issues section of our professional journal and participate in online discussions during a web-based course. Action 1 and 3 were thus met. Additionally, program faculty continued monitoring student progress in the program. A new course was added to the electives for students without initial certification. That was a positive change and the competence of students in subsequent courses was much better. Again, this was not necessarily reflected in the total percentages of students obtaining acceptable levels of competency, but is reflected in the actual number of students achieving desired levels of competency. This change probably won’t be reflected in the data until after these students complete the program (one more year). The way the program is currently configured, a teacher employed in the school can complete the program in approximately 2 years. By compressing the time for completion, the experience is more meaningful for participants. Also, we are starting to use our graduate students to supervise our undergraduate student teachers. This has been a very positive benefit of the graduate program. Not only do our undergraduate students benefit from the guidance of our graduate students, but the graduate students have the opportunity to demonstrate leadership, which is one of the goal of the program.

Attention Needed
There is concern for Standard 5, participation in a profession’s learning communities. The action plan proposes involving graduate students in program research. By building a research team, students will have the opportunity to learn from colleagues and see how to address problems/issues in the schools. Last year, several items were added to improve collegiality. With greater numbers in the program, this is an area that we will continue to address and try to improve. Additionally, the program will continue to monitor student competence and ability to teach. Lastly, the program will continue to look for ways to teach students to advocate for the profession through assignments and projects as students complete their programs.

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KH Health and Physical Education Advanced Program
Faculty Assessment and Decision Points

Semester 1 Entry
Student takes Benchmark Course, Required & Elective Courses
KH 7240

Faculty assess KPD
*Videotape
*Unit plan analysis
*Lesson plan
*School health curriculum
*Course projects & exams
*Grade of "B" or better

Semester 2 Continuation
Student takes Benchmark Course, Required & Elective Courses
KH 7250

Faculty assess KPD
*Teaching models project
*Health curriculum project

Semester 3 Continuation
Student takes Required and Elective Classes
EDUC 8360, KH 7230, 7450, 7460, 7480, 7500, 7650, 7655

Faculty assess KPD
*Research proposal
*Exams
*Peer supervision
*Supervisor report

Semester 4 ST and Exit
Student takes final Benchmark Classes
KH 7830, 7831, 7832

Faculty assess KPD
*CAR project proposal
*Completed CAR project

Faculty & Student complete NBPTS

COE Data Warehouse

Faculty & Student complete NBPTS

COE Data Warehouse

P12 Mentors & Principals complete NBPTS

COE Data Warehouse

Student graduates and is recommended for T5 certification

1 Year after Completion
Detailed Assessment Report for
2006-2007 Sports Administration MS

MISSION

The mission of the Sport Administration Masters Degree program at Georgia State University is to prepare students for successful careers in the multi billion dollar sport business industry. Within this industry -- ranking as the 6th largest industries in the USA -- there is a multitude of organizations and enterprises that require highly trained personnel and executives in sport business, such as, sports media (TV, print, electronic), university and high school sports, sports apparel and equipment designers and manufacturers, sports arenas, sport marketing firms, athletic clubs, professional sport teams, fitness management centers, and the sports tourism industry. Note: There are 72 majors and 22 graduates during the assessment year.

OUTCOMES/OBJECTIVES

Outcome/Objective 1:
Understands socio-cultural context of sport

Full Description:
Student will demonstrate understanding of people who engage in sport.

A Student Learning Outcome? No

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-4: Interdisciplinary research and educational programs
PRO-5: Global, cultural perspectives
PRO-6: Distinctive education due to urban center of international commerce, media, and government
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
UNI-2: Partnerships that have a positive impact on community
Accreditation Standards:

Related Measures:
M. 1: Papers
M. 3: Presentations
M. 4: Evaluation of work experience in sport business
M. 5: Comprehensive Exam

Related Actions:
A. 1: Monitor levels of student performance

Outcome/Objective 2:
Describes sport management functions

Full Description:
Students are able to describe management functions in sport business industry settings.

A Student Learning Outcome? No

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-4: Interdisciplinary research and educational programs
PRO-5: Global, cultural perspectives
PRO-6: Distinctive education due to urban center of international commerce, media, and government
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
UNI-2: Partnerships that have a positive impact on community
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
Sport Management Program Review Council (SMPRC); North American Society for Sport Management (NASSM); National Association for Sport & Physical Education (NASPE)
Related Measures:
M. 4: Evaluation of work experience in sport business
M. 5: Comprehensive Exam

Related Actions:
A. 1: Monitor levels of student performance

Outcome/Objective 3:
Demonstrates an understanding of sport marketing

Full Description:
The student will demonstrate an understanding of sport marketing fundamentals.

A Student Learning Outcome? No

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-5: Global, cultural perspectives
PRO-6: Distinctive education due to urban center of international commerce, media, and government
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
UNI-2: Partnerships that have a positive impact on community
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
Sport Management Program Review Council (SMPRC); North American Society for Sport Management; Sport Marketing Association.

Related Measures:
M. 1: Papers
M. 2: Major Projects
M. 3: Presentations
M. 4: Evaluation of work experience in sport business
M. 5: Comprehensive Exam
Related Actions:
A. 1: Monitor levels of student performance

Outcome/Objective 4:
Can develop financial planning for sports

Full Description:
Student will be able to develop financial planning techniques applicable to the sport business industry.

A Student Learning Outcome? No

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-5: Global, cultural perspectives
PRO-6: Distinctive education due to urban center of international commerce, media, and government
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
UNI-2: Partnerships that have a positive impact on community
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
Sport Management Program Review Council (SMPRC); North American Society for Sport Management.

Related Measures:
M. 4: Evaluation of work experience in sport business
M. 5: Comprehensive Exam

Related Actions:
A. 1: Monitor levels of student performance

Outcome/Objective 5:
Is familiar with legal aspects of sport business
Full Description:
Students will be familiar with the legal concepts in those areas that they are most likely to encounter in the sport business industry workplace.

A Student Learning Outcome? No

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-4: Interdisciplinary research and educational programs
PRO-6: Distinctive education due to urban center of international commerce, media, and government
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
UNI-2: Partnerships that have a positive impact on community
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
Sport Management Program Review Council (SMPRC); North American Society for Sport Management.

Related Measures:
M. 3: Presentations
M. 4: Evaluation of work experience in sport business
M. 5: Comprehensive Exam

Related Actions:
A. 1: Monitor levels of student performance

Outcome/Objective 6:
Can conduct sport business research

Full Description:
Student will be able to conduct basic sport management research specific to common methods used in the sport business industry.

A Student Learning Outcome? No
Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-4: Interdisciplinary research and educational programs
PRO-5: Global, cultural perspectives
PRO-6: Distinctive education due to urban center of international commerce, media, and government
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
UNI-2: Partnerships that have a positive impact on community
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity
UNI-4: Service as a resource to local, state, and federal entities

Accreditation Standards:
Sport Management Program Review Council (SMPRC); North American Society for Sport Management.

Related Measures:
M. 1: Papers
M. 2: Major Projects
M. 3: Presentations
M. 5: Comprehensive Exam

Related Actions:
A. 1: Monitor levels of student performance

Outcome/Objective 7:
Has work experience in sport business industry

Full Description:
Student will perform work in a sport business setting.

A Student Learning Outcome? No

Strategic Plan Initiatives:
A-3: Graduate Experience
Institutional Priorities:
PRO-3: Quality professional programs
PRO-4: Interdisciplinary research and educational programs
PRO-5: Global, cultural perspectives
PRO-6: Distinctive education due to urban center of international commerce, media, and government
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
UNI-2: Partnerships that have a positive impact on community
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Accreditation Standards:
Sport Management Program Review Council (SMPRC); North American Society for Sport Management; Sport Marketing Association.

Related Measures:
M. 1: Papers
M. 4: Evaluation of work experience in sport business

Related Actions:
A. 1: Monitor levels of student performance

MEASURES

Measure 1:
Papers

Measure Full Description:
Papers in each course will be evaluated by the instructor of that course. Evaluation emphasis will be on writing skills, coverage and accuracy of the content, and accurate citation with review of literature. Evaluation will be of equal parts of each item.

Related Outcome(s)/Objective(s):
Obj. 1: Understands socio-cultural context of sport
Obj. 3: Demonstrates an understanding of sport marketing
Obj. 6: Can conduct sport business research
Obj. 7: Has work experience in sport business industry
Target Level:
80% of students will meet or exceed a passing score of 80% as evaluated by the instructor.

Findings:
Findings show that the target performance for this measure was met and/or exceeded.

Target Level Achievement: Met

Further Action Planned? No

Measure 2:
Major Projects

Measure Full Description:
The student will demonstrate conceptual understanding of unique aspects of sport business in major projects in courses. Each instructor will evaluate the projects with an emphasis on the accuracy of the application of course content to the project; organization of the project; and accuracy of research material used for the project.

Related Outcome(s)/Objective(s):
Obj. 3: Demonstrates an understanding of sport marketing
Obj. 6: Can conduct sport business research

Target Level:
80% of students will score a passing grade (80% or higher) on the major project.

Findings:
Findings show that the target performance level for this measure was met and exceeded.

Target Level Achievement: Met

Further Action Planned? No

Measure 3:
Presentations

Measure Full Description:
Presentations in 50% of major required courses. Instructors in each course will evaluate the presentation with an emphasis on appropriate organization of the presentation; accuracy of information presented; and relevancy of information presented.

Related Outcome(s)/Objective(s):
Obj. 1: Understands socio-cultural context of sport
Obj. 3: Demonstrates an understanding of sport marketing
Obj. 5: Is familiar with legal aspects of sport business
Obj. 6: Can conduct sport business research

Target Level:
80% of students will score a high passing grade of 80% or higher on the instructor’s evaluation of the presentation in that course.

Findings:
Findings show that the target performance level for this measure was met and exceeded.

Target Level Achievement: Met

Further Action Planned? No

Measure 4:
Evaluation of work experience in sport business

Measure Full Description:
Work experience in final credit hours; evaluated by specified professor in conjunction with the worksite supervisor. This evaluation will be conducted with an evaluation form developed by the faculty. The form contains a rating scale of 1 to 5 on appropriate areas such as "arrives to work on time," and "performs duties assigned accurately and on time." The form also contains a section in which the evaluator may write other information regarding the student’s performance.

Related Outcome(s)/Objective(s):
Obj. 1: Understands socio-cultural context of sport
Obj. 2: Describes sport management functions
Obj. 3: Demonstrates an understanding of sport marketing
Obj. 4: Can develop financial planning for sports
Obj. 5: Is familiar with legal aspects of sport business
Obj. 7: Has work experience in sport business industry
Target Level:
85% of students will meet or exceed a passing grade (graded on a "satisfactory/unsatisfactory" scale) on the work experience course.

Findings:
All students met this performance level with a passing grade.

Target Level Achievement:  Met

Further Action Planned?  Yes

Measure 5:
Comprehensive Exam

Measure Full Description:
A culminating all-essay comprehensive exam that covers all required course content. The exams are evaluated by program faculty; each section is scored with a 0-5 scale. The student must average a 3.0 on all evaluated parts of the exam to pass.

Related Outcome(s)/Objective(s):
Obj. 1: Understands socio-cultural context of sport
Obj. 2: Describes sport management functions
Obj. 3: Demonstrates an understanding of sport marketing
Obj. 4: Can develop financial planning for sports
Obj. 5: Is familiar with legal aspects of sport business
Obj. 6: Can conduct sport business research

Target Level:
90% of students will score a passing mark as described: exams are scored by specific professors with a 0 - 5 scale; student must average a 3.0 on all evaluated parts of the comprehensive exam to pass.

Findings:
One hundred percent of students scored a passing mark on the comprehensive exams.

Target Level Achievement:  Met

Further Action Planned?  Yes

ACTIONS
Action 1:
Monitor levels of student performance

Full Description
Although all objectives were met for this assessment year, we will monitor every facet of the program in the new assessment year because this year will involve new students.

Related Objectives:
Obj. 1: Understands socio-cultural context of sport
Obj. 2: Describes sport management functions
Obj. 3: Demonstrates an understanding of sport marketing
Obj. 4: Can develop financial planning for sports
Obj. 5: Is familiar with legal aspects of sport business
Obj. 6: Can conduct sport business research
Obj. 7: Has work experience in sport business industry

Related Measures:
M. 1: Papers
M. 2: Major Projects
M. 3: Presentations
M. 4: Evaluation of work experience in sport business
M. 5: Comprehensive Exam

Person/group responsible for the action  Dr. Brenda Pitts

Target date to implement the action  September 1, 2007

Priority  Low

Additional resources
Faculty with expertise in the content areas of sport law, sport finance, organizational behavior in sport, and sport sociology; increased department support of resources for teaching and research.

ANALYSIS

Strength
Based on the findings of 2006-07, our students continue to demonstrate competence in the content of sport management.

Attention Needed
Because this program is large (student enrollment) compared to its number of faculty (2.5), it was considered that to improve the level of performance, it is necessary that the department/college/university continue and increase the current level of support for faculty lines with expertise in sport law, sport finance, sociology of sport, and sport management; as well as increase its current level of graduate assistants.

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M.S. Sports Medicine
Learning Outcome Assessment Plan

1. Evidence of Student Learning
   a. Specification of program learning outcomes
      i. Students demonstrate knowledge in orthopedic assessment and evaluation management
      ii. Students will demonstrate both practical and cognitive knowledge of therapeutic modalities
      iii. Students will demonstrate an understanding of professional development, responsibilities, and its importance to their continued growth in their chosen field
      iv. Students develop advance proficiency in the acute care and management of activity related injury and illness
      v. Students through daily participation, demonstrate administrative functions in a variety of health care settings
      vi. Students demonstrate knowledge and understanding of current research methods, and are able to read and interpret current research in their field
   b. Assessment Plans
      i. Students are assessed utilizing three main tools: case studies, clinical proficiency exams, and a final proficiency exam. Demonstrated competency in these areas are benchmarked throughout the two year program through both the case studies and the clinical proficiencies. The final proficiency exam (competency exam) is viewed as a culminating experience and must be completed successfully to obtain graduation status.
      ii. Other assessment methodologies that are utilized include clinical site evaluations, which are done bi-annually. This is considered a critical component to the assessment of learning outcomes in that it provides assurance that classroom experience is being transferred to the clinical setting in a progressive fashion. It also demonstrates students understanding of professionalism and administrative functions.
      iii. The last evaluative tool that is used, is a culminating research project that must be completed prior to graduation. Although the research project does not have to be successful, each graduate student must attempt a research project, with direction and supervision, to fully understand and and be able to interpret critical research within their field.
   c. Analyses of student attainment of learning outcomes (For AY 2005, 2006)
      i. 80% OF STUDENTS ACHIEVED A 70% OR BETTER ON THE FINAL CASE STUDY (target met)
      ii. 90% of the students will demonstrate a 3.5/5 on the comprehensive examinations at the completion of their course work, prior to graduation (target met)
      iii. 90% of students will demonstrate 90% or better proficiency scores on the required modalities (target met)
      iv. By the completion of two years, 90% of students will have achieved an average score of 4/5 on all evaluative criteria (target met)
v. 90% of students will complete two professional presentation per year (target met)
vi. Students will obtain either AHA or Red Cross Professional CPR certification and Red Cross Emergency Responder Certification (target met)
vii. Students must complete a thesis or research project prior to graduation (target met)
MISSION

The program for the major in sports medicine prepares students for career opportunities in the field of athletic training. The program includes course work and laboratory experiences in the prevention, management, evaluation, and rehabilitation of athletic injuries. The purpose of this program is to provide qualified candidates with in-depth experiences beyond entry-level athletic training expectations. Additionally, all students must complete a minimum of 400 hours of clinical experience in an approved setting as part of the degree program requirements.

OUTCOMES/OBJECTIVES

Outcome/Objective 1:
Knows orthopedic Assessment and Evaluation Mgt.

Full Description:
Students demonstrate knowledge in orthopedic assessment and evaluation management

A Student Learning Outcome? No

Related Measures:
M. 1: Case Study
M. 3: Final Competency Exam

Related Actions:
A. 1: maintain and monitor

Outcome/Objective 2:
Understands and applies therapeutic Modalities

Full Description:
Students will demonstrate both practical and cognitive knowledge of therapeutic modalities

A Student Learning Outcome? No

Related Measures:
M. 1: Case Study
M. 3: Final Competency Exam
M. 4: Proficiency Exam

Related Actions:
A. 1: maintain and monitor

Outcome/Objective 3:
Understands importance of professional Develop.

Full Description:
Students will demonstrate an understanding of professional development, responsibilities, and its importance to their continued growth in their chosen field

A Student Learning Outcome? No

Related Measures:
M. 5: Clinical Site Evaluation
M. 6: Professional Presentations

Related Actions:
A. 1: maintain and monitor

Outcome/Objective 4:
Is proficient in acute Injury and Illness Care

Full Description:
Students develop advance proficiency in the acute care and management of activity related injury and illness

A Student Learning Outcome? No

Related Measures:
M. 7: Acute Care Certifications

Related Actions:
A. 1: maintain and monitor
Outcome/Objective 5:
Demonstrates effective health Care Administration

Full Description:
Students through daily participation, demonstrate administrative functions in a variety of health care settings

A Student Learning Outcome? No

Related Measures:
M. 5: Clinical Site Evaluation

Related Actions:
A. 1: maintain and monitor

Outcome/Objective 6:
Understands and interprets current research

Full Description:
Students demonstrate knowledge and understanding of current research methods, and are able to read and interpret current research in their field

A Student Learning Outcome? No

Related Measures:
M. 8: Thesis or Research Project

Related Actions:
A. 1: maintain and monitor

MEASURES

Measure 1:
Case Study

Measure Full Description:
Students will demonstrate proficiency in completing all aspects of the case study by the end of the graduate program. The case study was designed to incorporate all aspects of health care charting, teaching the various means of initial injury evaluation, (all five essential components), the main components of treatment planning, and then the primary components of treatment and rehabilitation progression. The template was also designed to meet both collegiate setting requirements and state and federal reporting mandates.

Related Outcome(s)/Objective(s):
Obj. 1: Knows orthopedic Assessment and Evaluation Mgt.
Obj. 2: Understands and applies therapeutic Modalities

Target Level:
80% of students will complete 100% of a challenging case study, and demonstrate a proficiency of 70% or better.

Findings:
100% of students completed a case study and demonstrated better than 70% proficiency levels

Target Level Achievement: Met

Further Action Planned? No

Measure 3:
Final Competency Exam

Measure Full Description:
Students will demonstrate comprehensive knowledge of curricular material

Related Outcome(s)/Objective(s):
Obj. 1: Knows orthopedic Assessment and Evaluation Mgt.
Obj. 2: Understands and applies therapeutic Modalities

Target Level:
90% of the students will demonstrate a 3.5/5 on the comprehensive examinations at the completion of their course work, prior to graduation

Findings:
100% of students demonstrated a 3.5/5 or better on comprehensive examinations prior to graduation at the completion of their graduate course work
Target Level Achievement: Met

Further Action Planned? No

Measure 4:
Proficiency Exam

Measure Full Description:
Students must demonstrate clinical proficiency on therapeutic modality units.

Related Outcome(s)/Objective(s):
Obj. 2: Understands and applies therapeutic Modalities

Target Level:
90% of students will demonstrate 90% or better proficiency scores on the required modalities

Findings:
90% of students demonstrated a 90% competency score on their proficiency examination of modalities

Target Level Achievement: Met

Further Action Planned? No

Measure 5:
Clinical Site Evaluation

Measure Full Description:
Site evaluations are performed twice yearly.

Related Outcome(s)/Objective(s):
Obj. 3: Understands importance of professional Develop.
Obj. 5: Demonstrates effective health Care Administration

Target Level:
By the completion of two years, 90% of students will have achieved an average score of 4/5 on all evaluative criteria
Findings:
100% of students achieved an average score of 4/5 on their evaluative criteria

Target Level Achievement: Met

Further Action Planned? No

Measure 6:
Professional Presentations

Measure Full Description:
To gain full understanding of professional issues, students must present a minimum of twice annually in a peer setting on a relevant professional issue.

Related Outcome(s)/Objective(s):
Obj. 3: Understands importance of professional develop.

Target Level:
90% of students will complete two professional presentation per year

Findings:
100% of students completed a minimum of two presentations per year

Target Level Achievement: Met

Further Action Planned? No

Measure 7:
Acute Care Certifications

Measure Full Description:
Students will obtain either AHA or Red Cross Professional CPR certification and Red Cross Emergency Responder Certification

Related Outcome(s)/Objective(s):
Obj. 4: Is proficient in acute Injury and Illness Care
Target Level:
90% of all students obtain and maintain CPR certification

Findings:
100% of all students obtain and maintain CPR-AED certification

Target Level Achievement: Met

Further Action Planned? No

Measure 8:
Thesis or Research Project

Measure Full Description:
Students must complete a thesis or research project prior to graduation

Related Outcome(s)/Objective(s):
Obj. 6: Understands and interprets current research

Target Level:
100% of students complete a research project/thesis prior to graduation

Findings:
100% of all students completed a thesis or research project prior to graduation

Target Level Achievement: Met

Further Action Planned? No

ACTIONS

Action 1:
maintain and monitor

Full Description
Program faculty will maintain the current design and implementation of the program, and continue to monitor the stated student learning outcomes during the 2007-2008 academic year
Related Objectives:
Obj. 1: Knows orthopedic Assessment and Evaluation Mgt.
Obj. 2: Understands and applies therapeutic Modalities
Obj. 3: Understands importance of professional Develop.
Obj. 4: Is proficient in acute Injury and Illness Care
Obj. 5: Demonstrates effective health Care Administration
Obj. 6: Understands and interprets current research

Related Measures:
M. 1: Case Study
M. 3: Final Competency Exam

Person/group responsible for the action  Program Coordinator

Target date to implement the action  Ongoing for academic year 2007-2008

Priority  High

ANALYSIS
--------------------------------------------------------------------------------

Strength
The Graduate Program in Sports Medicine demonstrates strengths in both cognitive and clinical applications. Students demonstrate knowledge in the classroom, and then apply this knowledge in a practical setting, that can be evaluated. This practical approach is bridged through assessment techniques such as proficiency exams and practical exams. The case study evaluations also teach a variety of applications that are then assessed for application in a real-life classroom setting. The program is clearly doing a good job of transferring knowledge from the book, to the practical, and then out to a variety of clinical settings, and assessing this knowledge application. This is a broad program strength and we, the program faculty will continue to emphasize the importance of these learning experiences. The challenge is increasing as students come into the program with undergraduate deficiencies, and those deficiencies need to be remediated prior to the undertaking of achieving graduate competencies. This issue will merit continued scrutiny and will be addressed in the next section. To achieve this years goals was considerably more challenging than last year, and the major change will be to allow students to work in groups, but revolve the group case study approach in the earlier years of their case studies, but revolve the groups, and eliminate the groups, to strengthen their individual work towards the end of their program and enhance final outcomes.
Attention Needed
The graduate students struggled entering graduate school with the deficiencies they present from their undergraduate experience. This required the initiation of a graduate peer tutoring and peer mentoring program to assist in projects, studying, time management, and general adjustment to their classwork, time demands, issues with time management, and adjustment to expectations of clinical mastery. This issue(s) will have to be continually monitored if, as a program, we make the decision to have high graduate expectation, and do not lower the threshold of graduate competency, given the lower undergraduate competency. Additionally, to foster better individual graduate skills, group work is encouraged in the early years for the purpose of idea sharing, but groups are revolved, and group work is eliminated by the beginning of the second year to enhance better individual performance, in areas such as the comprehensive examinations, which relies on individual demonstration of competency. The group projects has allowed certain weaker students to rely on stronger students to do the majority of the work, and prevented overall growth of all students, and mastery of all concepts by all students has been masked by the data.
Detailed Assessment Report for  
2006-2007 Sports Science PhD

MISSION

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 OUTCOMES

Outcome/Objective 1: 
Prepare for careers as professors and researchers

Full Description: 
Prepare graduates for careers as professors and researchers in higher and research institutions

A Student Learning Outcome? Yes

Strategic Plan Initiatives: 
A-3: Graduate Experience

Institutional Priorities: 
PRO-3: Quality professional programs 
UNI-1: Graduate and research programs with national and global recognition

Related Measures: 
M. 1: Complete comprehensive exams and dissertation  
M. 2: Refereed scientific papers at conferences
Outcome/Objective 2:
Develop an understanding of research

Full Description:
That graduates understand the concepts and application of exercise physiology and biomechanics research methodology

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-4: Interdisciplinary research and educational programs
UNI-1: Graduate and research programs with national and global recognition
UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
M. 2: Refereed scientific papers at conferences
M. 3: Pass statistics and research methods tests

Related Actions:
A. 1: Enhance understanding of research

Outcome/Objective 3:
Demonstrate good cultural sensitivity skills

Full Description:
Graduates are prepared to work with individuals who are culturally and individually different

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
STU-1: Learning-centered environment that support individual learning
Related Measures:
M. 4: Projects and exams within courses

Outcome/Objective 4:
Embrace subspecialties to strengthen skills

Full Description:
Graduates of the program will have a subspecialty that strengthens their skills in their major concentration

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
PRO-4: Interdisciplinary research and educational programs
STU-1: Learning-centered environment that support individual learning

Related Measures:
M. 5: Completion of cognate requirement

Outcome/Objective 5:
Develop grant writing and management skills

Full Description:
Graduates are prepared for careers that involve grant writing and management skills

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
A-3: Graduate Experience

Institutional Priorities:
PRO-3: Quality professional programs
STU-1: Learning-centered environment that support individual learning
UNI-1: Graduate and research programs with national and global recognition
Related Measures:
M. 6: Successful completion of seminars

MEASURES

Measure 1:
Complete comprehensive exams and dissertation

Measure Full Description:
Students pass comprehensive exams and write dissertations that make a contribution to the exercise physiology literature

Related Outcome(s)/Objective(s):
Obj. 1: Prepare for careers as professors and researchers

Target Level:
That 95% of students will successfully complete these requirements

Findings:
100% of the students that took comprehensive exams in the last year successfully completed them.

Target Level Achievement: Met

Further Action Planned? No

Measure 2:
Refereed scientific papers at conferences

Measure Full Description:
Students must present papers at professional conferences before they are allowed to sit for comprehensive exams

Related Outcome(s)/Objective(s):
Obj. 1: Prepare for careers as professors and researchers
Obj. 2: Develop an understanding of research
Target Level:
That 100% of students complete this requirement

Findings:
100% of students that took comprehensive exams presented papers before the exam. In fact we have had students win research awards and some have presented three or four papers.

Target Level Achievement: Met

Further Action Planned? No

Measure 3:
Pass statistics and research methods tests

Measure Full Description:
That students successfully pass courses and projects that include statistical and research design and methods components

Related Outcome(s)/Objective(s):
Obj. 2: Develop an understanding of research

Target Level:
That 100% of successful students will complete this requirement

Findings:
All of our students have taken the statistical core and passed the courses.

Target Level Achievement: Met

Further Action Planned? No

Measure 4:
Projects and exams within courses

Measure Full Description:
Cultural and individual sensitivity will be emphasized in coursework

Related Outcome(s)/Objective(s):
Obj. 3: Demonstrate good cultural sensitivity skills
Target Level:
That 100% of successful students in this program will successfully pass exams and projects that include this information

Findings:
Professors within the department include cultural and individual sensitivity in coursework. We feel that our students are well prepared in this area.

Target Level Achievement: Met

Further Action Planned? No

Measure 5:
Completion of cognate requirement

Measure Full Description:
Successful completion of the cognate portion of their doctoral program

Related Outcome(s)/Objective(s):
Obj. 4: Embrace subspecialties to strengthen skills

Target Level:
That 100% of students that successfully complete the program will develop these skills

Findings:
All students have met or are completing this requirement. This requirement will always be met by 100% of students that complete this degree.

Target Level Achievement: Met

Further Action Planned? No

Measure 6:
Successful completion of seminars

Measure Full Description:
Successful completion of seminars and dissertation grant proposals
Related Outcome(s)/Objective(s):
Obj. 5: Develop grant writing and management skills

Target Level:
That 95% of graduates will meet this requirement

Findings:
All of our students are required to present at a symposium and submit a dissertation grant proposal

Target Level Achievement: Met

Further Action Planned? No

ACTIONS
--------------------------------------------------------------------------------
Action 1:
Enhance understanding of research

Full Description
Have students enroll in research seminars and have research symposiums to help students with this objective.

Related Objectives:
Obj. 2: Develop an understanding of research

Person/group responsible for the action  Sports Science faculty

Target date to implement the action  Fall, 2007

Priority  Low

ANALYSIS
--------------------------------------------------------------------------------
Strength
Analysis was completed by reviewing the components of the program and determining as a faculty how the program meets the needs of our students. We feel that the program is comprehensive, has flexibility and encourages students to proceed with their program under the
best possible circumstances. For example, we had one student that visited a lab at another university to develop specialized skill to complete her research.

Attention Needed
The aspect that requires special attention is that of developing competent research skills. We have a good model in place, but are open to adjustments as needed to insure that students acquire important practical research skills.
Appendix D2: Current course syllabi for all approved Writing Intensive courses

KH 2130 Introduction to the Allied Fields of Health, PE, and Fitness
KH 3700 Sexuality Education Inclusive of Special Needs Students
Georgia State University
KH 2130
Introduction to the Allied Fields of Health, PE, and Fitness
Fall 2007
M, W 1:30-2:45 PM
CRN 87508

“Teaching for Learning”

Instructor: Barbara Greene, “Babs”
Office Location: Sport Arena – Room # 170
Office Hours: After class or by appointment
Phone: 404-413-8364
E-mail: bgreene4@gsu.edu

Required Text

Course Overview
This course is designed to provide a historical, philosophical, and sociological introduction to sport, physical education, and fitness (SPEF) in the United States. The course will cover topics directly related to the formation and conduct of present day sport, PE, and fitness in American culture. Emphasis will be placed on the integration and synthesis of important events and trends that have contributed to the forms, values, and impact of SPEF in American society.

Course Competencies
As a result of completing each of the course requirements to criteria, it is expected that students will…

1. Understand the role of personal history in career choice and professional warrant
2. Understand the history and role of SPEF in American society
3. Understand the major philosophies that shape contemporary SPEF
4. Understand the structure and function of the disciplines and professions of SPEF
5. Articulate (in writing) a personal position on a major issues in Sport, PE, and Fitness

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 (200 points total):

<table>
<thead>
<tr>
<th>Unit</th>
<th>Points</th>
<th>Grading Scale (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal history assignment</td>
<td>10</td>
<td>A = 90-100</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Jigsaw” reports (7 @ 35 pts. Avg.)</td>
<td>35</td>
<td>B = 80-89</td>
</tr>
<tr>
<td>Midterm “Jeopardy” Test</td>
<td>25</td>
<td>C = 70-79</td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position paper - Physical Education</td>
<td>10</td>
<td>D = 60-69</td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position paper - Sports</td>
<td>10</td>
<td>F = 59 &amp; below</td>
</tr>
<tr>
<td>Unit 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position paper - Fitness</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam Paper</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Disposition</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Learning group participation (peer eval.)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>In class activities</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
**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.

**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 2007-08 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, 2005-06, on line)

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.

**Make-up examination policy**

Regular exams must be made up within ten (10) academic days. Final exams must be made up within two (2) academic days or arrangements for an "In-complete" must be made.
## KH 2130 Course Calendar Fall 2007 (tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Unit</th>
<th>Reading</th>
<th>Due in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8/20 Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal history assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>8/22 Unit 1</td>
<td>Ch 1</td>
<td>Personal history report</td>
</tr>
<tr>
<td>Monday</td>
<td>8/27 Unit 2 History of SPEF</td>
<td>Ch 2, 3, 4</td>
<td>Jigsaw: Physical Culture prior to 1880 (Greene)</td>
</tr>
<tr>
<td></td>
<td>Jigsaw groups assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>8/29 Jigsaw (1880-1899)</td>
<td></td>
<td>Written report (1)</td>
</tr>
<tr>
<td>Monday</td>
<td>9/3 Labor Day – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/5 Jigsaw (1900-1919)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>9/10 Film “Eight Man Out”/Group Work</td>
<td></td>
<td>Written report (2)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/12 Jigsaw (1920-1939)</td>
<td></td>
<td>Written report (3)</td>
</tr>
<tr>
<td>Monday</td>
<td>9/17 Film “1936 Olympics”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/19 Jigsaw (1940-end of WWII)</td>
<td></td>
<td>Written report (4)</td>
</tr>
<tr>
<td>Monday</td>
<td>9/24 Documentary “League of their own”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/26 Jigsaw (End of WWII-1960)</td>
<td></td>
<td>Written report (5)</td>
</tr>
<tr>
<td>Monday</td>
<td>10/1 Jigsaw (1960-1980)</td>
<td></td>
<td>Written report (6)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/3 Jigsaw (1981-present)</td>
<td></td>
<td>Written report (7)</td>
</tr>
<tr>
<td>Monday</td>
<td>10/8 Midterm Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/10 Midterm in class</td>
<td></td>
<td>Complete test</td>
</tr>
<tr>
<td>Monday</td>
<td>10/15 Unit 3 Physical Education</td>
<td>Ch 11, 12, 13</td>
<td>Position paper (due 10/24)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/17 Unit 3 Physical Education</td>
<td>Ch 11, 12, 13</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>10/22 Unit 3 Physical Education</td>
<td>Ch 11, 12, 13</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/24 Unit 4 Sports</td>
<td>Ch. 5, 6, 7</td>
<td>Position paper (due 11/7)</td>
</tr>
<tr>
<td>Monday</td>
<td>10/29 Unit 4 Sports</td>
<td>Ch. 5, 6, 7</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/31 Unit 4 Sports</td>
<td>Ch. 5, 6, 7</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>11/5 Unit 5 Fitness</td>
<td>Ch. 8, 9, 10</td>
<td>Position paper (due 11/19)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>11/7 Unit 5 Fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>11/12 Unit 5 Fitness</td>
<td>Ch. 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>11/14 Guest Speakers</td>
<td>Ch. 8, 9,10</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>11/19 Allied Professions and their structure</td>
<td>Ch. 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>11/21 Thanksgiving Holiday – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>11/26 Allied Professions and their structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>11/28 Guest Speakers</td>
<td></td>
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<tr>
<td>Monday</td>
<td>12/3 Guest Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>12/5 Guest Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>12/10 Final Project Due</td>
<td></td>
<td>Final due at 2:45 KH office</td>
</tr>
</tbody>
</table>
Course Requirement Descriptions
All assignments are due at the beginning of the class period indicated on the block plan unless otherwise indicated. LATE ASSIGNMENTS WILL BE DEDUCTED 5 POINTS per class.

Personal history written assignment (5%) 1 @ 10 points

Describe your personal patterns of sport/fitness/recreational activity for each stage of your life listed below. In each stage describe the kinds of activities you participated in and the factors (people, events, etc.) that most influenced your pattern at that time.

- Elementary school
- Junior high
- High school
- Between high school and college (if you did not start college right away)
- currently

This assignment should be submitted in class (August 22) typed (font: Times New Roman, size 12, double space, 2-4 pages). Clarity of writing, neatness, spelling and grammar will all count in your grade for this assignment.

Jigsaw Reports (17.5%) 7 @ 5 points = 35 points / Peer Evaluation of Group Participation (5%) 10 points

Each written report is limited to 2 typed pages. The report should attempt to describe a specific area within a specific time period by identifying major trends, events and people who helped to shape the specific area during a specific time (additional information will be provided at a later date). Your contribution to the group’s report and presentation will also be evaluated by the group members.

Position paper (15%) 3 @ 10 points = 30 points

- Each student will have to select one of the topics from a provided list of topics. Then each student will have to select EITHER side A or side B (except for PE paper), that best reflects one’s personal position on that topic. You will have to write the topic and the side you have selected at the start of your paper.
- Locate at least one reference source that supports your position on this topic. See Mrs. Greene if you have trouble finding a good reference. Use that reference in the text of your paper and cite it at the end. You are encouraged to use more than one reference in your paper.
- Make your “case” in a clear, logical, defensible manner-using your reference(s) to give “expert” support to your arguments.

Grading Criteria
- Familiarity with the issue, and coverage 4 points
- Clear statement of your position 2 points
- Selection and use of reference 2 points
- Writing and grammar 2 points

Midterm test (12.5%) 1 @ 25 points
Specific details regarding the midterm test will be provided at a later date.

Final Exam paper (25%) 1 @ 50 points
Specific details regarding the final paper will be provided at a later date.

In class activities (15%) 30x 1 point / Disposition (5%) 10 points (see Disposition Rubric)

Each class meeting you will have to produce one of the following:
- Reaction comments – You will have to write 2 facts you learned from each of the Jigsaw presentations (total of 12 facts per Jigsaw day) or 5 facts (unit lectures). Each student will submit the reaction paper at the end of the class period.
- Observation comments – Comments based on the movie shown in class
- Guest speaker work sheet – Comments based on a work sheet

Any work that will not be submitted at the end of class, will not be credited with the associated points for this assignment.
Georgia State University  
KH 2130  
Introduction to the Allied Fields of Health, PE, and Fitness  
Spring 2006  
M, W 3:00-4:15PM  
CRN 12289  
“Teaching for Learning”

Instructor: Theresa Walker, “Terry”  
Office Location: Sport Arena – Room # 168  
Office Hours: After class or by appointment  
Phone: (404) - 651-4025  
E-mail: twalker@gsu.edu  

Course Overview  
This course is designed to provide a historical, philosophical, and sociological introduction to sport, physical education, and fitness (SPEF) in the United States. The course will cover topics directly related to the formation and conduct of present day sport, PE, and fitness in American culture. Emphasis will be placed on the integration and synthesis of important events and trends that have contributed to the forms, values, and impact of SPEF in American society.

Course Competencies  
As a result of completing each of the course requirements to criteria, it is expected that students will…

6. Understand the role of personal history in career choice and professional warrant  
7. Understand the history and role of SPEF in American society  
8. Understand the major philosophies that shape contemporary SPEF  
9. Understand the structure and function of the disciplines and professions of SPEF  
10. Articulate (in writing) a personal position on a major issues in Sport, PE, and Fitness

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 (200 points total):

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<td>Unit 3</td>
<td>Position paper - Physical Education</td>
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<td>D = 60-69</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Position paper - Sports</td>
<td>10</td>
<td>F = 59 &amp; below</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Position paper - Fitness</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Final Exam Paper</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group participation (peer evaluation)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class activities</td>
<td>30</td>
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</table>
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.

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).

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).

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 2005-06 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.

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.

Regular exams must be made up within ten (10) academic days. Final exams must be made up within two (2) academic days or arrangements for an "In-complete" must be made.
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Unit</th>
<th>Reading</th>
<th>Due in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1/9</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 1/11</td>
<td>Unit 1</td>
<td>Ch 1</td>
<td>Personal history report</td>
</tr>
<tr>
<td>Monday 1/16</td>
<td>MLK Holiday- NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 1/18</td>
<td>Unit 2 History of SPEF</td>
<td>Ch 2, 3, 4</td>
<td>Jigsaw: Physical Culture prior to 1880 (Walker)</td>
</tr>
<tr>
<td>Monday 1/23</td>
<td>Jigsaw (1880-1899)</td>
<td></td>
<td>Written report (Not graded)</td>
</tr>
<tr>
<td>Wednesday 1/25</td>
<td>Jigsaw (1900-1919)</td>
<td></td>
<td>Written report (1)</td>
</tr>
<tr>
<td>Monday 1/30</td>
<td>Film “Eight Man Out”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 2/1</td>
<td>Jigsaw (1920-1939)</td>
<td></td>
<td>Written report (2)</td>
</tr>
<tr>
<td>Monday 2/6</td>
<td>Film “1936 Olympics”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 2/8</td>
<td>Jigsaw (1940-end of WWII)</td>
<td></td>
<td>Written report (3)</td>
</tr>
<tr>
<td>Monday 2/13</td>
<td>Documentary “League of their own”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 2/15</td>
<td>Jigsaw (End of WWII-1960)</td>
<td></td>
<td>Written report (4)</td>
</tr>
<tr>
<td>Monday 2/27</td>
<td>Jigsaw (1986-present)</td>
<td></td>
<td>Written report (7)</td>
</tr>
<tr>
<td>Wednesday 3/1</td>
<td>Midterm in class</td>
<td></td>
<td>Complete class test</td>
</tr>
<tr>
<td>Monday 3/6</td>
<td>Spring Break – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 3/8</td>
<td>Spring Break – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 3/13</td>
<td>Unit 3 Physical Education</td>
<td>Ch 11, 12, 13</td>
<td>Position paper (due 3/15)</td>
</tr>
<tr>
<td>Wednesday 3/15</td>
<td>Unit 3 Physical Education</td>
<td>Ch 11, 12, 13</td>
<td></td>
</tr>
<tr>
<td>Monday 3/20</td>
<td>Unit 3 Physical Education</td>
<td>Ch 11, 12, 13</td>
<td></td>
</tr>
<tr>
<td>Wednesday 3/22</td>
<td>Unit 4 Sports</td>
<td>Ch 5, 6, 7</td>
<td>Position paper (due 4/5)</td>
</tr>
<tr>
<td>Monday 3/27</td>
<td>Unit 4 Sports</td>
<td>Ch 5, 6, 7</td>
<td></td>
</tr>
<tr>
<td>Wednesday 3/29</td>
<td>Unit 4 Sports</td>
<td>Ch 5, 6, 7</td>
<td></td>
</tr>
<tr>
<td>Monday 4/3</td>
<td>Unit 5 Fitness</td>
<td>Ch 8, 9, 10</td>
<td>Position paper (due 4/5)</td>
</tr>
<tr>
<td>Wednesday 4/5</td>
<td>Guest Speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 4/10</td>
<td>Unit 5 Fitness</td>
<td>Ch 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Wednesday 4/12</td>
<td>Unit 5 Fitness</td>
<td>Ch 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Monday 4/17</td>
<td>Allied professions and their structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 4/19</td>
<td>Guest Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 4/24</td>
<td>Guest Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 4/26</td>
<td>Guest Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 5/3</td>
<td>Final Exam</td>
<td></td>
<td>Exam due at 2:45 pm KH office</td>
</tr>
</tbody>
</table>

**KH 2130 Course Calendar Spring 2006**
Course Requirement Descriptions
All assignments are due at the beginning of the class period indicated on the block plan unless otherwise indicated. LATE ASSIGNMENTS WILL BE DEDUCTED 5 POINTS per class period.

Personal history written assignment (5%) 1 @ 10 points

Describe your personal patterns of sport/fitness/recreational activity for each stage of your life listed below. In each stage describe the kinds of activities you participated in and the factors (people, events, etc.) that most influenced your pattern at that time.

- Elementary school
- Junior high
- High school
- Between high school and college (if you did not start college right away)
- Currently

This assignment should be submitted in class (Jan 14) typed (font: times new roman, size 12, double space, 2-4 pages). Clarity of writing, neatness, spelling and grammar will all count in your grade for this assignment.

Jigsaw Reports (17.5%) 7 @ 5 points = 35 points

Each written report is limited to 1 typed page. The report should attempt to describe specific area within specific time period by identifying major trends, events and people who helped to shape the specific area during a specific time (additional information will be provided at a later date).

Position paper (15%) 3 @ 10 points = 30 points

- Each student will have to select one of the topics from a provided list of topics. Then each student will have to select EITHER side A or side B (except for PE paper), that best reflects one's personal position on that topic. You will have to write the topic and the side you have selected at the start of your paper.
- Locate at least one reference source that supports your position on this topic. See Ms. Walker if you have trouble finding a good reference. Use that reference in the text of your paper and cite it at the end. **You are encouraged to use more than one reference in your paper.**
- Make your “case” in a clear, logical, defensible manner-using your reference(s) to give “expert” support to your arguments.

Grading Criteria
- Familiarity with the issue, and coverage 4 points
- Clear statement of your position 2 points
- Selection and use of reference 2 points
- Writing and grammar 2 points

Midterm test (12.5%) 1 @ 25 points

Specific details regarding the midterm test will be provided at a later date.

Final Exam paper (25%) 1 @ 50 points

Specific details regarding the final paper will be provided at a later date.

In class activities (15%) 30 x 1 point

Each class meeting you will have to produce one of the following:
- Reaction comments – You will have to write 2 facts you learned from each of the Jigsaw presentations (total of 12 facts per Jigsaw day) or 5 facts (unit lectures). Each student will submit the reaction paper at the end of the class period.
- Observation comments – Comments based on the movie shown in class
- Guest speaker work sheet – Comments based on a work sheet

Any work that will not be submitted at the end of class, will not be credited with the associated points for this assignment.
Conceptual Framework: Scholarship and leadership focused on learning and development. Course meets all six assumptions and all ten outcomes of the conceptual framework.

Program Theme: Teaching for Learning

Course Description: 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 include interactions with HPE county coordinators, practicing teachers, parents, adolescents, and content experts. Skill training includes interactions with relevant community agencies. Skill application includes target group surveys; an in-class structured academic controversy, personal reflection, and a cognitive exam. A grade of C or better is required for this course. There are no prerequisites for this course. 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.
**Course Goals:** By the completion of the course, the student will:

1. Understand his/her responsibility as an educator to encourage informed, responsible, and successful decision-making by students to avoid sexual problems and maintain sexual health.
2. Be aware of sexuality education resources which incorporate national and state standards for school-based sexuality education.
3. Appreciate the importance of providing sexuality education to all students inclusive of those with special needs.
4. Understand the role of a school advisory committee in supporting successful implementation of sexuality education.

**Course Objectives:** At the completion of the course, the student will:

1. Effectively apply current, accurate, age/stage appropriate materials to primary and secondary level comprehensive human sexuality education.
2. Incorporate teaching strategies that promote effective communication and refusal skills that address social/peer pressures related to sexual behavior.
3. Adapt comprehensive human sexuality education content and materials for students with special needs.
4. Participate in a structured academic controversy on Abstinence vs., Comprehensive Human Sexuality Education.
5. Explain how disabilities affect sexuality and sexuality education.
6. Describe the role and responsibilities of parents in providing sexuality education. Discuss the function of a school advisory committee.
7. Describe the role and responsibilities of a teacher providing sexuality education.
8. Locate existing, evaluated Human Sexuality curricula for primary and secondary levels inclusive of students with special needs.

**Assessment:**
Each assignment grade is calculated by dividing the number of points earned on the assignment by the total possible number of points for the assignment. All assignment grades are equally weighted and averaged for the final grade.

**Structured academic controversy** 52 points

Cognitive exam: Human Sexuality 50 points

**Personal Reflections** (2/16 points each) 32 points

**Writing a Reflection Paper**

Development, administration, analysis of 30 points
a parent survey and teen survey (15 points for each)

**Disposition Rubric**

<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>
<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>

**Attendance:** More than one absence will reduce the student’s final grade by one letter grade. If the student anticipates being absent from a class, he/she must send an email message prior to class to inform instructor and leave a voice mail message on the instructor’s office phone. Only emails originating from the student’s GSU email address will be opened and read by the instructor. The student must submit a note from their health care provider on their institution letterhead to verify illness. Either a death notice or copy of funeral program must be submitted to verify death in the family.

**Late assignments:** Ten percent of the assigned value of the late assignment will be deducted from the earned grade for the late assignment (i.e. 15 point assignment turned in late will have a 1.5 point deduction from the earned grade.) A late assignment is defined as being received after 5 p.m. on the due date.

**Classroom Schedule**

**First Week: June 12, 14**

- Tuesday: Separate gender group discussions (personal anxieties/barriers)
  - Course overview
  - Human Sexuality pre test and explanation of self study for the cognitive, content exam.
Readings: *School Based Sex Education*
*Need for Effective Professional Preparation for School Health educators*
*Effective Sex Education*

Thursday: Georgia indicators/policy for sexuality education
Function of local school advisory committee
SEICUS national recommendations for sexuality education;
Readings: *Sex Education Standards*
*SEICUS Guidelines for Sex Education*
Explanation of process for Structured Academic Controversy
On-line resources for Structured Academic Controversy
Readings: *Abstinence only vs. Comprehensive Sex Education*
*Abstinence only until marriage...*
*Comprehensive Sex Education More Effective...*
*Assessing the impact of abstinence only sex education*
*Impact of four Abstinence Only Programs*
*Parents as advocates for comprehensive sex education*

Second Week: June 19, 21
Tuesday: Why are we having the controversy over abstinence education?
Conduct the Structured Academic Controversy
Develop questions for guest speaker
Readings: *Sexuality education for children and youth with disabilities*
*Teachers' views of teaching sex education*
*Talking with your child's teacher about a sexual issue*
*Parents' attitudes towards the teaching of sex ed.*

Thursday: 11:00-11:45am Discuss readings and finalize questions
12:00-1:20pm: Role of the teacher and Para-pro in addressing human sexuality issues of special needs students.
Written Structured Academic Controversy paper due

Third Week: June 26, 28
Tuesday: Perceptions of parents about the importance of human
sexuality education including HIV/AIDS education.

Readings:  
* Why sex education also belongs in the home*  
* Ten tips for talking about sexuality with your child*  
* Talking with boys about sex*  
* How to talk with your child about sex*  
* Families talk about sexual health*  
* Parents as advocates for youth*  
* Parent Guide to Sex Education*

Create, administer, and analyze a parent survey to include parent concerns and issues. Use information from articles to assist you in developing a survey of 4 questions. Survey five parents.

Thursday: 11:00-12:00pm Review parent survey results and develop questions for the parent speakers
12:15-1:20pm Parent responsibility in the sex education of his/her child(ren)-communication, concerns, issues.
Parent survey, raw data, and analysis due.

Fourth Week: July 3, 5
Tuesday: Sexual risks of special needs students  
How particular disabilities affect sexuality  
Adapting sexuality education to these special needs  
Sexual protection ; sexual abuse
Readings:  
* Sex education for the disabled*  
* Human Sexuality Education for students with special needs*  
* Sex education for challenged youth*

Thursday: Grouping students for instruction
Readings:  
* Sexual risks of secondary level students (STD/HIV)*  
* Assessing student interest/current knowledge*  
* GLBTQ youth and their issues*  
First reflection due ( personal reflection on interactions of parent, teacher, child during
the process of sex education; perceptions, issues, barriers)

Fifth Week: July 10, 12
  Tuesday: Readings: Issues for Kids
           Sex and Risky Youth Behavior
           Search Institute 40 Developmental Assets
           Functional Education for special needs students (read chapter 5)
           Families First and GCAP Resources
           Create, administer, and analyze a “kids” survey to include concerns and issues of adolescents. Create four questions and survey five adolescents.

           Thursday: 11:00-12:00 Review kids’ survey results and develop questions for the adolescent speakers.
           12:00-1:00 Presentation by several adolescents “Kids” survey, raw data, and analysis due.

Sixth week: July 17, 19
  Tuesday: Field trip to Fernbank Science Center (Embryology lab and human sexuality library)
  Thursday: Age/stage appropriate content Adapting content/support materials for special needs students
           Readings: Characteristics of effective human sexuality education
           Theory-based teaching strategies for sexuality education
           Community resources for sexuality education
           Effective sex education

Seventh week: July 24, 26
  Tuesday: Readings: Developing positive relationships
           Refusal/decision-making skills; goal setting, effective communication
to counter social/peer pressures related to sexual behavior.
  Thursday: Complete content based cognitive exam
Structured Academic Controversy:
Abstinence Education Plus vs. Comprehensive Human Sexuality Education

Overview

Structured academic controversy requires students to use high level reasoning and critical thinking. At the end of this experience students will experience the following benefits:

- Increased understanding of both sides of the controversy
- More insight into ways to formulate an argument
- Greater mastery and retention of material
- Ability to generalize concepts to a wider variety of situations and contexts
- Opportunity to reach a consensus from different points of view
- Higher academic self-esteem
- Higher levels of reasoning and different levels of critical thinking skills

How the Process Works

1. Instructional materials were given to you to support your position.

2. You will be divided into two groups
   a. The groups will then be subdivided into pairs (one group will have 3 students).
   b. Individually at home, you will read the literature supporting your position and make notes regarding the main ideas, concepts, and arguments to support your position (written first argument)
   c. The next class, each pair develops a presentation that advocates its position. You will have 20 minutes to prepare to argue effectively for your position

3. Each pair meets with another pair of students who are preparing the same position. You exchange ideas and information. You will have 10 minutes to share your ideas, exchange information and refine your arguments (revised first argument).

4. With your original partners, form new groups of four (one group of 5) that include two members supporting one position and two members supporting the opposite position
   a. Each group will present their argument. The presentation should include a series of persuasive arguments, supported by facts and prepared through research and exchange of ideas. The opposing pair listens critically and takes notes. After the
first group has presented, the second group should present their position and the other group then takes notes. \textit{(reverse argument)}

5. Following the presentations, reverse positions and argue for the opposing perspective. As part of this process you are expected to build upon the previous arguments and include any additional points, facts etc. that could lend weight to your new position. The ideas communicated orally at this stage should be incorporated into your written assignment for your reverse argument.

6. As a group, come up with a consensus summarizing the best points made from both perspectives and detailing the facts of each side. The report should reveal a joint point of view supported by strong rationale. \textit{(consensus statement)}

7. Each group presents its report to the entire class. You will be provided transparencies and markers for this activity. Often the resulting position is a third perspective or synthesis that is more rational than the two assigned.

<table>
<thead>
<tr>
<th>Written Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written first argument</td>
<td>Tuesday June 19</td>
</tr>
<tr>
<td>2. Revised first argument</td>
<td>Thursday June 21</td>
</tr>
<tr>
<td>3. Written reversed argument</td>
<td>Thursday June 21</td>
</tr>
<tr>
<td>4. Consensus statement</td>
<td>Thursday June 21</td>
</tr>
</tbody>
</table>

Instructions for Assignment Completion

1. You must come to class on June 19 with the written first argument typed

2. Develop of cover sheet for your work with the following information
   a. Your name, Class # and name, name of assignment and date
   b. Name of group members for revision of first argument
   c. Name of group members presenting the reverse argument
   d. Name of group members with whom you developed the consensus statement

3. Thursday June 21, you must bring to class, \textbf{typed and stapled together}
   a. your cover sheet
   b. your first written argument
   c. revised first argument
   d. reversed argument
   e. consensus statement

While the ideas for these three writing assignments are generated by group work, the writing must be independent and must reflect your own expression and wording of the ideas discussed in the respective groups.
Structured Academic Controversy – Grading Rubric

Name: ___________________________________
Semester: Summer 2007

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory 0-1</th>
<th>Basic - 2</th>
<th>Proficient - 3</th>
<th>Distinguished - 4</th>
<th>Weighted Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Misunderstands key concepts. Has not read the chapters on the topic. Significant errors in content, interpretation of the material.</td>
<td>Understand key concepts but is unable to draw inferences. Information presented has some errors</td>
<td>Has read textbook and understands key concepts and draws valid inferences. Paper includes complete information</td>
<td>Student understands the subject matter fully and all related concepts and draws valid and insightful inferences. Paper includes complete, relevant and accurate information</td>
<td>____ * 6 = _____ 4 24</td>
</tr>
<tr>
<td>Structure of Paper</td>
<td>Chaotic, disorganized presentation of material</td>
<td>Associate, digressive, elliptical, or circular presentation of ideas.</td>
<td>Arranges material in conventional order</td>
<td>Can articulate ideas and arranges information in the best possible order for the audience</td>
<td>____ * 2 = _____ 4 8</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>Frequent use of poor grammar, sentence structure, and spelling</td>
<td>Uses correct grammar spelling and sentence structure</td>
<td>Uses correct grammar. Can convey ideas to others in an accurate and efficient manner</td>
<td>Is aware of the audience and writes eloquently free of all grammar, spelling and sentence structure.</td>
<td>____ * 1 = _____ 4 4</td>
</tr>
<tr>
<td>Preparation</td>
<td>Work appears to have been done quickly with little emphasis on quality. More interested in completing the work than learning what the assignment has to teach.</td>
<td>Uses minimal resources from course to complete the assignment. Focused on learning the necessary material</td>
<td>Student uses available information which enhances the quality of work and student learning</td>
<td>Quality of work suggests personal revision and reflections. Work is of exceptional quality</td>
<td>____ * 4 = _____ 4 16</td>
</tr>
</tbody>
</table>
Appendix D3: Degree requirements for each program

B.S. Exercise Science
B.S.E Health and Physical Education
M.S. Exercise Science
M.Ed. Health and Physical Education
M.S. Sports Administration
M.S. Sports Medicine
Ph.D. Kinesiology
Required prior to Area H (9):
- MATH 3050 Geometry and Spatial Sense (3) (MATH 2008 is a prerequisite for this course)
- MATH 3070 Introduction to Probability and Statistics I (3) (MATH 2008 is a prerequisite for this course)

Select one (3):
- AE 2300 Art and Music for Early Childhood (3)
- MUS 2300 Art and Music for Early Childhood (3)

**Area H. Student Teaching (12-15)**

All program requirements must be satisfactorily completed before students are authorized to enroll in student teaching. Students must complete student teaching coursework in Area H with a grade of “C” or higher.

Required (12):
- ECE 4650 Opening School Experience (0) (Required to successfully complete during the first fall semester preceding student teaching.)
- ECE 4661 Student Teaching (8-12)
  (P-5 concentration completes 12 hours; ECE/Special Education completes 9 hours)
- **EXC 4671 Educational Partnerships and Practicum II: Special Education General Curriculum: Consultative (3)**
- **EXC 4570 Individual and Classroom Management (3)**

Students must pass the appropriate GACE Content Assessment prior to graduation (see [http://www.gace.nesinc.com](http://www.gace.nesinc.com) for more information).

**Area I. Minor**

Students majoring in Early Childhood Education do not have the option to take a minor.

**Total Program: minimum of 126 semester hours P-5 concentration/ 129 hours ECE/ special education concentration**

### 4210 Exercise Science

**Program Offered:**  
**Bachelor of Science in Exercise Science**

Department of Kinesiology and Health  
Sports Arena  
404/651-2536  
kinhjc@langate.gsu.edu  
Andy Doyle, Chair

The B.S. major in Exercise Science prepares students for careers in corporate fitness, adult fitness, personal training, cardiac rehabilitation, and related fields. Also, preparation is provided in fitness management, program management, sports skills, and related topics.

**Program Admission**

There are no admission requirements specific to the Bachelor of Science program. However, students are required to meet all University and College admission requirements.

**Program Financial Information**

There are no special fees associated with majoring in Bachelor of Science in Education. However, B.S. majors must pay all tuition and fees charged by the University and the College.

**Program Academic Regulations**

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

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)
- IT 2010  Computer Skills for the Information Age (3)
- KH 2130  Introduction to the Allied Fields of Health, Physical Education, and Fitness (3)
- KH 2220  Musculoskeletal Function and Human Performance I (3)
- KH 2230  Musculoskeletal Function and Human Performance II (3)

“C” or higher grade required for the remainder of the program.

Area G. Major Courses (54)
A grade of “C” or higher is required in all courses in Area G.

Required (48):
- KH 3000  Personal Health and Wellness (3)
- KH 3020  Performance and Analysis Area II: Training and Fitness (2)
- KH 3390  Advanced First Aid and Emergency Care (3)
- KH 3500  Athletic Training and Conditioning (3)
- KH 3550  Exercise Science (3)
- KH 3600  Biomechanics (3)
- KH 3610  Motor Learning and Development (4)
- KH 3650  Physiology of Exercise (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 (3)
- KH 4360  Clinical Exercise Physiology (3)
- KH 4600  Advanced Biomechanics for Exercise Science (3)
- KH 4630  Fitness Assessment and Exercise Prescription (3)
- NUTR 4960 Nutrition and Physical Fitness (3)

Electives (6):
Select two or more:
- BIOL 2240-2250  Human Physiology (3) and Human Physiology Laboratory (1)
- KH 3030  Performance and Analysis Area III: Team Sports (2)
- KH 3040  Performance and Analysis Area IV: Lifetime Sports (2)
- KH 3360  Disability, Sport, and Physical Activity (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)
- RCLS 4350  Group Dynamics (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.

Required (6):
KH 4750 Practicum in Exercise Science (1)
KH 4760 Internship in Exercise Science (5)

Area I. Minor
Students majoring in Exercise Science do not have the option to take a minor.

Total Program: minimum of 120 semester hours

4220 Health and Physical Education

Programs Offered:
Bachelor of Science in Education in Health and Physical Education

Department of Kinesiology and Health
Sports Arena
404/651-2536
kinhjc@langate.gsu.edu
Andy Doyle, Chair

Program Theme: Teaching for Learning

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 the block courses (KH 4510, KH 4520, KH 4530, KH 4540, KH 4650) in Area G of the program.
To be accepted into teacher education, students must have a 2.50 composite grade point average on all undergraduate coursework previously completed; students must have passed the GACE Basic Skills Assessment (see http://www.gace.nesinc.com for more information) or presented official scores to demonstrate exemption; students must have passed the Regent’s Test; students must consent to a criminal background check; students must show proof of tort liability; and students must participate in an interview and writing sample with program faculty.
Additional Teacher Education information is found in section 1600 of the catalog.

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 tort liability 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
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 all courses in Areas F-H. Semester hours are shown in parentheses following an entry.
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 “C” without recommendation for certification even if the certification test has been passed.
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.
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.

Required (6):
KH 4750 Practicum in Exercise Science (1)
KH 4760 Internship in Exercise Science (5)

Area I. Minor
Students majoring in Exercise Science do not have the option to take a minor.

Total Program: minimum of 120 semester hours

4220 Health and Physical Education

Programs Offered:
Bachelor of Science in Education in Health and Physical Education

Department of Kinesiology and Health
Sports Arena
404/651-2536
kinhjc@langate.gsu.edu
Andy Doyle, Chair

Program Theme: Teaching for Learning

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 the block courses (KH 4510, KH 4520, KH 4530, KH 4540, KH 4650) in Area G of the program. To be accepted into teacher education, students must have a 2.50 composite grade point average on all undergraduate coursework previously completed; students must have passed the GACE Basic Skills Assessment (see http://www.gace.nesinc.com for more information) or presented official scores to demonstrate exemption; students must have passed the Regent’s Test; students must consent to a criminal background check; students must show proof of tort liability; and students must participate in an interview and writing sample with program faculty.

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

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 tort liability 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
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 all courses in Areas F-H. Semester hours are shown in parentheses following an entry.

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 “C” without recommendation for certification even if the certification test has been passed.

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.
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.

*Tort liability and criminal background check requirement: all students must show proof of tort liability insurance and consent to a criminal background investigation prior to enrollment in KH 3200 Instructional Skills for Health and Physical Education, 9-12 and at the time of application for 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 from departmental advisers.

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 Musculoskeletal Function and Human Performance I (3)
KH 2230 Musculoskeletal Function and Human Performance II (3)

Area G. Major Courses (51)

Students must apply for teacher education prior to beginning the block courses (KH 4510, KH 4520, KH 4530, KH 4540, KH 4650) in Area G. To be accepted into teacher education, students must have a 2.50 composite grade point average on all undergraduate coursework previously completed; students must have passed the GACE Basic Skills Assessment (see http://www.gace.nesinc.com for more information) or presented official scores to demonstrate exemption; students must have passed the Regent’s Test; students must consent to a criminal background check; students must show proof of tort liability; and students must participate in an interview and writing sample with program faculty.

Students must complete coursework in Area G with a grade of “C” or higher.

Content

Required (35):

KH 3000 Personal Health and Wellness (3)
KH 3010 Performance and Analysis Area I: Movement and Rhythmics (3)
KH 3020 Performance and Analysis Area II: Training and Fitness (2)
KH 3030 Performance and Analysis Area III: Team Sports (2)
KH 3040 Performance and Analysis Area IV: Lifetime Sports (2)
KH 3050 Performance and Analysis Area V: Outdoors and Adventure Activities (2)
KH 3100 Instructional Technology in Health and Physical Education (3)
KH 3410 Assessment in Health and Physical Education (3)
KH 3420 Curriculum in Health and Physical Education (3)
KH 3600 Biomechanics (3)
KH 3610 Motor Learning and Development (4)
KH 3650 Physiology of Exercise (3)
KH 3700 Sexuality Education Inclusive of Students with Special Needs/Disabilities (3)
EXC 4020 Characteristics and Instructional Strategies for Student with Disabilities (3) (or equivalent)

Methods and Curriculum

Required (16):
KH 3200 Instructional Skills for Health and Physical Education, P-12 (4)
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)

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 the American Red Cross or by completing KH 3390 Advanced First Aid and Emergency Care (3).

Students must complete student teaching coursework in Area H with a grade of “C” or higher.

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)

Total Program: minimum of 127 semester hours

4230 Certification Only Programs

4230.10 Endorsement for Teacher Certification (ESOL)

English to Speakers of Other Languages (ESOL) Endorsement

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

The Department of Early Childhood Education offers elective undergraduate courses in the area of English to Speakers of Other Languages (ESOL) to provide teacher candidates with additional training to work with non-English-speaking or limited-English-speaking students at early childhood, middle childhood, and secondary school levels. The English to Speakers of Other Languages (ESOL) endorsement, issued by the Professional Standards Commission (PSC) of the State of Georgia qualifies individuals to work with English language learners (ELL) in Georgia’s public schools.

Students must meet admission to teacher education criteria for Early Childhood Education major to be eligible to take these endorsement courses. Successful completion of the following three courses and completion of an initial certification bachelor’s degree will qualify the candidate for the English to Speakers of Other Languages (ESOL) endorsement at the baccalaureate level (initial certification):
ECE 3250 ESOL: Language Acquisition and Assessment (3)
ECE 3255 ESOL: Cultural Foundations (3)
ECE 3440 ESOL: Curriculum and Instruction (3)

Total hours for endorsement: minimum of 9 semester hours
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

B. Major (18)
Select courses (18): The students and their advisory committee select 18 semester hours of coursework in a concentration area. These courses are usually selected from EPRS course offerings; however, courses in other departments may be appropriate to include as part of the students’ program.

If the students desire to write a master’s thesis and the advisory committee approves, the students must enroll in EPS 7990 for 6 semester hours as partial fulfillment of the 18 semester hour major requirement. If the students do not intend to write a master’s thesis, then they must enroll in EPS 7991 for 3 semester hours as partial fulfillment of the 18 semester hour major requirement.

C. Electives (9)
Select three (9): With the consent of their advisory committee, the students select 9 semester hours of electives. These electives must support either the concentration or understanding of the context in which educational research occurs. Courses which may be taken as electives and which meet the requirements for the leadership endorsement are EPEL 7000 Leadership in Educational Organizations (3), EPEL 7410 Supervision of Instruction (3), and EPSF 7450 Curriculum Foundations for the Educational Leader (3).

Program total: minimum of 36 semester hours

4260.15 Educational Research/Professional Counseling (M.S.)
Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The Department of Educational Policy Studies and the Department of Counseling and Psychological Services offer a dual enrollment, master’s-level program leading to a Master of Science degree with majors in Educational Research and Professional Counseling. This program provides the Educational Research students a content area in which to apply the educational research methodology and provides the Professional Counseling students the capability to combine research and evaluation with counseling in their work setting. In general, this dual degree program provides the students with increased career opportunities both within academia and in the work setting.

Program Degree Requirements
Degree requirements are the same as those for each separate major. The one required course from the professional counseling major that may be counted toward the educational research major is EPRS 7900. Additionally, nine semester hours of electives in the Educational Research program may be courses used to complete professional studies or major requirements in the Professional Counseling program. Students are responsible for making sure they meet all prerequisites for courses taken in this program.

4260.20 Exercise Science (M.S.)
Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

Concentrations: Fitness and Health Promotion; Exercise Physiology; Biomechanics
The M.S. major in Exercise Science prepares students at the graduate level to enter fields of worksite health promotion or fitness, cardiac rehabilitation, or related clinical programs; or to perform research in exercise science, including biomechanics and exercise physiology. The program includes classroom, laboratory, research, and field experience biomechanics, exercise physiology, fitness assessment, exercise program design, and program management and related interdisciplinary coursework. The concentration areas within the degree program provide advanced academic preparation for a successful career in the health and fitness field or for advancement to doctoral-level study.

**Program Academic Regulations**

**Fitness and Health Promotion Concentration and Exercise Physiology Concentration**

Students holding undergraduate degrees in physical education or health-related field (e.g., physical therapy, nutrition, respiratory therapy, nursing, or biology) or other departmentally approved degrees will be reviewed to determine if any undergraduate coursework must be completed prior to entry into the Exercise Science program. Minimum undergraduate coursework includes applied human musculoskeletal anatomy (KH 2220), human physiology (KH 2230), exercise physiology (KH 3650), biomechanics (KH 3600), fitness assessment and exercise prescription (KH 4630), and biochemistry or organic chemistry. Students with deficiencies in these areas will be required to take remedial coursework.

**Biomechanics Concentration**

Students holding undergraduate degrees in physical education, exercise science, engineering, physics, mathematics, or a health-related field (e.g., physical therapy, occupational therapy, or orthopedics) or other departmentally approved degrees will be reviewed to determine if any undergraduate coursework must be completed prior to entry into the Exercise Science program. Minimum undergraduate coursework includes applied human musculoskeletal anatomy (KH 2220), calculus through differential equations (Math 3260), mechanical physics or engineering statics and dynamics, exercise physiology (KH 3650), and biomechanics (KH 3600). Students with deficiencies in these areas will be required to take remedial coursework.

**Culminating Experience and Comprehensive Examination**

Students in the Exercise Physiology concentration or Biomechanics concentration must successfully produce and defend a master’s project. Students in the Fitness and Health Promotion concentration must successfully complete an approved master’s internship. Students should contact the Department of Kinesiology and Health (404/651-2536) for additional information about these requirements.

**Program Degree Requirements**

**Master of Science in Exercise Science**

A. Core (6)
   Required (6):
   KH 7500 Physiology of Exercise (3)
   KH 7510 Biomechanics (3)

B. Major/Electives (30)
   The students select one of the following three concentration areas (30):

   1. **Fitness and Health Promotion Concentration**
      Select one (3):
      EPRS 7900 Methods of Research in Education (3)
      KH 7820 Research Design (3)
      
      Required (18):
      KH 6280* Psychology of Physical Activity (3)
      KH 7550* Fitness Assessment and Exercise Prescription (3)
      KH 7620 Clinical Exercise Physiology (3)
      KH 7630 Fitness Program Management (3)
      KH 7710 Practicum in Exercise Science (1)
      KH 7750 Internship in Exercise Science (5)
      
      *Students who have taken KH 4280 (Psychology of Physical Activity) and/or KH 4350 (Fitness Program Management) may substitute another graduate course with consent of adviser.

      Select three (9):
      Courses should be selected from the list of recommended electives after consultation with advisor.
2. Exercise Physiology Concentration
Select two (6):
  - EPRS 7900  Methods of Research in Education (3)
  - EPRS 8530  Educational Statistics I (3)
  - KH 7820  Research Design (3)

Required (6):
  - KH 7990  Master’s Thesis (6)

Required (15):
  - KH 7530  Applied Anatomy for Sports Medicine (3)
  - KH 7550  Fitness Assessment and Exercise Prescription (3)
  - KH 7620  Clinical Exercise Physiology (3)
  - KH 7640  Exercise Bioenergetics (3)
  - KH 8270  Advanced Topics in Exercise Physiology (3)

Select one (3):
A course should be selected from the list of recommended electives after consultation with advisor.

3. Biomechanics Concentration
Select two (6):
  - EPRS 7900  Methods of Research in Education (3)
  - EPRS 8530  Educational Statistics I (3)
  - KH 7820  Research Design (3)

Required (9):
  - KH 7990  Master’s Thesis (9)

Required (12):
  - KH 7530  Applied Anatomy for Sports Medicine (3)
  - KH 8830  Motion Analysis (4)
  - KH 8870  Biomechanics of Orthopedic Injuries (3)
  - KH 8980  Seminar in Biomechanics (2)

Select one (3):
A course should be selected from the list of recommended electives after consultation with advisor.
Minimum elective course levels recommended for use in completing requirements in the above concentrations:
  - BIOL 7000
  - CHEM 6000
  - CPS 8000
  - EPRS 8000
  - EPY 8000
  - HA 8000
  - HHS 7000
  - HRM 8000
  - KH 6000
  - NUTR 6000
  - PT 7000
  - RMI 8000
  - RT 6000

Program total: minimum of 36 semester hours

4260.25 Instructional Design and Technology (M.S.)
Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building
404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair
Select English Content (12): With the written consent of their adviser, the students select coursework appropriate to their interests and plans from English courses offered at the 6000, 7000, or 8000 level.

Select one Literacy Elective (3):
- EDLA 8330 Language Variation and Learning (3)
- EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)
- EDRD 7600 Theory and Pedagogy in the Study of Reading (3)
- EDRD 7630 Literacy in the Content Areas (3)
- EDRD 7650 Individualized Assessment and Instruction for At-Risk Readers (3)
- EDRD 8280 Literacy for a Diverse Society (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (3)
- IT 7360 Integrating Technology in School-Based Learning Environments (3)
- TSLE 7250 Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)
- TSLE 7260 Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
- TSLE 7440 Methods and Materials for the Bilingual/English as a Second Language Teacher (3)

Alternative graduate courses at 6000 and 7000 levels in English, English Education, or related fields may be selected with the consent of the students’ major adviser.

Program total: minimum of 36 semester hours

**4240.30 Health and Physical Education (M.Ed.)**

Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
[http://www.gsu.edu/~wwwkin/](http://www.gsu.edu/~wwwkin/)

J. Andrew Doyle, Chair

Program Theme: Continuing Development for Effective Practice

This 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. 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. Students can choose to emphasize in health, physical education, or adapted physical education within the program.

**Program Admission**

Students who do not hold a current (T-4) initial certificate in Health and Physical Education may be admitted to the program if they meet all other admission requirements and successfully pass the GACE Basic Skills Assessment. Those students can qualify for certification (T-5) by completing the M.Ed. program requirements, the initial certification requirements, and the following courses:

Prerequisites or equivalents for those who do not hold the T-4 initial certification:
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) (or equivalent)
- KH 2130 Introduction to the Allied Fields of Health, Physical Education, and Fitness (3)
- KH 2220 Musculoskeletal Function and Human Performance I (3)
- KH 2230 Musculoskeletal Function and Human Performance II (3)
- KH 3000 Personal Health and Wellness (3)
- KH 3010 Performance and Analysis Area 1: Movement and Rhythmics (3)
- KH 3020 Performance and Analysis Area 2: Training and Fitness (2)
- KH 3030 Performance and Analysis Area 3: Team Sports (2)
- KH 3040 Performance and Analysis Area 4: Lifetime Sports (2)
- KH 3050 Performance and Analysis Area 5: Outdoor Adventure Activities (2)
- KH 3100 Instructional Technology in Health and Physical Education (3)
- KH 3200 Instructional Skills for Health and Physical Education, P-12 (4)
- KH 3410 Assessment in Health and Physical Education (3)
- KH 3420 Curriculum in Health and Physical Education (3)
- KH 3600 Biomechanics (3)
- KH 3610 Motor Learning and Development (4)
Program Academic Regulations

Non-coursework requirements for T-5 certification includes Tort Liability Coverage; criminal background check; first aid proficiency (including infant, child, adult) or completion of KH 3390; and passing scores on GACE Content Assessment (visit http://www.gace.nesinc.com for more information).

Program Degree Requirements

Master of Education in Health and Physical Education

A. Professional Studies (9)
   Required (9):
   EPRS 7900 Methods of Research in Education (3)
   EPSF 7120 Social and Cultural Foundations of Education (3)
   EPY 7080 The Psychology of Learning and Learners (3)

B. Teaching Field (21)
   Required (12):
   EDUC 8360 Teacher Support Specialist (3)
   KH 7240 Advanced Teaching Skills in Health, Physical Education, and Adapted Physical Education (3)
   KH 7250 Teaching Models for Health and Physical Education (3)
   KH 7780 Drug Use and Prevention (3)

   Select three (9) with adviser’s consent:
   EDUC 8660 Teacher Support Specialist Internship (3)
   IT 7360 Integrating Technology in School-Based Learning Environments (3)
   KH 6280 Psychology of Physical Activity (3)
   KH 6940 Workshop in Kinesiology and Health (3)
   KH 6960 Seminar (3)
   KH 7200 Cultural Aspects of Sport (3)
   KH 7230 Developing Teaching Skills for HPE/APE (3)
   KH 7450 Viral Paradoxes of HIV and AIDS (3)
   KH 7460 Health Risk and Protective Factors (3)
   KH 7480 Curriculum Development for Health, Physical Education, and Adapted Physical Education (3)
   KH 7500 Physiology of Exercise (3)
   KH 7510 Biomechanics (3)
   KH 7650 Physical Education for Students with Developmental, Physical and Sensory Disabilities (3)
   KH 7655 Inclusion through Disability Sport (3)
   KH 7665 Physical and Motor Assessment for Students with Disabilities (3)
   KH 7700 Needs Assessment and Action Planning for Comprehensive School Health Education (3)
   KH 8550 Sport and Movement Studies for Athletes with Disabilities (3)

C. Inquiry for Practice (6)
   Select (3):
   Choose one of the following with permission of adviser:
   KH 7370 Foundations for Effective Portfolio Design * (3)
   *must take if completing National Board Certification
   KH 7820 Research Design* (3)
   *must take if completing a Collaborative Action Research Project or Thesis
Collaborative Action Research Project:
As part of this program, each student must complete a Collaborative Action Research (CAR) project, a master’s thesis, or apply for National Board Certification. The CAR project must be preceded by an approved proposal that the students develop and write in KH 7820. Students with an approved proposal must enroll in either KH 7830, KH 7831, or KH 7832 while the CAR project is being completed with a faculty adviser. Specific policies and procedures for the project are provided at the beginning of KH 7820; students may also obtain them from program faculty. Successful completion of the CAR project fulfills the comprehensive examination requirements for this program.

Teacher Support Specialist Certification:
Students who complete EDUC 8360 and EDUC 8660 qualify for Teacher Support Specialist (TSS) Certification in the state of Georgia.

Preparation for National Board of Professional Teaching Standards (NBPTS):
The program is designed to prepare and support qualifying students for the NBPTS examination in physical education. Students who prepare for NBPTS certification are required to take KH 7450 and KH 7840 and must apply for National Board Certification to complete the program.

Program total: minimum of 36 semester hours

4240.35 Mathematics Education (M.Ed.)
Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Christine Thomas, Associate Chair

Program Theme: Educator as Reflective Professional

The M.Ed. major in Mathematics Education provides learning experiences for teachers who have been initially prepared in secondary mathematics education.

Program Degree Requirements

Master of Education in Mathematics Education

A. Professional Studies (9)
   Select one (3):
   EPRS 7900 Methods of Research in Education (3)
   EPRS 7910 Action Research (3)

   Select one (3):
   EPSF 7100 Critical Pedagogy (3)
   EPSF 7110 Multicultural Education (3)
   EPSF 7120 Social and Cultural Foundations of Education (3)

   Required (3):
   EPY 7080 The Psychology of Learning and Learners (3)

B. Teaching Field/Major (27)
   Required (12):
   EDMT 7360 Integration of Technology in Mathematics Instruction (3)
   EDMT 7560 Theory and Pedagogy of Mathematics Instruction (3) Take with EPRS 7900 or EPRS 7910
266 College of Education

KH 7810 Directed Readings and Research (3)
MBA 8140 Marketing Management (1.5) and MBA 8240 Strategic Marketing Techniques (1.5)
MK 8110 Marketing to Older Consumers (3)
MK 8510 Business-to-Business Marketing (3)
MK 8620 Product Management (3)
MK 8800 Services Marketing (3)
MK 8900 Strategic Market Planning (3)
Other courses may be selected with consent of adviser.

Program total: minimum of 36 semester hours

4260.55 Sports Medicine (M.S.)
Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

The M.S. major in Sports Medicine prepares students for career opportunities in the field of athletic training. The program includes coursework and laboratory experiences in the prevention, management, evaluation, and rehabilitation of athletic injuries. The purpose of this program is to provide qualified candidates with in-depth experiences beyond entry-level athletic training expectations. Additionally, all students must complete a minimum of 400 hours of clinical experience in an approved setting as part of the degree program requirements.

Program Admission
Candidates for this program must either be NATA certified athletic trainers or be eligible for NATA certification. Candidates may be eligible for NATA certification upon (a) graduation from a CAHEAA accredited undergraduate athletic training curriculum or (b) completion of the requirements established by the NATA Board of Certification for internship. NATA is the National Athletic Trainers Association.
Additionally, a program applicant must provide three letters of recommendation, including one from the applicant’s supervising NATA certified athletic trainer. Applicants may also be required to participate in a personal interview with faculty.

Program Degree Requirements
Master of Science in Sports Medicine

A. Core (12)
   Required (12):
   EPRS 7900 Methods of Research in Education (3)
   KH 7500 Physiology of Exercise (3)
   KH 7510 Biomechanics (3)
   KH 7530 Applied Anatomy for Sports Medicine (3)

B. Major (24)
   Required (15):
   KH 7580 Concepts of Orthopedic Rehabilitation (2)
   KH 7660 Practicum in Athletic Training (4)
   KH 8265 Therapeutic Modalities in Orthopedic Rehabilitation (3)
   KH 8300 Orthopedic Basis of Injury (3)
   KH 8870 Biomechanics of Orthopedic Injuries (3)

For students completing a master’s thesis (9)
   Required (6):
   KH 7990 Master’s Thesis (6)

Select one (3):
   Biol 7240 Human Physiology (3)
   Biol 7250 Human Physiology Laboratory (1)
   HHS 6000 Research for the Health Professions (3)
   KH 6560 Budgeting and Finance in Sports Recreation (3)
KH 7200  Cultural Aspects of Sport (3)
KH 7380  Planning and Management of Sports Facilities (3)
KH 7550  Fitness Assessment and Exercise Prescription (3)
KH 7610  Sports Law (3)
KH 7620  Clinical Exercise Physiology (3)
KH 7820  Research Design (3)
KH 8290  Cardiopulmonary Physiology (3)
KH 8390  ECG and Exercise Stress Testing (3)
PT 8760  Orthopedic Physical Therapy of the Foot and Ankle (3)
RT 6005  Clinical Cardiopulmonary Physiology (3)
Other courses may be selected with consent of adviser.

For students not completing a master’s thesis (9)
Select one (3):
KH 7990  Master’s Thesis (3)
KH 8820  Scientific Inquiry in Sports Medicine (3)

Select two (6):
Biol 7240  Human Physiology (3)
Biol 7250  Human Physiology Laboratory (1)
HHS 6000  Research for the Health Professions (3)
KH 6560  Budgeting and Finance in Sports and Recreation (3)
KH 7200  Cultural Aspects of Sport (3)
KH 7380  Planning and Management of Sports Facilities (3)
KH 7550  Fitness Assessment and Exercise Prescription (3)
KH 7610  Sports Law (3)
KH 7620  Clinical Exercise Physiology (3)
KH 7820  Research Design (3)
KH 8290  Cardiopulmonary Physiology (3)
KH 8390  ECG and Exercise Stress Testing (3)
PT 8760  Orthopedic Physical Therapy of the Foot and Ankle (3)
RT 6005  Clinical Cardiopulmonary Physiology (3)
Other courses may be selected with consent of adviser.

Program total: minimum of 36 semester hours

4260.60 Urban Teacher Leadership (M.S.)
Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

The M.S. major in Urban Teacher Leadership creates a cadre of teachers who will become change agents that positively affect their classrooms, their schools, their communities, and their school districts as well as the national conversation about educational change. Specifically, the program is for teachers who will remain in their classrooms while assuming leadership roles in the schools and in the larger context of the school community. The program is developed around a set of academic and field experiences that provide basic knowledge and skills for leadership in collaboration, writing for change, reflective thinking, problem solving, and the advocacy of excellence in urban education.

This program has been developed specifically for teachers in urban school settings. Both experience in urban schools and urban research studies suggest that urban communities meet unique challenges that must be addressed by teachers in those schools. Students will collaborate inside and outside the classroom with cohort members, with university faculty, with community agencies, and with urban leaders. To complete the program, the student must develop a master’s leadership project designed to effect school change.

Students may obtain the Leadership Endorsement for Instructional Supervision as part of the major by taking EPEL 7000, EPEL 7410, and EPSF 7450. Recommendation for this endorsement will be made after successful completion of the requirements of the major.
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

For students completing a master’s thesis (6)
Required (6):
EPS 7990 Master’s Thesis (6)
or
For students completing a master’s project (6)
Required (3):
EPS 7991 Master’s Project (3)

Select (3):
Select one course with the EPSF prefix.

B. Major (15)
Taking a minimum of 15 semester hours of coursework from the social foundations offerings fulfills the major in social foundations of education. Majors may represent the disciplines of history, philosophy, sociology, anthropology, and political science and the interdisciplinary field of cultural studies. These courses are selected from the following list. Courses in other program areas in the Department of Educational Policy Studies or other courses in the college or university may also be appropriate to include as part of the major with approval from the students’ advisory committee. Select five (15):
EPSF 7100 Critical Pedagogy (3)
EPSF 7110 Multicultural Education (3)
EPSF 7120 Social and Cultural Foundations in Education (3)
EPSF 7450 Curriculum Foundations for the Educational Leader (3)
EPSF 8010 Cultural Studies in Education: Film (3)
EPSF 8040 Cultural Studies in Education: Gender (3)
EPSF 8050 Cultural Studies in Education: Poststructural and Feminist Theory (3)
EPSF 8260 Sociology of Inner-City Children (3)
EPSF 8270 Philosophy of Education (3)
EPSF 8280 Anthropology of Education (3)
EPSF 8310 Sociology of Education (3)
EPSF 8320 Politics and Policy in Education (3)
EPSF 8340 History of American Education (3)
EPSF 8440 Foundations of Curriculum Development (3)

C. Electives (6)
The elective requirement is fulfilled by taking a minimum of 6 semester hours chosen from graduate courses in other program areas, departments, and/or colleges in the university.

Program total: minimum of 36 semester hours

4260.50 Sports Administration (M.S.)
Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

Concentration Areas: Facilities Management; School, College, and Professional Sports Management; Sports Club and Fitness Management; Sports Information; Sports Marketing and Promotions

The M.S. major in Sports Administration is designed to prepare students for career opportunities in commercial and educational settings. High schools, colleges and universities, fitness centers, tennis clubs, sports instruction centers, sports arenas,
athletic clubs, and professional sports teams are among the many sports organizations and enterprises which require highly trained personnel.

**Program Degree Requirements**

**Master of Science in Sports Administration**

A. Core Studies (9)

Required (6):

- KH 6380 Introduction to Sports Management (3)
- KH 7200 Cultural Aspects of Sport (3)

Select one (3):

- EPRS 7900 Methods of Research in Education (3)
- KH 7820 Research Design (3)
- Mk 8200 Marketing Research (3)

B. Major Concentration

Required (18):

- KH 6560 Budgeting and Finance in Sports and Recreation (3)
- KH 7150 Development and Revenue Generation in Sports (3)
- KH 7410 Sports Marketing and Promotions (3)
- KH 7610 Sports Law (3)
- KH 7662 Internship in Sports Management I (3)
- KH 7663 Internship in Sports Management II (3)

Select one of the following five concentration areas (9):

1. *Facilities Management Concentration*

   Required (3):
   - KH 7380 Planning and Management of Sports Facilities (3)

   Select two (6):
   - COMM 6600 Media Management and Marketing (3)
   - COMM 6610 Desktop Editing and Publishing (3)
   - C0MM 6660 Corporate Communication (3)
   - EPEL 7510 Issues of School Governance (3)
   - KH 6960 Seminar (3)
   - KH 7690 Practicum in Sports Administration (3)
   - KH 7810 Directed Readings and Research (3)
   - MBA 8030 Law, Ethics, and Governance (3)
   - MBA 8140 Marketing Management (1.5) and MBA 8240 Strategic Marketing Techniques (1.5)
   - MBA 8150 System and Operations Management (1.5) and MBA 8250 Business Process Management (1.5)
   - MBA 8160 People in Organizations (1.5) and MBA 8260 Leadership and Organizational Change (1.5)
   - MGS 8300 Human Resource Management (3)
   - MGS 8410 Organizing to Compete (3)
   - MGS 8450 Organizational Development and Change (3)
   - MGS 8730 Project Management (3)
   - MGS 8890 International Management (3)
   - PAUS 8431 Leadership and Organizational Behavior (3)
   - POLS 8700 Introduction to Public Administration (3)
   - POLS 8743 Public Personnel Administration (3)

   Other courses may be selected with consent of adviser.

2. *School, College, and Professional Sports Management Concentration*

   Required (6):
   - KH 7100 Administration of Sports Programs (3)
   - KH 7380 Planning and Management of Sports Facilities (3)
Select one (3):
- COMM 6600 Media Management and Marketing (3)
- COMM 6610 Desktop Editing and Publishing (3)
- COMM 6660 Corporate Communication (3)
- EPEL 7510 Issues of School Governance (3)
- EPEL 8350 Policy Formulation and Educational Decision Making (3)
- EPHE 8320 College on University Law (3)
- KH 6960 Seminar (3)
- KH 7690 Practicum in Sports Administration (3)
- KH 7810 Directed Readings and Research (3)
- MBA 8030 Legal, Ethical and Regulatory Environment of Business (3)
- MBA 8140 Marketing Management (1.5) and MBA 8240 Strategic Marketing Techniques (1.5)
- MBA 8150 System and Operations Management (1.5) and MBA 8250 Business Process Management (1.5)
- MBA 8160 People in Organizations (1.5) and MBA 8260 Leadership and Organizational Change (1.5)
- MGS 8300 Human Resource Management (3)
- MGS 8410 Organizing to Compete (3)
- MGS 8450 Organizational Development and Change (3)
- MGS 8730 Project Management (3)
- MGS 8890 International Management (3)
- PAUS 8431 Leadership and Organizational Behavior (3)
- POLS 8700 Public Budgeting (3)
- POLS 8743 Public Personnel Administration (3)
- RMI 8000 Perspectives on Risk and Insurance (3)
Other courses may be selected with consent of adviser.

3. Sports Clubs and Fitness Management Concentration
   Required (9):
   - KH 7380 Planning and Management of Sports Facilities (3)
   - KH 7500 Physiology of Exercise (3)
   - KH 7630 Fitness Program Management (3)

4. Sports Information Concentration
   Select two (6):
   - COMM 6600 Media Management and Marketing (3)
   - COMM 6610 Desktop Editing and Publishing (3)
   - COMM 6630 Public Relations Writing (3)

   Select one (3):
   - COMM 6620 Problems in Public Relations (3)
   - COMM 6660 Corporate Communication (3)
   - COMM 8050 Principles of Persuasion (3)
   - KH 6960 Seminar (3)
   - KH 7690 Practicum in Sports Administration (3)
   - KH 7810 Directed Readings and Research (3)
   - PHOT 6050 Photography (3)
Other courses may be selected with consent of adviser.

5. Sports Marketing and Promotions Concentration
   Select two (6):
   - Mk 8100 Buyer Behavior (3)
   - Mk 8300 Marketing Communications and Promotions (3)
   - Mk 8340 Sales Management (3)
   - Mk 8600 International Marketing (3)

   Select one (3):
   - COMM 8050 Principles of Persuasion (3)
   - KH 6960 Seminar (3)
   - KH 7690 Practicum in Sports Administration (3)
Program total: minimum of 36 semester hours

4260.55 Sports Medicine (M.S.)

Department of Kinesiology and Health
137 Physical Education Building. 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

The M.S. major in Sports Medicine prepares students for career opportunities in the field of athletic training. The program includes coursework and laboratory experiences in the prevention, management, evaluation, and rehabilitation of athletic injuries. The purpose of this program is to provide qualified candidates with in-depth experiences beyond entry-level athletic training expectations. Additionally, all students must complete a minimum of 400 hours of clinical experience in an approved setting as part of the degree program requirements.

Program Admission
Candidates for this program must either be NATA certified athletic trainers or be eligible for NATA certification. Candidates may be eligible for NATA certification upon (a) graduation from a CAHEAA accredited undergraduate athletic training curriculum or (b) completion of the requirements established by the NATA Board of Certification for internship. NATA is the National Athletic Trainers Association.

Additionally, a program applicant must provide three letters of recommendation, including one from the applicant’s supervising NATA certified athletic trainer. Applicants may also be required to participate in a personal interview with faculty.

Program Degree Requirements
Master of Science in Sports Medicine

A. Core (12)
   Required (12):
   EPRS 7900 Methods of Research in Education (3)
   KH 7500 Physiology of Exercise (3)
   KH 7510 Biomechanics (3)
   KH 7530 Applied Anatomy for Sports Medicine (3)

B. Major (24)
   Required (15):
   KH 7580 Concepts of Orthopedic Rehabilitation (2)
   KH 7660 Practicum in Athletic Training (4)
   KH 8265 Therapeutic Modalities in Orthopedic Rehabilitation (3)
   KH 8300 Orthopedic Basis of Injury (3)
   KH 8870 Biomechanics of Orthopedic Injuries (3)

For students completing a master’s thesis (9)
   Required (6):
   KH 7990 Master’s Thesis (6)

Select one (3):
   Biol 7240 Human Physiology (3)
   Biol 7250 Human Physiology Laboratory (1)
   HHS 6000 Research for the Health Professions (3)
   KH 6560 Budgeting and Finance in Sports Recreation (3)
The students and Doctoral Advisory Committee select additional coursework.

D. Dissertation (9)
   Required (9):
   EDCI9990   Dissertation (9)

Program total: minimum of 66 semester hours

4360.40 Kinesiology (Ph.D.)

Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

Concentration Areas: Biomechanics, Exercise Physiology, Physical Rehabilitation Science

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

The concentration in Biomechanics focuses on the scientific description of human movement through advanced techniques utilizing computerized film and high speed video graphical analysis systems, computerized force measuring systems, electromyography, and other state-of-the-art instrumentation with applications in many disciplines, including ergonomics, engineering, medicine, sport, and exercise.

The concentration in Exercise Physiology prepares students to teach and to conduct research relative to the effects of acute and chronic exercise on physiological responses, physical rehabilitation, and the prevention of cardiovascular and other diseases.

The concentration in Physical Rehabilitative Science prepares students to conduct research and teach in areas related to the evaluation, management, and rehabilitation of musculoskeletal injury. Students will become leaders in the fields of athletic training, physical therapy, sports medicine, and occupational therapy.

Program Degree Requirements

Doctor of Philosophy in Kinesiology

A. Core Area (18)
   The students must meet all general core area requirements.

B. Major Area [Biomechanics, 22]; [Exercise Physiology, 22]; and [Physical Rehabilitative Science, 19]
   The students select one of the following three concentration areas:

1. Biomechanics Concentration (22)
   Required (22):
   KH8830 Motion Analysis (4)
   KH8870   Biomechanics of Orthopedic Injuries (3)
   KH9820   Research in Kinesiology (9)
   KH9960   Advanced Research Seminar in Biomechanics (6)

2. Exercise Physiology Concentration (22)
   Required (22):
   KH8970   Seminar in Exercise Physiology (4)
   KH9520   Advanced Exercise Physiology: Energy Metabolism (3)
   KH9530   Advanced Exercise Physiology: Cardiorespiratory (3)
   KH9550   Advanced Exercise Physiology: Myocellular (3)
   KH9820   Research in Kinesiology (9)

3. Physical Rehabilitative Science Concentration (19)
   Required (19):
   KH8760   Advanced Topics in Physical Rehabilitation Science (3)
   KH9820   Research in Kinesiology (3)
KH9960 Advanced Research Seminar in Biomechanics (3)
PT7481 Rehabilitation Biomechanics (3)
PT7482 Rehabilitation Biomechanics Lab (2)
PT8870 Neuromuscular Adaptations for Functional Activities (3)
PT8871 Skeletal Muscle Functional Lab (2)

C. Cognate Area (18)
Coursework applied to meet the cognate area requirement must be taken outside the major field of study.

Biomechanics Concentration (18):
Students pursuing a concentration in Biomechanics may use courses from the exercise physiology major area as cognate courses provided all prerequisites are met.

Exercise Physiology Concentration (18):
Students pursuing a concentration in exercise physiology may use courses from the Biomechanics major as cognate courses provided all prerequisites are met.

Required (7):
BIOL6248 Cell Physiology (4)
CHEM6610 Biochemistry II (3)
(If the students’ Doctoral Advisory Committee determines that they have met the requirements of either or both of these courses, either or both may be replaced by appropriate electives.)

Physical Rehabilitation Science Concentration (18):
Students pursuing a concentration in physical rehabilitative science may use courses from the Biomechanics and Exercise Physiology concentrations as cognate courses provided all prerequisites are met.

D. Dissertation (12)
Required (12):
KH9990 Dissertation (12)

Program total (Biomechanics): minimum of 70 semester hours
Program total (Exercise Physiology): minimum of 70 semester hours
Program total (Physical Rehabilitative Science): minimum of 67 semester hours

4360.45 School Psychology (Ph.D.)
Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The Ph.D. major in School Psychology prepares psychologists for licensure as applied psychologists and focuses on the application of psychological knowledge and skills to school related problems. The American Psychological Association accredits the program. Completion of a bachelor’s degree within a major in psychology, education, or a related field or a master’s degree in an area related to school psychology is required for admission to the program.

Program Academic Regulations
The practicum and internship (CPS 8680 and CPS 9680) are essential components of the doctoral training program in School Psychology. They provide trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the students and by the more intense nature of client contact. The practicum (CPS 8680) is a one-term, full-time experience. The doctoral internship (CPS 9680) in school psychology requires either a full time experience for one calendar year or a halftime experience for two consecutive years.

Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/
Appendix D4: A list of courses offered by the department for the past three years

Table D-1 – KH courses offered for past three years
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<tr>
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<th>LEVEL</th>
<th>COURSE</th>
<th>NUMBER OF SECTIONS</th>
<th>NUMBER OF STUDENTS</th>
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Appendix D5: Summary results of surveys

Student Survey Results:

Undergraduate Student Survey Findings
Undergraduate Student Comments
Graduate Student Survey Findings
Graduate Student Comments

Alumni Survey Results:

Undergraduate Alumni Survey Findings
Undergraduate Alumni Comments
Graduate Alumni Survey Findings
Graduate Alumni Comments

Faculty Survey Results:

Faculty Survey Results
Faculty Comments
**Faculty members in the department are interested in the academic development of undergraduate majors.**

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**The undergraduate program of study is academically challenging.**

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**Faculty in the department are appropriately prepared for their courses.**

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**I feel the undergraduate program is preparing me for my professional career and/or further study.**

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**There is open communication between faculty and undergraduate students about student concerns.**

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**Class size is suitable for effective learning.**

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*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable excluded from analysis.

**Percentile Ranking based on 26 Departments**
Faculty members in the department are interested in the academic development of undergraduate majors.

The undergraduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the undergraduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and undergraduate students about student concerns.

Class size is suitable for effective learning.
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*Mean range: 1-poor to 5-excellent; “Don’t know/not applicable excluded from analysis.
**Percentile Ranking based on 26 Departments
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of undergraduate major course offerings
Graph 13

Variety of undergraduate major course offerings

Graph 14

Clarity of degree requirements

Table 3

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Supplemental Questions Provided by the Department of Kinesiology and Health
### Table 4

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*Mean range: 1=strongly disagree to 5=strongly agree. NA (not applicable) excluded from analysis.

**Graph 16**

- **Faculty members in the department encourage and show respect for differences in students' ideas, perspectives, and contributions.**

**Graph 17**

- **Faculty members invite students to participate in scholarly activities (e.g., research projects, professional conferences, on- and off-campus lectures, service programs and/or professional associations).**
The department facilities (laboratory space, gymnasium space, etc.) and equipment are suitable and enhance the learning process.

Field placements, clinical experiences, and/or internships reinforce concepts learned in the program.

Technology is used effectively in instruction and laboratories.
The following statements are in response to the comment section in the online undergraduate student questionnaire.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

*** This document has been edited to remove individual faculty identities ***

Department of Kinesiology and Health
Undergraduate Student Comments

it would help if most people knew the answers or wehere to get answers from people, when needed instead we have to go to every single department and person who has an office to possibly and maybe finally get an answer

Course offerings limited. Some instructors really have there stuff together, while others make you feel as if you're still in high school with all the busy work they assign.

We need a full-time advisor that can fully dedicate their time and efforts for the students genuinely interested in Kinesiology and Health. We also need more practical classes where we can get hands on experience and plenty of practice for the real world. Intro to physical therapy course, leadership/coaching course, and physical education course so students will have a better understanding of what they are getting into. Especially phys ed. course b/c several students are out of shape (not setting a good example).

N/A

There just seems to be a lot of busy work.

I enjoy the program, but i feel the weakest point of the program is the labratory experience. The labs are rushed and i feel like i don't get anything out of the labs. maybe we need more labs or the ta's need to be more capable of teaching the lab. Also some teachers are really interested in challenging students others just read slides and give multiple choice tests that require no more than memorization of material, i'm not sure this is an effective way to teach upper level classes. i do like the classes offered and feel like i have learned a lot in this major.

I am a first semester freshman and have not yet had the privelige of beginning my major courses.

It is very hard to create a class schedule and get all of the classes needed each semester because most of the classes offered in a particular semester are offered at virtually the same time. It would be nice to see the faculty work together in creating class times so that there is not as much overlap in the time the classes is offered (meaning too many classes are offered at one specific time and then a 4-5 hour gap/break between the last KH class offered and the next KH class offered). There is also a problem getting into some classes that are only offered once or twice a year. There is one class with one time offered and it is usually inconvenient or too many students need that class, and it is full very quickly. Student also need more practical experience other than the internship to apply some of the skills learned in the classes.
Communication should be better between students and faculty. Plus more of an effort should be given for implementing graduating for the students who are in the Kinesiology and health programs. Directing for better options to help students graduate.

There are not enough classes offered for each course and the courses that are offered are too infrequent. Once a year for a class that we need to graduate is unacceptable. Not to mention that courses that I’ve needed to graduate are often taught at the same time as other courses. This poses a great challenge for students that need to work to support themselves, pay for school, or support families. Because of my choice in major, I have had to turn down countless job offers that would have greatly assisted me in my career, college experiences, and finances. Had I known this would happen, I would have been a biology major or something that allowed for more schedule flexibility. Life is full of challenges, but should Exercise Science majors have to face so many life decisions and challenges just to register for their classes? Need I say more?

I think that the Department of Kinesiology should consider combining some of the course requirements of students into one major course instead of 3 or 4 major courses. For example, Human Physiology, Human Anatomy, and Exercise Physiology course objectives are the same as Human Anatomy and Physiology that’s covered in the Biology Department. I know that Georgia College and State University does their course outline in this fashion and have had much success from students in the years. Also, here at Georgia State University only certain classes are given at certain semesters in the Department of Kinesiology at GSU. I don't like having to wait until I finish all my classes before I can be approved for my intern (the last semester of your Senior Year). I think that the course requirements of GSU students is very very extensive every every semester you have 3 to 4 'hard classes' that you will have to take and try to work as well and maintain your life as a college student, which in itself is hard. The Department of Kinesiology at GSU should be more student orientated which I think they, the department, lack as whole.

Not enough clarification on degree requirements Advisement needs to give out correct information Advisement are not of any help more classes need to be available each semester teaches need to work with each other instead of all of them scheduling a class at the same times

Add a lab to the athletic training class. I don't think that any other class need lose the lab pared with it for this; science majors have pabs with most of the classes.

The biggest complaint that I think could be made about the department is that it is nearly impossible to graduate on time. semester after semester I and many other students have not been able to get the classes that are needed for graduation. I could have been done with my undergrad last year and I wont be done till next year because of poor availability of classes and no real direction on what classes I should take when. I think each student should have a games plan of what classes to take when. The other comment that I have is just that I really think every student should have the opportunity to cut into a cadaver. With as much anatomy as we need to know it seems like a no brainer and I know many other schools make sure the students get hands on experience with cadavers.
Well in today's society more and more students are parents and have at least 1 or 2 kids. With this in mind the physiology applied lab needs to stay open later than 5:15 pm. With that in mind, if the lab could stay open until 8 pm it would be a great help for those who do have kids to attend to and jobs to attend to as well. With the lab closing at that time it is hard to get any practice in. Also the Blood pressure cuffs are sometimes not reading correctly. Of course the professors know what to expect because they have been doing this for 20-25 years now but when you are doing your practical and you can't hear anything or the first dub dub it sucks when you have been practicing in the lab now fail only due to technical difficulties as myself. I think they should place BP cuffs in the student rec center and also skin calipers so people can always have access to those tools. The lab is almost not fair to some students who cannot get to campus until after hours:-( Also its like the professors in the lab are in a rush as soon as 5:15 pm gets there. Hurry and rap up is the most response from them. It can really piss someone off when they do that. Here we are trying to learn instead they are pushing us out of the door. Kind of disrespectful in a way. Just because you have your PHD don't take it out on us because it takes us a little longer to understand and figure out things. Other than that everything is straight. We need to protest the student body of GSU to keep the lab open longer than the 5 o'clock shut down time. Sincerely

I do enjoy studying under the Department of Kinesiology and Health and I do understand to a certain degree why certain majors have to take certain classes. But, I do feel that certain classes that we take lean more to one major instead of the other. For example, Biomechanics or Motor Learning and Development- By taking the class I can get an understanding of how it can be affective for phys ed majors, but I personally feel that it is more useful for exercise science majors who majority are trying to get a job in the physical therapy field. Another example would be KH 2130( Intro to.....) I enjoyed taking that class, but it is required for exercise science majors to take that course and I honestly didn't see the purpose of exercise science majors taking that course because to me the course was more related to the physical education aspect of health.....but it was a fun and interesting course. But, like I mentioned earlier I can kind of see where the importance of knowledge comes in from the different classes I just feel that some class that p.e. majors take would a lot more helpful for exercise science majors and vice versa.

There needs to be more classes available to meet the population of students taking up this major.

My only concern is that I would like to see more than one professor teaching some of the 4000 courses because it put me in an unfair situation. By one professor teaching KH 4xxx or KH 4xxx does not give us(students) an option. For example, Dr. 01 is the only one teaching KH 4xxx. The time Dr. 01 teach KH 4xxx conflicts with my work schedule and I'm in his/her class now. I do understand that I am not going to get all the course that I want because of the time given, but all I ask is to give me a choice. Let me choose and not you choose for me.

An ongoing dilemma seems to be the inconsistency in curriculum and expected levels of knowledge by different instructors teaching the same course. It is frustrating for the students and the instructors to find out that certain areas that should have been covered in previous courses were not covered to an acceptable level. Additionally, it is stressful for students to find themselves facing higher expectations from one instructor than a different instructor in the same course.
I will be graduating this summer and I have been extremely disappointed with my experience in this department. I would not recommend it to anyone and if someone told me they were choosing this major I would tell them they are going to have to be prepared for a lot of setbacks. There is very little communication up front about degree requirements and expectations. It should be listed in the course catalog which courses require prerequisits, and any other special considerations. If you are new to the school (especially), but also the program, then by the time you register you don't have options for classes, and you don't have time to meet with an advisor before registering or else everything is full. For the professors in the KH office, you can not drop by and see if they are available to help you. You have to make an appointment, or deal with the less than courteous and unprofessional office staff that is between you and the professors. Professors should have more than 1 or 2 hours a week of office hours. It seems as if this department is in conjunction with the school to get as much tuition out of students as possible. It seems to be a very small department, but the scheduling is HORRENDOUS. There will be large blocks of time where nothing is offered and then there will be three classes at the same time, all of which are required. There have also been several times where a class will be posted on the schedule and then someone will just decide to cancel it or move the time and day to a completely different time. There is no way that you can work during the day, because there are very few evening options, but you may not even have a full course load, because of scheduling conflicts. The classes (for the most part) are interesting and relavant. So if there wasn't so much beauracracy, the program might be enjoyable.

Teachers need to teach the students by moduling not just giving them tons of work and not fully explaining what needs to be done.

More courses with different time schedule offering.

If a student asks a question(to anyone) that you are not sure of the answer. Just tell them I am not sure but i will look into that and let you know. Do not avoid it or make up something. Students does not ask a question for no reason.

There are not enough classes offered during terms. They fill up and there are not any others that you can take that are suitable for your schedule.

I am very frustrated with the scheduling of classes in the department. Not all of the classes are offered every semester, so scheduling classes takes planning long in advance. However, when the schedule for the upcoming semester comes out, I always have conflicts among the classes. For example, I have two classes that I need to take in the spring, and they are both scheduled at the same time, when there are many times in the schedule that have no classes. The schedule has been a consistent problem for me, every semester I have been here. On top of it, my advisor has given me little help. One of the times that I had a conflict for the upcoming semester, I brought it to his attention the day the schedule came out, two weeks before we were actually allowed to register. I asked him about it several times over the next two weeks and he always told me he was checking into it, and on the day that we were allowed to register, he told me there was nothing he could do and sent me to someone else. As for the classes, some of them are really excellent, but there are others that seem to have little purpose. One is KH 2130, the semester I took it all we covered was history, and it was history in general along with history of physical
education. We did have guest speakers talking about professions, but overall it seemed like a waste of time.

KH3500 THIS COURSE SHOULD CONTAIN A LAB

This department does not operate effectively. Many times teachers and professors cannot effectively inform students of proper processes in the department, typically because they themselves do not know or the department is constantly changing either leadership or policy. My entire time in this program had been piecemealed together with my requirements as well as haphazardly moved to graduation at a slow unorganized pace. My advisors were not useful in helping me properly plan my classes to graduate or even fulfill needed requirements. Not to mention, once graduating from the GSU KH department, we are not trained in many of the 'tricks of the trade'. We have been lectured on methods but have never actually used many of the programs discussed. Aside from one class where we were taught how to do a ergometer test, I have not been taught much else technically. Also a class that lends itself to possibly teaching techniques that could be used in the field, Athletic Training, was strictly lecture. We may learn when to use a Hip Spica Wrap, but we never actually learn how to do the hip spica wrap. As well as we may learn the proper process for a cranial nerve field test but we never go over how to actually administer it nor do we actually learn how to gauge what we would see. Basically I tell people, if they want to go to Physical Therapy school, get a Biology degree, or go somewhere else. If you want to become an athletic trainer, go somewhere else because our major does not fulfill any requirements to become one. Basically I tell people to go anywhere but GSU.

Teaching and learning, requires good structure and environment. Some of the lecture rooms are not set up for a good learning environment. Space, location and AV equipment contribute in part to the problem.

For perspective physical therapy major the requirements are unclear to me. I went to dr. 02's office to discuss this and I found out that what he/she told me, he/she told two other students different this and also my pace form on gosolar is still not updated. I think dr. 02 should make a complete list of classes students need to take (who came in on or before fall 2005) for those who want to do physical therapy or who just want to complete the exercise program period. I am also have a very difficult time with this new grading scale. Some class I work very hard at and I have an 83 in it and since this is considered a C- I feel as though I have failed myself. College is hard enough without having to add to it. Especially since I am on a scholarship

The KH 4280, Sports Psychology, class has been under new teaching instruction this fall, Mr./Ms. 03. I understand his/her desire to get the students to be as excited about the subject as he/she is, but I personally think that he/she has too many things on his/her plate to take the time to teach this class properly. It seems that he/she is giving the students busy work more so than anything. Although his/her passion about the subject does come through when he/she talks about topics in the book and his/her personal experiences, he/she also appears to be overwhelmed and the homework he/she gives us is just to keep us busy. I feel as if I'm teaching myself more so than learning from what he/she teaches in class.
I am very disappointed in the availability of classes. The times are always conflicting with other courses and the class sizes are too big. We need more professors. I also extremely disapprove of the plus and minus system which the Kinesiology department voted for. I have always earned my straight A's and now it is going to be even more difficult than the students who came before me. I am seriously considering moving my family and finding another school because of many of the poor variables that afflict Georgia State's Kinesiology program.

yall need to have more KH 3020 classes and not just one in the morning at 8am. that just to early mainly for people who stay outside of Atlanta

I wish that I would have known before I enrolled in the Exercise Science program, the true nature of the field. By this I mean all of the above: The lack of decent paying wellness positions in gyms and health clubs, the disadvantage that we have compared to business majors when it comes to managerial gym duties and promotions within companies, the lack of natural sciences including chemistry as requirements, the lack of general direction that graduates experience in this field. I am currently interning for a nice club doing a great job at wellness promotion, but I am using little to none of the hard core principles and sciences that we spend years studying and testing over. I feel like the department makes this major of exercise science sound so promising when you first start, and then when you realize the truth from professors and other graduates and or students in the Exercise Science major, a sense of deception and disbelief sets in. I work with 5-7 exercise science graduates that all get paid less that a first year elementary school teacher. I wish someone would just stand up and be honest and admit that this major holds no bearings in the job market, and that it is good for research and academia for the PHD professors and that is it. Also there is little to no room for expansion into other fields because this major is so narrow in scope. I have many friends and associates in the exercise science program and it is a little sad that most of us are hard pressed to find any direction after graduation besides extra classes and losing a year just to take classes that apply to prerequisites for graduate programs. There is a general frustration in this major and we hear rumors all the time about this major and whatnot, I am beginning to believe that these rumors hold a great bit of truth. Thank you for your concerns in this matter.

Required classes are not not offered as frequently as needed. It takes entirely to long to get out of the program

I have only had one course in the department thus far therefore, that is what my answers are based on.

Please provide more opportunities for pre-service teachers to obtain more experience working with children in the school sytems of metro Atlanta. Also, as a department, be more open and tolerate of nontraditional students especially those in teacher education. The time and expenses spent on travel to GSU's campus and to the school's can causes a financial strain. Student teaching and the curriculum block requires a student to be enrolled full time. This along with out of class work limits the ability to make a reasonable living. Usually one has to work a job part-time which limits income potential. Other than this, the Department of Kinesiology and Health is great and please continue with the greatness for it prepares a student to become an outstanding professional.
I am looking forward to being involved in this department and readying myself for my study of interest in grad school.
N = 52 (response rate = 41.3 percent)  
University (28 departments) N = 1994 (response rate = 58.1 percent)  

Table 1

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<th>Univ.</th>
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<th>SD</th>
<th>Mean*</th>
<th>% Rank**</th>
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<td>N</td>
<td>%</td>
<td>N</td>
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<td>%</td>
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<td>SD</td>
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<td>2</td>
<td>3.8</td>
<td>13</td>
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<td>The graduate program of study is academically challenging.</td>
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<td>42.3</td>
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<td>Faculty in the department are appropriately prepared for their courses.</td>
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<td>3</td>
<td>5.8</td>
<td>14</td>
<td>26.9</td>
<td>8</td>
<td>15.4</td>
<td>25</td>
<td>48.1</td>
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<td>There is open communication between faculty and graduate students about student concerns.</td>
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<td>8</td>
<td>15.4</td>
<td>8</td>
<td>15.4</td>
<td>14</td>
<td>26.9</td>
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<td>40.4</td>
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<td>Class size is suitable for effective learning.</td>
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<td>1</td>
<td>1.9</td>
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<td>7.7</td>
<td>8</td>
<td>15.4</td>
<td>37</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable excluded from analysis.
**Percentile Ranking based on 29 Departments
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the graduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and graduate students about student concerns.

Class size is suitable for effective learning.
**Table 2**

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<th>SD</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
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<td>15.4</td>
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<td>6</td>
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<td><strong>Effectiveness of teaching methods used by faculty</strong></td>
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<td><strong>Frequency of graduate course offerings</strong></td>
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<td><strong>Variety of graduate course offerings</strong></td>
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<td>19.2</td>
<td>18.3</td>
<td>34.6</td>
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*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable excluded from analysis.

**Percentile Ranking based on 29 Departments**

**Graph 7**

**Graph 8**

**Graph 9**

Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom
Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings

Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements
### Table 3

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<th>Gender</th>
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### Graph 15

![Graph showing gender distribution](image)

**Gender**

**Percent**

- Female: 60.0%
- Male: 40.0%

### Supplemental Questions Provided by the Department of Kinesiology and Health

#### Table 4

<table>
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<tr>
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<th>Strongly disagree</th>
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<td>Faculty members in the department encourage and show respect for differences in students' ideas, perspectives, and contributions.</td>
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<td>Faculty members invite students to participate in scholarly activities (e.g., research projects, professional conferences, on- and off-campus lectures, service programs, and/or professional associations).</td>
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<td>7</td>
<td>13.5</td>
<td>20</td>
<td>38.5</td>
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<td>The department facilities (laboratory space, gymnasium space, etc.) and equipment are suitable and enhance the learning process.</td>
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<td>.0</td>
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<td>3.8</td>
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<td>17.3</td>
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<td>40.4</td>
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<tr>
<td>Practicums, clinical experiences, and/or internships reinforce concepts learned in the program.</td>
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<tr>
<td>Technology is used effectively in instruction and laboratories.</td>
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<td>1</td>
<td>1.9</td>
<td>17</td>
<td>32.7</td>
<td>16</td>
<td>30.8</td>
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*Mean range: 1=strongly disagree to 5=strongly agree. Not applicable excluded from analysis.
Faculty members in the department encourage and show respect for differences in students' ideas, perspectives, and contributions.

Faculty members invite students to participate in scholarly activities (e.g. research projects, professional conference on- and off-campus lectures, service programs, and/or professional associations).

The department facilities (laboratory space, gymnasium space, etc.) and equipment are suitable and enhance the learning process.

Practicums, clinical experiences, and/or internships reinforce concepts learned in the program.

Technology is used effectively in instruction and laboratories.
Department of Kinesiology and Health
Graduate Student Comments

This is my first semester in the program and I am very disappointed in the fact the the department seems so unorganized. Sometimes I feel that my professors arent dedicated to what they do. They are involved in so many other aspects of sports at the time that the program is suffering. I have many friends that are interest in this program and I can't honestly say that its the best in the country because the faculty don't seem dedicated to the students or the program. Program requirements are not stated clearly at all. I have talked to professors and other students and have yet to get the same answer. If I had to give this program a grade it would be a b-/c+. A suggestion is to have a orientation for new graduate students so that all of this confusion and frustration that I am feeling wouldnt be so great.

I think the facilites class has many valuable field trips. Dr. 04 is readily available at any time to help with questions or concerns, this is very important to me.

I think that this program is a great program and have even recommended it to several of my coworkers.

I am working full time and I am sure that probably half of the students have some form of job. I think it would be better to offer more evening classes for working students. Internet classes are also an option if possible. Teachers should teach the material, for example 03.

The professors I have had over the past two years, during pursuit of my master's in Sports Administration have been knowledgeable, effective instructors. They have prepared me for numerous careers in the sports industry. I am so pleased to have been a part of this program!
Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable” excluded from analysis.

**Percentile Ranking based on 25 Departments
Faculty members in the department were interested in the academic development of undergraduate majors.

The undergraduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the undergraduate program prepared me for my professional career and/or further study.

There was open communication between faculty and undergraduate students about student concerns.

Class size was suitable for effective learning.
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**Percentile Ranking based on 25 Departments

### Graphs

#### Graph 7

- **Title:** Academic advisement available in the department
- **Data:**
  - Poor: 2
  - 3: 3.4
  - 4: 5.1
  - Excellent: 15

#### Graph 8

- **Title:** Career advisement available in the department
- **Data:**
  - Poor: 3
  - 3: 5.1
  - 4: 10
  - Excellent: 16

#### Graph 9

- **Title:** Availability of faculty to students outside the classroom
- **Data:**
  - Poor: 0
  - 3: 5.1
  - 4: 11
  - Excellent: 16
Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of undergraduate major course offerings

Graph 13

Variety of undergraduate major course offerings

Graph 14

Clarity of degree requirements
Table 3

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Graph 15

![Bar Graph](chart.png)
The following statements are in response to the comment section in the undergraduate alumni questionnaire.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

*** This document has been edited to remove individual faculty identities ***

KINESIOLOGY UNDERGRADUATE COMMENTS

Emphasis a little more on nutrition if wanting to go into personal training.

Frequency and availability of courses was insufficient for the amount of students within the college. Undergraduate advisement was poor concerning internship requirements and post graduation preparedness. However, courses were challenging and educationally worthwhile.

Survey should have been sent out earlier. Several things may not be accurate because it was a while ago. Overall, great department. I was well prepared for physical therapy program. Add more classes for the PT graduate program.

My last two semesters before internship I could only get two classes each semester because the classes are offered at the same times. It delayed my graduation by a few semesters.

I was very happy with GA state’s program. It prepared me for teaching and helped find me a job.

I feel that the academic requirements forced me to buckle down and focus on what I was in school for.

The health and physical education department did an amazing job preparing me for my career. So many of my coworkers are shocked that I am a first year teacher and I give all that credit to this program.

Dr. 05 and Mr./Ms. 06 were excellent instructors and prepared me adequately for the CTRS exam and for life as a professional. I also enjoyed Dr. 07 as an exercise phys professor. He/she inspired me to continue education and I am now seeking a Master’s at UGA. In my opinion, the kinesiology department @ GSU is more caring and genuine than UGA and prepares one more for real life.

My experience was mainly within the Recreation and Leisure studies program. The program was excellent. Other KH classes outside of RCLS were also good classes.

Overall – KH was a good department. For those students interested in fields other than cardiac rehab (i.e. physical therapy) – there was not as much guidance to go into such fields, should be able to intern in a specific field of interest not just cardiac rehab.

The classes need to be more challenging and advanced so that it does not feel like just samples of different topics. The degree should require all students to be certified in order to graduate. All
jobs want the applicants to hold current certifications. Give students ideas on what is possible with a degree besides PT.

I learned a lot from this program because I had a strong desire to learn, but far too many students (especially athletes) were given B’s and C’s when D’s and F’s were earned. That and course offering frequency were my main concerns.

I would like to see more classes added (increased variety of times to take recommended classes) I took at least 15/16hrs per semester and still had to take summer school for 2 classes because the times offered did not fit my schedule. More teachers, more classes.

I really enjoyed the professors and the quality of the professors. A good professor, such as the ones in that program, make a huge difference and I appreciated that. I do think that physics and chemistry should be required considering they are major aspects of learning about the body.

Suggestion – more classes modeled after personal training. Maybe after a course on ACSM HFI or NSCA –CSCS with the certification exam at the end. Not all of us want to be in Cardiac Rehab.

Have an EKG class and a Cardiac Rehab class separate instead of together like it used to be.

Great program! I learned a lot but I feel that it was not academically challenging enough. More emphasis on clinical ex. phys. and cardiac rehab would be very beneficial. A cardiac medications class would be beneficial. Cardiac rehab and EKG class should not have been combined too much important information to learning in one class.

There was one experience I had in a class where a professor I felt used the students in the class to help his/her accomplish one of his/her outside projects and tried to make the connection between the class and his/her outside project, but it really did not connect and wasn’t productive.

The program at GSU has really prepared me in my career. I wish I were given more options as far where to go with the degree after graduation. I have had to research on my own options to figure what would work best for me.

It would be beneficial to offer a program for those wishing to focus on clinical exercise science versus those focused on sports/fitness training. Specifically: offer gross anatomy (required for most Physical Therapy programs as well as P.A.) combine anatomy and athletic training: eliminate redundancy of physiology and exercise phys. Teach cardio pulmonary physiology and EKG – teach it over 2 semesters.

The classrooms are too small.

It was very tough getting the classes needed most of the time.

The program needs major improvement. I feel the faculty were more concerned with their individual projects and outside responsibilities than the success of their students. I also feel more
career advisement is needed. Many students graduate and are either ill prepared for graduate study or are not able to really use the majors they worked hard for.

I always felt that the professors were very current in research in the field and were always helpful in trying to get the students to understand and learn the material.

The anatomy course needs to have a lab. I had to take a 2nd anatomy class to fulfill my PT school requirements.

Class times were not convenient!

Some classes were not offered frequently which made it hard to graduate on time. Plus, classes needed filled up quickly, again, making it hard to take classes I needed.

I do not feel that the kinesiology dept. prepared me for the real world or the working environment.

Maybe implement lab with Anatomy. Advise students of courses to take who are interested in physical therapy. If possible try to offer courses every semester. Overall, I enjoyed the department and professors were great and accessible.
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**Percentile Ranking based on 27 Departments
Faculty members in the department were interested in the academic development of graduate majors.

The graduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the graduate program prepared me for my professional career and/or further study.

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**Percentile Ranking based on 27 Departments
Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings

Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements
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*** This document has been edited to remove individual faculty identities ***

KINESIOLOGY AND HEALTH
GRADUATE COMMENTS

Losing 08 as one of your main professors was something the program and the university could not afford to do. He/she truly cared about the program and the students involved.

Throughly enjoyed the program, faculty and staff. Well prepared me for career in sports business but no help with jobs post graduate. Dr. 08 was an exceptional addition to program which will hurt program with his/her departure.

Dr. 04 should be a research professor only. He/she is an excellent researcher, as is evident by his/her acclaim and book. But as a teaching professor he/she is not prepared and not available to his/her students unless it serves his/her own needs.

I wish there had been more career assistance. That was the thing I felt was extremely lacking.

Get rid of Dr. 04!

I was a student under the faculty chair – Dr. 09 and he/she ran an exceptional department. Professors during his/her administration were timely, available, well-prepared – it was an exceptional experience for me!

Some instructors seemed to care about their students, but Dr. 04 seemed to concerned with his/her research to even talk with students outside of class.

Dr. 05 and 08 were fantastic professors

04 is hurting the program. 08 was the best teacher in the department.

1. For my CAR project, I felt my professor should have taken into account that my undergraduate degree and professional background was in Special Education and should have advised me to do something more along behavioral rather than physical. My lack of knowledge in kinesiology I believe held me back from a more successful CAR
2. I was not advised what to do for graduation. As a result I did not graduate in June as I should have.
Program is not up to standard with other similar programs across the country. Some course requirements were laughable in their relevance to the field of study. Program need an overhaul.

The personal issues between certain faculty members put the students in the program in an awkward position. I’m glad Dr. 09 has returned to the program to give it some stability and return order.

My experience at Georgia State was challenging and motivating. In large part due to the dedication of 10.

In regards to #3, there were only two professors that I felt could have been better prepared and more organized.

I would have preferred more challenging courses. I want to be pushed/stretched. Also, career cand would be a great part to add to the advisers role in order to best advise student toward carrer path. 11, 05, 12 and 07 were outstanding teachers.

My only suggestion is that the timeline for returning the results from comprehensive exams should be addressed.

A better link between Academics and the workforce. Develop a program or network of job opportunities or companies. Looking for individuals who have a kinesiology and health background. Giving students better opportunities and options in field of interest.

Attending Georgia State was the best choice I have ever made when it comes to my education. The program was excellent – from the course work to the faculty. I would not hesitate encouraging anyone to apply to GSU if they wanted to pursue a graduate degree in Exercise Science/Physiology. I felt I got more than my money’s worth and I was paying out of state tuition.

I was an out of state student and fell the money was well spent. Faculty was excellent.

Of the 2 main professors at Ga. State, during my time in the graduate program Dr. 08 was excellent in all of the questions above. However Dr. 04 was closer to poor on this scale.

Faculty and staff were very helpful and willing to assist me.

Dr. 09 was a class act. Dr. 05’s facilities class was first rate. Dr. 04 was NOT accessible to students at all. It is too difficult to access the instructors. There is a layer of security in that office. It should not be like that. Students should be able to come and go as they please and drop in.

The faculty is excellent. All the professors excel in their respective fields. Practical application needs to increase.
Explanations for questions
Sports Medicine
Section 1
1. More interested in telling us what we didn’t know
2. Most definitely not.
3. As for notes yes, but not with knowledge. We asked questions and there was a “beat around the bush” answer. Makes the teacher seem as if they don’t know the answer.
4. Graduate program (academically) – No. GA placement and clinical work – yes
5. Yes open communication that always led to an argument.
6.
Section 2
7. We were told what classes to register for
8. No resume building
9. Could always reach by phone
11.
12. Set schedule for all semesters
13. Set schedule for all semesters
14. On internet yes. Within each class not as much.

Dr. 04 very helpful – developed a great program. Need to have a doctoral program for sports marketing.

I hope the faculty of the sports administration program has been replaced. Advisement was poor and students were put in the middle of faculty bickering.

Dr. 09 was the best professor I ever had.

You dramatically reduced the value of the degree the day you let 08 go! He/she was the only professor who refused to settle with the complacency that has overcome the other faculty.

I feel that the major as a whole should be a part of the Business School to add to the overall strength and value of the degree. More business courses should definitely be added to the program.

I would like to see improvement made in linking graduate students to professional opportunities. It was my experience that the links of the department were in education, cardiac rehab and a little fitness management. Providing a link of science to the business world would be helpful. Cardiac rehab and fitness management have low pay ceilings. After a long search I landed a job as a clinical applications specialist with a medical device company.
Table 1

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<td>Variety of advanced course offerings</td>
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<td>Clarity of departmental goals for the next two years</td>
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<td>.0</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>13.3</td>
<td>8</td>
<td>53.3</td>
<td>4</td>
<td>26.7</td>
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<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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*Mean range: 1-poor to 5-excellent; “Don’t know/not applicable” excluded from analysis.
**Percentile Ranking based on 30 Departments

Graph 1  
[Bar chart showing data for Scholarship of the faculty in the department]

Graph 2  
[Bar chart showing data for Frequency of required course offerings]

Graph 3  
[Bar chart showing data for Variety of advanced course offerings]
Table 2

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<tr>
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<th>Don’t know/not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>% Rank**</th>
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<tr>
<td>The department’s program of study is academically challenging.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>40.0</td>
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<td>60.0</td>
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<td>0</td>
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<td>Faculty in the department work together toward program goals.</td>
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<td>2</td>
<td>13.3</td>
<td>0</td>
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<td>2</td>
<td>13.3</td>
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<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
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<td>6.7</td>
<td>1</td>
<td>6.7</td>
<td>1</td>
<td>6.7</td>
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<td>60.0</td>
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<td>20.0</td>
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<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
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<td>Guidelines regarding job performance are clear to faculty in the department.</td>
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<td>0</td>
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<td>1</td>
<td>6.7</td>
<td>8</td>
<td>53.3</td>
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<td>33.3</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable” excluded from analysis.

**Percentile Ranking based on 30 Departments
The department's program of study is academically challenging.

Faculty in the department work together toward program goals.

In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.

Guidelines regarding job performance are clear to faculty in the department.
### Table 3

<table>
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<th>Significantly too much emphasis</th>
<th>Don't know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
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<td>N %</td>
<td>N %</td>
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<td>SD</td>
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<td>3</td>
<td>20.0</td>
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<td>46.7</td>
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*Mean range: 1-significantly too little emphasis to 5-significantly too much emphasis; “Don’t know/not applicable” excluded from analysis. **Percentile Ranking based on 30 Departments

---

**Graph 12**

![Graph 12](image1)

**Graph 13**

![Graph 13](image2)

**Graph 14**

![Graph 14](image3)
**Graph 15**

![Bar chart showing teaching significance](chart.png)

**Table 4**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not applicable</th>
<th>Univ.</th>
<th>Yes %</th>
<th>No %</th>
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<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
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<td>5</td>
<td>1</td>
<td>6.7</td>
<td>47.2</td>
<td>52.8</td>
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<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>13.3</td>
<td>61.6</td>
<td>38.4</td>
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<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>13.3</td>
<td>67.3</td>
<td>32.7</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>13.3</td>
<td>74.5</td>
<td>25.5</td>
</tr>
</tbody>
</table>
Have you ever been the editor of any journals or served on any editorial boards in your field?

Have you been awarded any grants from Georgia State University to support research in your field?

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
### Table 5

<table>
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<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 or more</th>
<th>Not applicable</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

| How many professional articles or chapters in books have you published in the last five years? | 1 6.7 0 0 2 13.3 1 6.7 8 53.3 3 20.0 | 3.25 1.28 2.68 78 |
|---|---|---|---|---|---|---|---|---|
| How many authored books or edited books have you published in the last five years? | 8 53.3 2 13.3 1 6.7 1 6.7 0 0 3 20.0 | .58 .996 .40 82 |
| How many monographs, manuals, or reviews have you published in the last five years? | 7 46.7 4 26.7 0 0 1 6.7 0 0 3 20.0 | .58 .900 .89 27 |
| How many formal presentations have you given at professional meetings over the last five years? | 0 0 1 6.7 0 0 4 26.7 8 53.3 2 13.3 | 3.46 .877 3.00 82 |
| How many formal presentations have you given at other colleges or institutions over the last five years? | 2 13.3 6 40.0 2 13.3 0 0 2 13.3 3 20.0 | 1.50 1.31 1.72 82 |

*Mean range: 0-0, 1-1-2, 2-3-4, 3-5-6, 4-7 or more; "Not applicable excluded from analysis.

**Percentile Ranking based on 30 Departments

**Graphs:**
- **Graph 20:** How many professional articles or chapters in books have you published in the last five years?
- **Graph 21:** How many authored books or edited books have you published in the last five years?
- **Graph 22:** How many monographs, manuals, or reviews have you published in the last five years?
Supplemental Questions Provided by the Department of Kinesiology and Health

Table 6

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you received grants, awards, or other professional recognition for your teaching activities?</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Have you received grants, awards, or other professional recognition for your service activities?</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
Graph 25

Have you received grants, awards, or other professional recognition for your teaching activities?

Graph 26

Have you received grants, awards, or other professional recognition for your service activities?

Table 7

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>The department facilities and equipment available to faculty are suitable for instructional and scholarly activities.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>6.7</td>
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<tr>
<td>The department resources are suitable for encouraging improvement in teaching effectiveness.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>6.7</td>
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<tr>
<td>Faculty have directly assisted graduates in attaining positions of local, regional and national importance in their fields.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>7.1</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree
The department facilities and equipment available to faculty are suitable for instructional and scholarly activities.

The department resources are suitable for encouraging improvement in teaching effectiveness.

Faculty have directly assisted graduates in attaining positions of local, regional, and national importance in their fields.
The following statements are in response to the comment section in the online faculty questionnaire.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

Department of Kinesiology and Health
Faculty Comments

BASED ON THE RESOURCES WITHIN THE DEPARTMENT, THE FACULTY DO AN EXCELLENT JOB AND PRODUCE SOME EXCELLENT PROGRAMS.
Appendix D6: Undergraduate and graduate advisement procedures

Undergraduate Student Advisement
   B.S. Exercise Science
   B.S.E Health and Physical Education

Graduate Student Advisement
   M.S. Exercise Science
      Biomechanics Concentration
      Exercise Physiology Concentration
      Fitness and Health Promotion Concentration
   M.Ed. Health and Physical Education
      Non-T4 Program
      Health Emphasis
   M.S. Sports Administration
   M.S. Sports Medicine
   Ph.D. Kinesiology
Department of Kinesiology and Health
Master of Science Degree
Sports Administration

Advising Sheet

Name: ___________________________  Advisor: ___________________________
Panther ID Number: _______________  UG Degree: _________________________
Phone: ___________________________  Institution: ___________________________
Email: ___________________________  Require Prerequisites?  Yes   No

Check the current catalog for program requirements.

Recommended Schedule

Semester 1:  KH 6380 Introduction to Sport Administration
              KH 7200 Cultural Aspects of Sport

Semester 2:  Research Course
              KH 7410 Sport Marketing

Semester 3:  KH 7610 Sport Law
              Concentration Course

Semester 4:  KH 6560 Budgeting and Finance in Sport
              Concentration Course or Elective

Semester 5:  KH 7150 Development and Revenue Generation in Sport
              Concentration Course or Elective

Semester 6:  Internship

Other Program Requirements Completed:

______  Computer Skills Exam:  Date__________
______  Comprehensive Exam:  Date__________
Program of Study: Please check each course as taken.

Core:
______ KH 6380 Introduction to Sports Management (3)
______ KH 7200 Cultural Aspects of Sport (3)

Research: Select one (3):
______ EPRS 7900 Methods of Research in Education (3)
______ KH 7820 Research Design (3)
______ Mk 8200 Marketing Research (3)

Major:
______ KH 6560 Budgeting and Finance in Sports and Recreation (3)
______ KH 7150 Development and Revenue Generation in Sports (3)
______ KH 7410 Sports Marketing and Promotions (3)
______ KH 7610 Sports Law (3)
______ KH 7662 Internship in Sports Management I (3)
______ KH 7662 Internship in Sports Management II (3)

Concentration: Record the selected concentration and courses as taken.
Concentration selected: __________________________

Courses Taken:

1. Facilities Management Concentration
   ____ Required (3): KH 7380 Planning and Management of Sports Facilities (3)
   ____ Electives (6.0): ___________________ ___________________ 

2. School, College, and Professional Sports Management Concentration
   Required (6):
   ____ KH 7100 Administration of Sports Programs (3)
   ____ KH 7380 Planning and Management of Sports Facilities (3)
   ____ Elective (3.0): ___________________

3. Sports Clubs and Fitness Management Concentration
   Required (9):
   ____ KH 7380 Planning and Management of Sports Facilities (3)
   ____ KH 7500 Physiology of Exercise (3)
   ____ KH 7630 Fitness Program Management (3)

4. Sports Information Concentration
   Select two (6):
   ____ COMM 6600 Media Management and Marketing (3)
   ____ COMM 6610 Desktop Editing and Publishing (3)
   ____ COMM 6630 Public Relations Writing (3)
   ____ Elective (3.0): ___________________

5. Sports Marketing and Promotions Concentration
   Select two (6):
   ____ Mk 8100 Buyer Behavior (3)
Mk 8300 Marketing Communications and Promotions (3)
Mk 8340 Sales Management (3)
Mk 8600 International Marketing (3)
Elective (3.0): __________________
# Advising Form

**Tentative Course Recommendations**

<table>
<thead>
<tr>
<th>Name: ______________________________</th>
<th>Date: ____________________________</th>
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<table>
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</tbody>
</table>

**Other Courses Outstanding:** __________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Semesters when classes are scheduled to be taught:

KH 2130, 2220, 2230, 3000, 3500, 3600, 3610, 3650, 4360, 4600 and NUTR 4960 are all taught Fall, Spring and Summer

KH 3550, 4280, 4290, 4630 are taught Fall and Summer

KH 3020, 3390, 4300, and 4350 are taught Spring and Summer

KH 4750 and 4760, Internships can only be taken when all other coursework is completed and they can be done Fall, Spring or Summer

Undergraduate Exercise Science Program Flow Chart

2000 level courses should be taken before 3000 level courses and 3000 level courses should be taken before 4000 level courses
Undergraduate Exercise Science Program

Example of a planned program

This sample program is for course work appropriate to the major and major courses. These two areas include 72 of 120 hours required to earn a degree at Georgia State University. The sample schedule starts at the last semester of the sophomore year and goes through graduation. Students should have completed core requirements by this time. Thus students who have completed core requirements, make “C” or better grades and start this sample schedule spring semester could graduate in two and one-half years. Remember that a full course load is 15 semester hours. The sample program is set up to ensure that all prerequisites are completed in the appropriate order.

Sophomore Year Spring Semester
• KH 2220 Musculoskeletal Function and Human Performance I (3)
• KH 2230 Musculoskeletal Function and Human Performance II (3)
• KH 2130 Introduction to the Allied Fields of Health, Physical Education, and Fitness (3)
• BusA 2106 The Environment of Business (3)
• EPY 2050 Human Growth and Development (3)
• IT 2010 Introduction to Microcomputing (3)
Total semester hours 18

Junior Year Fall Semester
• KH 3000 Personal Health and Wellness (3)
• KH 3390 Advance First Aid and Emergency Care (3)
• KH 3500 Athletic Training and Conditioning (3)
• KH 3650 Physiology of Exercise (3)
• KH 4280 Psychology of Physical Activity (3)
Total semester hours 15

Junior Year Spring Semester
• KH 3020 Performance and Analysis Area II Fitness and Aerobics (2)
• KH 3610 Motor Learning and Motor Development (4)
• KH 4630 Fitness Assessment & Exercise Prescriptions (3)
• KH 4360 Clinical Exercise Physiology (3)
• KH 4300 Neuromuscular Physiology and Plasticity (3)
Total Semester Hours 15

Summer Term
• KH 3550 Test, Measurement & Evaluation (3)
• KH 3600 Biomechanics (3)
• Elective I (3)
Total semester hours 9

Senior Year Fall Semester
• KH 4290 Cardiopulmonary Physiology (3)
• KH 4350 Fitness Program Management (3)
• KH 4600 Advanced Biomechanics for Exercise Science (3)
• NTD 4960 Nutrition and Physical Fitness (3)
• Elective II (3)
Total Semester hours 15

Senior Year Spring Semester
• KH 4750 Practicum in Exercise Science I (3)
• KH 4760 Practicum in Exercise Science II (3)
Total Semester Hours 6

Total Hours in the sample program 72
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title &amp; semester hour credit</th>
<th>Prerequisite</th>
<th>Departmental authorization</th>
<th>Teacher Ed. Required &amp; special authorization req.</th>
<th>Semester offered</th>
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<tr>
<td>EDUC 2110</td>
<td>Investigating Critical and Contemporary Issues in Education (3) (Former EPSF 2010)</td>
<td></td>
<td></td>
<td>Required for admission to TE; minimum grade: C</td>
<td>Fall, Spring, Summer</td>
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<td>EDUC 2120</td>
<td>Exploring Socio Cultural Perspectives on Diversity (3)</td>
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<td>EDUC 2130</td>
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<td>EXC 4020</td>
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<td>KH 2220</td>
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<td>Fall, Spring, Summer</td>
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<tr>
<td>KH 2230</td>
<td>Musculoskeletal Function and Human Performance II(3)</td>
<td>Prereq for KH 3650</td>
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<td>KH 3000</td>
<td>Personal Health and Wellness (3)</td>
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<td>Fall, Spring, Summer</td>
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<tr>
<td>KH 3010</td>
<td>Performance and Analysis 1: Movement &amp; Rhythms (3)</td>
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<td>KH 3020</td>
<td>Performance and Analysis 2: Training &amp; Fitness (2)</td>
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<td>KH 3030</td>
<td>Performance and Analysis 3: Team Sports (2)</td>
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<td>KH 3040</td>
<td>Performance and Analysis 4: Lifetime Sports (2)</td>
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<td>Fall, May Mester</td>
</tr>
<tr>
<td>KH 3050</td>
<td>Performance and Analysis 5: Outdoor &amp; Adventure Activities (2)</td>
<td></td>
<td>yes</td>
<td></td>
<td>Spring, May Mester</td>
</tr>
<tr>
<td>KH 3100</td>
<td>Instructional Technology in HPE (3)</td>
<td>Prereq. For Instructional Block</td>
<td>yes</td>
<td></td>
<td>Spring Only</td>
</tr>
<tr>
<td>*KH 3200</td>
<td>Instructional Skills for Health and Physical Education, P-12 Includes a field experience lab (4)</td>
<td>Prereq. For Block; must have taken KH 3410 &amp; 3420</td>
<td>yes</td>
<td></td>
<td>Spring ONLY</td>
</tr>
<tr>
<td>*KH 3410</td>
<td>Assessment in HPE (3)</td>
<td></td>
<td></td>
<td></td>
<td>Fall ONLY</td>
</tr>
<tr>
<td>*KH 3420</td>
<td>Curriculum in HPE (1-3)</td>
<td>Prereq for KH 3200</td>
<td>yes</td>
<td></td>
<td>Fall ONLY</td>
</tr>
<tr>
<td>KH 3600</td>
<td>Biomechanics (3)</td>
<td>KH 2220 req.</td>
<td>yes</td>
<td></td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>KH 3610</td>
<td>Motor Learning and Development (4)</td>
<td></td>
<td></td>
<td></td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>KH 3650</td>
<td>Physiology of Exercise (3)</td>
<td>KH 2230 req.</td>
<td>yes</td>
<td></td>
<td>Fall, Spring, Summer</td>
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<tr>
<td>*KH 3700</td>
<td>Sexuality Education Inclusive of Special Needs Students (3)</td>
<td></td>
<td></td>
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<tr>
<td>*KH 4510</td>
<td>Contemporary Instructional Models for Pre-K and Elementary Physical Education (3)</td>
<td>KH 3100, 3200, 3410, 3420; Prereq for ST</td>
<td>TE required</td>
<td></td>
<td>Fall ONLY</td>
</tr>
<tr>
<td>*KH 4520</td>
<td>Contemporary Instructional Models for Secondary Physical Education (3)</td>
<td>KH 3100, 3200, 3410, 3420; Prereq for ST</td>
<td>TE required</td>
<td></td>
<td>Fall ONLY</td>
</tr>
<tr>
<td>*KH 4530</td>
<td>Contemporary Instructional Models for Health Education (3)</td>
<td>KH 3100, 3200, 3410, 3420; Prereq for ST</td>
<td>TE required</td>
<td></td>
<td>Fall ONLY</td>
</tr>
<tr>
<td>*KH 4540</td>
<td>Contemporary Instructional Models for Adaptive and Inclusive Physical Education (3)</td>
<td>KH 3100, 3200, 3410, 3420; Prereq for ST</td>
<td>TE required</td>
<td></td>
<td>Fall ONLY</td>
</tr>
<tr>
<td>*KH 4650</td>
<td>Opening School Experience (0)</td>
<td>Take with the Block or with Fall ST</td>
<td>TE required</td>
<td></td>
<td>Fall ONLY</td>
</tr>
<tr>
<td>KH 4710</td>
<td>Student Teaching in HPE  P-5 (6)</td>
<td>All coursework</td>
<td>TE required</td>
<td></td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>KH 4720</td>
<td>Student Teaching in HPE  6-12 (6)</td>
<td>All coursework</td>
<td>TE required</td>
<td></td>
<td>Fall, Spring</td>
</tr>
</tbody>
</table>
**Important Advisement notes:**

1. Call 404-413-8050 for departmental authorization to take KH courses. If the class is full, call back and have your name put on the waiting list/overflow list.
2. There are several items that determine graduation date. One of which is a critical sequence of classes listed below in the first row.
3. All the other courses listed on the front page must be taken prior to student teaching.
4. It is important to take the courses in the sequence that is suggested so that your graduation isn’t delayed. Call your assigned advisor at 404-413-8050 for additional information.

<table>
<thead>
<tr>
<th>Fall Semester Junior Year</th>
<th>Spring Semester Junior Year</th>
<th>Summer Semester Junior Year</th>
<th>Fall Semester Senior Year</th>
<th>Spring Semester Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must Take KH 3410 &amp; 3420. These courses are prerequisites for KH 3200 &amp; 3100 and are only offered in the Fall.</td>
<td>Must take KH 3200 &amp; 3100 - These courses are only offered in the Spring. Prerequisites &amp; permission of advisor: KH 3410 &amp; 3420.</td>
<td>Must take KH 3700 this semester if you have not already taken prior to start of Junior year.</td>
<td>Take KH 4650, 4510, 4520, 4530, &amp; 4540 – This is the known as the Instructional Block. These classes meet daily from 8-12. Prerequisites &amp; permission of program faculty: KH 3100, 3200, 3410 &amp; 3420</td>
<td>Take KH 4710 &amp; 4720 – This is student teaching. All courses must be completed prior to student teaching.</td>
</tr>
<tr>
<td>Participate in Departmental Interview and Writing Sample. Information will be given to you during KH 3410 &amp; 3420.</td>
<td>Complete Student Teaching Application by Feb. 1 deadline. Submit Teacher Education Application along with background check by August 1.</td>
<td></td>
<td>Take GACE Content Assessment for Health &amp; PE towards the end of this semester or beginning of Student Teaching unless you have already passed PRAXIS II. This is a prerequisite for certification.</td>
<td>Complete Certification Application during COE Student Teacher Final Seminar.</td>
</tr>
<tr>
<td>Take the Regents Exam if applicable. Contact Student Advisement Center @ 404-463-9500 for information. Exam date is posted in the online Registration Guide.</td>
<td>Apply for Graduation. Spring – June 1 Fall – March 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take and pass GACE I or passing Praxis I scores or provide equivalent scores from GRE/SAT/ACT.</td>
<td>Make sure your 1st Aid &amp; Community CPR is current. Copies of your certification cards will need to be submitted.</td>
<td></td>
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</tr>
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</table>
# HPE Course Advisement Form – Suggested Course of Study (Rev. April 2007)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student Panther Id #:</th>
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<tbody>
<tr>
<td>Address:</td>
<td>City:</td>
</tr>
<tr>
<td>Best contact number: (              ) - ___________ - _____________</td>
<td>E-Mail: __________________________________________________</td>
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</table>

<table>
<thead>
<tr>
<th>Date: dd/mm/yy</th>
<th>Appoint/phone email/drop-in</th>
<th>Student Status: (current/new/non T-4, re-entry/ prospective/other)</th>
<th>Advisement Notes: (GPA, GACE or equivalent/ semester applying for/etc.)</th>
<th>Adv. Initials</th>
</tr>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

I understand that this is not a contract and is only a suggested course of study. However, failure to take certain prerequisite courses\* will delay graduation by one year. Refer to Current List of Initial Certification Courses and Advisement Information Form.

Print Name: ____________________________________________

Signature: ____________________________________________ Date of initial advisement: _____________________
<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>May Mester 3 weeks daily</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>May Mester 3 weeks daily</th>
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<td>KH 2220 (3)</td>
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<td>KH 2220 (3)</td>
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<td>KH 2130 (3)</td>
<td>KH 2130 (3)</td>
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<td>KH 3020 (2)</td>
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<td>KH 3020 (2)</td>
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<tr>
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<td>Summer 6 or 7 weeks</td>
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<td>Summer 6 or 7 weeks</td>
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<tr>
<td>(KH 3390, 3270, 3060 or NUTRI 3100 – 06 catalog only)</td>
<td>(KH 3390, 3270, 3060 or NUTRI 3100 – 06 catalog only)</td>
<td>(KH 3390, 3270, 3060 or NUTRI 3100 – 06 catalog only)</td>
<td>(KH 3390, 3270, 3060 or NUTRI 3100 – 06 catalog only)</td>
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<td>EDUC 2130 (EPY 2050)</td>
<td>EDUC 2130 (EPY 2050)</td>
</tr>
</tbody>
</table>
| *Classes in BOLD PRINT are offered once a year. The following courses must be taken in this sequence: 1st - KH 3410 & 3420, 2nd - KH 3200, 3rd - KH 4510, 4520, 4530, 4540 & 4650 All Courses must be taken prior to student teaching.
Memorandum

August 22, 2007

To: HPE Initial Certification Program Candidates

From: HPE Program Faculty

You are at Step One, beginning stage for entry into the HPE teacher certification programs. However, entry into the program does not guarantee continuation or graduation from the program and recommendation for certification.

At each step on your way to becoming a certified teacher you 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 retaking courses; taking additional courses; and taking speech or writing workshops to name a few.

As the courses progressively become more field-based; program faculty, cooperating teachers, and school administrators may also recommend that you 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 our program also 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.

To continue in the program you must successfully complete the requirements/courses listed on the back along with any Professional Development Plans (PDP) recommended for you.

Please see individual syllabi for expected professional behaviors in each class throughout your program.
Step 1: Pass Departmental Interview and Writing Sample (This occurs during KH 3410 or 3420)

PDP Options: Take writing or speech classes, clinics, or workshops or recommended to change programs

Step 2: Pass KH 3410 & 3420 with a “C” or better and recommendation from instructor to take KH 3200.

PDP Options: Retake course and/or additional courses or recommended to be removed from program by program faculty

Step 3: Pass KH 3200 with a “C” or better and recommendation from instructors to take KH 4510, 4520, 4530, 4540 & 4650 (Block Classes) for undergraduate students. Graduate students will take equivalent courses recommended by graduate advisor. You must also meet all Teacher Education (TE) requirements.

PDP Options: Retake course and/or additional courses or recommended to be removed from program by program faculty.

Step 4: Pass all Block Classes with a “C” or better and recommendations from all instructors to Student Teach and take Opening School. (Undergraduates) Pass all graduate equivalent courses with a “B” or better and have recommendation from graduate advisor to student teach and take Opening School (KH 4650).

PDP Options: Retake course and/or additional courses or recommended to be removed from program by program faculty.

Step 5: Pass both sections of Student Teaching with a “C” or better. (Undergraduate) Graduate students must take and pass one section of student teaching. All initial certification students must take and pass Opening School Experience with an “S”.

PDP Options: Retake student teaching or be removed from program by program faculty.

Step 6: Recommendation for Certification with graduation from program and passing teacher certification test (GACE II unless you have already passed PRAXIS II).

PDP options: None
Initial Certification Contract of Understanding

I (Print Name) _________________________________________ have read all the materials related to Step One involving professional behaviors and expectations.

_____ I understand that continuation and graduation from the HPE initial certification programs is a privilege granted to teacher candidates who have met all of the qualifications and have the HPE faculty recommendation to participate in the experience.

_____ I have read and agree to follow the Code of Ethics for Educators established by the Professional Standards Commission.

_____ I agree to read and follow the Student Code of Conduct at Georgia State. (See Office of the Dean of Students Website)

_____ I understand that the consequences for violating any HPE policies, Code of Ethics policies and/or Student Code of Conduct policies may result in removal from a course with a WF and/or possible removal from the program.

By signing below I agree to abide by the policies and procedures set forth in this document and to take responsibility for my own actions.

Signature: ________________________________________________

Date: _____________________________________________________
Memorandum

January 9, 2007

To: HPE Initial Certification Program Candidates

From: HPE Program Faculty

You are at Step Two, for entry into the HPE teacher certification programs. However, entry into the program does not guarantee continuation or graduation from the program and recommendation for certification.

At each step on your way to becoming a certified teacher you 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 retaking courses; taking additional courses; and taking speech or writing workshops to name a few.

As the courses progressively become more field-based; program faculty, cooperating teachers, and school administrators may also recommend that you 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 our program also 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.

To continue in the program you must successfully complete the requirements/courses listed on the back along with any Professional Development Plans (PDP) recommended for you.

Please see individual syllabi for expected professional behaviors in each class throughout your program.
Step 1: Pass Departmental Interview and Writing Sample (This occurs during KH 3410 or 3420)

PDP Options: Take writing or speech classes, clinics, or workshops or recommended to change programs

Step 2: Pass KH 3410 & 3420 with a “C” or better and recommendation from instructor to take KH 3200.

PDP Options: Retake course and/or additional courses or recommended to be removed from program by program faculty

Step 3: Pass KH 3200 with a “C” or better and recommendation from instructors to take KH 4510, 4520, 4530, 4540 & 4650 (Block Classes) for undergraduate students. Graduate students will take equivalent courses recommended by graduate advisor. You must also meet all Teacher Education (TE) requirements.

PDP Options: Retake course and/or additional courses or recommended to be removed from program by program faculty.

Step 4: Pass all Block Classes with a “C” or better and recommendations from all instructors to Student Teach and take Opening School. (Undergraduates) Pass all graduate equivalent courses with a “B” or better and have recommendation from graduate advisor to student teach and take Opening School (KH 4650).

PDP Options: Retake course and/or additional courses or recommended to be removed from program by program faculty.

Step 5: Pass both sections of Student Teaching with a “C” or better. (Undergraduate) Graduate students must take and pass one section of student teaching. All initial certification students must take and pass Opening School Experience with an “S”.

PDP Options: Retake student teaching or be removed from program by program faculty.

Step 6: Recommendation for Certification with graduation from program and passing teacher certification test (GACE II unless you have already passed PRAXIS II).

PDP options: None
Initial Certification Contract of Understanding

I (Print Name) _________________________________________ have read all the materials related to Step TWO involving professional behaviors and expectations.

_____ I understand that continuation and graduation from the HPE initial certification programs is a privilege granted to teacher candidates who have met all of the qualifications and have the HPE faculty recommendation to participate in the experience.

_____ I have read and agree to follow the Code of Ethics for Educators established by the Professional Standards Commission.

_____ I agree to read and follow the Student Code of Conduct at Georgia State. (See Office of the Dean of Students Website)

_____ I understand that the consequences for violating any HPE policies, Code of Ethics policies and/or Student Code of Conduct policies may result in removal from a course with a WF and/or possible removal from the program.

By signing below I agree to abide by the policies and procedures set forth in this document and to take responsibility for my own actions.

Signature: ________________________________________________

Date: ______________________________________________________
THE PROGRAM

The Georgia State University program 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. A health emphasis is available within the program. Interested students complete:

1. Professional studies courses;
2. Teaching field courses including a practicum in health;
3. Health-specific courses; and a
4. Collaborative research project or thesis in health.

The program features an integration of health and physical education content where it is appropriate and includes a combination of course work, simulated teaching, field experiences, and school-based inquiry components to assist teachers in their daily practices.

Proposed Program of Study (for Health Emphasis)

I. Professional Studies (9 semester hours required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 7080</td>
<td>The Psychology of Learning and Learners</td>
</tr>
<tr>
<td>EPSF 7120</td>
<td>Social and Cultural Foundations of Education</td>
</tr>
<tr>
<td>EPRS 7900</td>
<td>Methods of Research in Education</td>
</tr>
</tbody>
</table>

II. Teaching Field (21 semester hours required)
At the completion of the course the student is aware of the social, psychological, and health implications of HIV/AIDS for all populations; appreciates the importance of equal gender representation in clinical trials; understands the five stages in combating perceptions of invulnerability and is sensitive to issues of early treatment and drug resistance. Students are required to attend a one day training, AIDS 101 sponsored by AIDS Atlanta.

This course is totally field based and applies knowledge of the five instructional models for teaching health. Students plan, implement, and evaluate health lessons over a fifteen week period. Field supervision is conducted by the course instructor.

This course addresses family, school, and community factors placing children and youth at risk for tobacco, alcohol, and other drug use; investigates tobacco, alcohol, and other drug effects on child/adolescent health and academic performance; and emphasizes prevention and risk reduction strategies appropriate for inclusion in coordinated and comprehensive school health education.

This course provides education and training in the skills, knowledge and attitudes needed to be a student teacher supervisor, mentor, coach, and supervisor. With successful completion of this course and EDUC 8660, students are eligible for Teacher Support Specialist certification endorsement.

This course explores the six major child/adolescent health risk behaviors documented by the National Youth Risk Behavior Survey (CDC); examines the indirect relationship between risk behaviors and protective factors (40 developmental Assets); and applies the Search Institute’s 40 Developmental Assets paradigm to the prediction of risk and protective factors. Additionally, the course emphasizes the importance of a coordinated and comprehensive approach to fostering resiliency in children and youth through field visits to several local exemplary after school programs.

This course explores five instructional models effective in delivering P-12 school health education; differentiates the five models as to planning, implementation, and evaluation; and
Education
Spring Semester

examines the theory base for each. Students design, teach, and critique videotaped lessons demonstrating all five models.

KH 7700  (3 hours)
Needs Assessment & Action Planning for Comprehensive School Health Education
Spring Semester

This course explores the eight components of coordinated and comprehensive school health and five standard models for health promotion programming; applies the needs assessment/action planning program development model to the development of a coordinated and comprehensive school health program; and emphasizes the importance of school-community partnerships which encourage curriculum inclusion of community health education resources/services for the reduction of youth risk behaviors. Students design a health promotion program to be implemented in the future.

III. Inquiry for Practice (6 semester hrs)

KH 7820(3 hours)  Research Design
KH 7830(3 hours)  Collaborative Action Research Project: Health

or

KH 7990(3 hours)  Master's Thesis

Elective Courses: (not requirements)

KH 6280(3 hours)  Psychology of Physical Activity
KH 7650  (3 hours)  Adapted Physical Education
KH 7640 (3 hours)  Disability Sport
EDUC 8660 (3 hours)  Teacher Support Specialist Internship
# M. Ed in HPE Advising Form for Non-T-4 Students revised for Fall 07

<table>
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### Master’s Degree

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Department of Kinesiology and Health
Master of Science Degree
Exercise Science

Advising Sheet: Biomechanics Concentration

Name: ___________________________  Advisor: ___________________________
Panther ID Number: ________________  UG Degree: _______________________
Phone: ___________________________  Institution: _______________________
Email: ___________________________  Require Prerequisites?  Yes  No

Prerequisite Courses
(for non-Exercise Science or related majors)

____  Human Anatomy (KH 2220)  ____  Exercise Physiology (KH 3650)
____  Calculus (Math 3260)  ____  Biomechanics (KH 3600)

Recommended prerequisites:
____  Human Physiology (KH 2230)  ____  Biochemistry (Chem 1152K)

Recommended Schedule*

**Fall #1:**  Physiology of Exercise  KH 7500
Biomechanics  KH 7510
Applied Anatomy for Sports Medicine  KH 7530

**Spring #1:**  Motion Analysis or Elective  KH 8830 or Elective
Seminar in Biomechanics  KH 8980
Biomechanics of Orthopedic Injuries  KH 8870

**Summer #1:**
Motion Analysis or Elective  KH 8830 or Elective
Research Core  EPRS 7900, 8530, or KH 7820

**Fall #2:**
Research Core  EPRS 7900, 8530, or KH 7820
Seminar in Biomechanics  KH 8980
Master’s Thesis  KH 7990

**Spring #2:**
Master’s Thesis  KH 7990

* For students beginning Fall Semester that do not require prerequisite courses.
Students that require prerequisite coursework, or that are beginning the program Spring Semester or Summer Term should contact their advisor to develop a schedule. A student may enroll any term after admission, but if beginning in spring or summer, the schedule of courses may not allow for completion of courses in a timely fashion. In addition, any required prerequisite course work will extend the time required to complete the degree.
Program of Study

Core:

_____ KH 7500 Physiology of Exercise (3)
_____ KH 7510 Biomechanics (3)

Major:

Select two (6):

_____ EPRS 7900 Methods of Research in Education (3)
_____ EPRS 8530 Educational Statistics I (3)
_____ KH 7820 Research Design (3)

Required (9):

_____ KH 7990 Master’s Thesis (1-6)

Required (12):

_____ KH 7530 Applied Anatomy for Sports Medicine (3)
_____ KH 8830 Motion Analysis (4)
_____ KH 8870 Biomechanics of Orthopedic Injuries (3)
_____ KH 8980 Seminar in Biomechanics (2)

Electives:

Select a minimum of one (3 units):

A course should be selected from the list of recommended electives after consultation with advisor.
Minimum elective course levels recommended for use in completing requirements:

| BIOL 7000 | CHEM 6000 | CPS 8000 | EPRS 8000 |
| EPY 8000  | HA 8000   | HHS 7000 | HRM 8000  |
| KH 6000   | NUTR 6000 | PT 7000  | RMI 8000  |
| RT 6000   |           |         |          |
Department of Kinesiology and Health
Master of Science Degree
Exercise Science

Advising Sheet: Exercise Physiology Concentration

Name: ___________________________  Advisor: ___________________________
Panther ID Number: ________________  UG Degree: _________________________
Phone: ___________________________  Institution: ___________________________
Email: ___________________________  Require Prerequisites?  Yes  No

Prerequisite Courses
(for non-Exercise Science or related majors)

_____ Human Anatomy (KH 2220)  _____ Exercise Physiology (KH 3650)
_____ Human Physiology (KH 2230)  _____ Biomechanics (KH 3600)
_____ Biochemistry (Chem 1152K)

Recommended Schedule*

Fall #1:  Physiology of Exercise  KH 7500
         Applied Anatomy for Sports Medicine  KH 7530
         Research Core  EPRS 7900, 8530, or KH 7820

Spring #1:  Fitness Assessment and Exercise Prescription  KH 7550
           Advanced Topics in Exercise Physiology  KH 8270
           Research Core  EPRS 7900, 8530, or KH 7820

Summer #1:  Biomechanics or Elective  KH 7510 or Elective
           Exercise Bioenergetics  KH 7640

Fall #2:  Biomechanics or Elective  KH 7510 or Elective
         Clinical Exercise Physiology  KH 7620
         Master’s Thesis  KH 7990

Spring #2:  Master’s Thesis  KH 7990

* For students beginning Fall Semester that do not require prerequisite courses.
Students that require prerequisite coursework, or that are beginning the program Spring Semester or
Summer Term should contact their advisor to develop a schedule. A student may enroll any term after
admission, but if beginning in spring or summer, the schedule of courses may not allow for completion of
courses in a timely fashion. In addition, any required prerequisite course work will extend the time
required to complete the degree.
Program of Study

Core:

_____ KH 7500 Physiology of Exercise (3)
_____ KH 7510 Biomechanics (3)

Major:

Select two (6):

_____ EPRS 7900 Methods of Research in Education (3)
_____ EPRS 8530 Educational Statistics I (3)
_____ KH 7820 Research Design (3)

Required (6):

_____ KH 7990 Master’s Thesis (1-6)

Required (15):

_____ KH 7530 Applied Anatomy for Sports Medicine
_____ KH 7550 Fitness Assessment and Exercise Prescription
_____ KH 7620 Clinical Exercise Physiology
_____ KH 7640 Exercise Bioenergetics
_____ KH 8270 Advanced Topics in Exercise Physiology

Electives:

Select a minimum of one (3 units):

A course should be selected from the list of recommended electives after consultation with advisor.
Minimum elective course levels recommended for use in completing requirements:

| BIOL 7000 | CHEM 6000 | CPS 8000 | EPRS 8000 |
| EPY 8000  | HA 8000   | HHS 7000 | HRM 8000  |
| KH 6000   | NUTR 6000 | PT 7000  | RMI 8000  |
| RT 6000   |           |          |           |
Department of Kinesiology and Health
Master of Science Degree
Exercise Science

Advising Sheet: Fitness and Health Promotion Concentration

Name: ____________________________ Advisor: ____________________________
Panther ID Number: ______________ UG Degree: ____________________________
Phone: __________________________ Institution: ____________________________
Email: __________________________ Require Prerequisites? Yes No

Prerequisite Courses
(for non-Exercise Science or related majors)

_____ Human Anatomy (KH 2220) _____ Exercise Physiology (KH 3650)
_____ Human Physiology (KH 2230) _____ Biomechanics (KH 3600)
_____ Fitness Assessment and Exercise Prescription (KH 4630)

Recommended Schedule*

Fall #1:
Physiology of Exercise KH 7500
Psychology of Physical Activity KH 6280
Research Core EPRS 7900 or KH 7820

Spring #1:
Fitness Assessment and Exercise Prescription KH 7550
Fitness Program Management KH 7630
Elective

Summer #1:
Biomechanics KH 7510
Elective

Fall #2:
Clinical Exercise Physiology KH 7620
Elective
Practicum in Exercise Science KH 7710

Spring #2:
Internship in Exercise Science KH 7750

* For students beginning Fall Semester that do not require prerequisite courses.
Students that require prerequisite coursework, or that are beginning the program Spring Semester or
Summer Term should contact their advisor to develop a schedule. A student may enroll any term after
admission, but if beginning in spring or summer, the schedule of courses may not allow for completion of
courses in a timely fashion. In addition, any required prerequisite course work will extend the time
required to complete the degree.
**Program of Study**

**Core:**

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**Major/Electives:**

Select one (1):

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<tbody>
<tr>
<td>EPRS 7900</td>
<td>Methods of Research in Education (3)</td>
</tr>
<tr>
<td>KH 7820</td>
<td>Research Design (3)</td>
</tr>
</tbody>
</table>

**Required (18):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH 6280</td>
<td>Psychology of Physical Activity (3)</td>
</tr>
<tr>
<td>KH 7550</td>
<td>Fitness Assessment and Exercise Prescription (3)</td>
</tr>
<tr>
<td>KH 7620</td>
<td>Clinical Exercise Physiology (3)</td>
</tr>
<tr>
<td>KH 7630</td>
<td>Fitness Program Management (3)</td>
</tr>
<tr>
<td>KH 7710</td>
<td>Practicum in Exercise Science (1)</td>
</tr>
<tr>
<td>KH 7750</td>
<td>Internship in Exercise Science (5)</td>
</tr>
</tbody>
</table>

**Electives:**

Select a minimum of three (9 units):

A course should be selected from the list of recommended electives after consultation with advisor. Minimum elective course levels recommended for use in completing requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 7000</td>
<td>CHEM 6000</td>
</tr>
<tr>
<td>EPY 8000</td>
<td>HA 8000</td>
</tr>
<tr>
<td>KH 6000</td>
<td>NUTR 6000</td>
</tr>
<tr>
<td>RT 6000</td>
<td>PT 7000</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 8000</td>
<td>EPRS 8000</td>
</tr>
<tr>
<td>HHS 7000</td>
<td>HRM 8000</td>
</tr>
<tr>
<td>NUTR 6000</td>
<td>RMI 8000</td>
</tr>
</tbody>
</table>
Even Year Admissions

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH 7510 Biomechanics</td>
<td>KH 7530 Applied Anat</td>
<td>KH 8300 Ortho</td>
</tr>
<tr>
<td>KH 3390 Emer Resp*</td>
<td>KH 7580 Rehab Conc</td>
<td>T,Th 9:30-noon</td>
</tr>
<tr>
<td>KH 8820 Sci Inquiry (3hr)</td>
<td>KH 7660 Pract (1hr)</td>
<td>T 12:30-1:30</td>
</tr>
<tr>
<td></td>
<td>* note: need to have EPRS 7900 completed by end of first year; Dr McCarty is the recommended instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPRS 7900 (McCarty)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>electives***:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KH 7380 Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KH 610 Sports Law</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH 7500 Ex Phys</td>
<td>KH 8265 Modalities</td>
<td>KH 8870 Biom Ortho Inj</td>
</tr>
<tr>
<td>KH 8820/thesis (3hr)</td>
<td>T, 2-4 alt wks; indep</td>
<td>T 12:30-1:30</td>
</tr>
<tr>
<td></td>
<td>indiv mtg times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective:</td>
<td></td>
</tr>
</tbody>
</table>

* program requirements state that you must be Red Cross Emergency Responder certified

*** students need to take a minimum of 2 electives prior to graduation. The online catalog lists those that are approved. Others can be approved by the Program Director

**Note**: the electives listed are those most commonly taken and recommended by past students and in the appropriate order taken. Arrangements for obtaining alternative teacher certification(s) must be made with other programs, but are available within this program.

**GPA NOTES**: KH 7660, 8820, 7990, and any undergrad courses will not count towards your graduate GPA. Courses as mentioned receive a grade of S/U and do not factor in. YOU MUST MAINTAIN A 3.0 GPA TO MAINTAIN GOOD ACADEMIC STANDING AND GRADUATE. You can refer to the COE Academic Policies Section on their website to clarify this information. Your academic status is posted on your student account, and is also sent to your student email account. It is your responsibility to keep me informed if you fall out of good academic standing so we can revise your advising.
schedule.
**FIRST YEAR**

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KH 7500 Ex Phys</strong></td>
<td><strong>KH 7530</strong></td>
<td><strong>KH 8300 Ortho</strong></td>
</tr>
<tr>
<td>MWF 8-11a</td>
<td>T,Th 11-2:20,12</td>
<td>T,Th 9:30-noon</td>
</tr>
<tr>
<td><strong>KH 3390 Emer Resp</strong></td>
<td><strong>KH 7580 Rehab Conc</strong></td>
<td><strong>KH 7660 Pract</strong></td>
</tr>
<tr>
<td>T,Th am sects</td>
<td>7:30-9*30a</td>
<td>(1hr)</td>
</tr>
<tr>
<td><strong>KH 8820 Sci Inquiry</strong></td>
<td><strong>KH 7660 Pract</strong></td>
<td><strong>KH 7975</strong>**</td>
</tr>
<tr>
<td>TBA</td>
<td>Th 12:30-1:30</td>
<td><strong>EPRS 7990</strong></td>
</tr>
<tr>
<td><strong>KH 7975</strong>**</td>
<td><strong>EPRS 7900 (McCarty)</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>KH 7975</strong>**</td>
<td></td>
</tr>
</tbody>
</table>

*note: need to have EPRS 7900 completed by end of first year; Dr McCarty is the recommended instructor*

electives***:  
- **KH 7380** TH 4:30-7p  
- Facilities  
- **KH 7610 Sports Law**  
- W 4:30-7p

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KH 7510 Biomechanics</strong></td>
<td><strong>KH 8265</strong></td>
<td><strong>KH 8870 Biom Ortho Inj</strong></td>
</tr>
<tr>
<td>T 4:30-10p</td>
<td>Modalities</td>
<td>Th 1-3:30</td>
</tr>
<tr>
<td>T 2-4p alt, ind mtg</td>
<td>Th 12:30-1:30</td>
<td>(1hr)</td>
</tr>
<tr>
<td><strong>KH 7975</strong>**</td>
<td><strong>KH 7660 Pract</strong></td>
<td><strong>KH 7975</strong>**</td>
</tr>
<tr>
<td><strong>KH 7820 Research Des</strong></td>
<td><strong>KH 7975</strong>**</td>
<td><strong>EPRS 7990</strong></td>
</tr>
<tr>
<td>elective option</td>
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<tr>
<td>MW 1:50-4:35p</td>
<td><strong>KH 7975</strong>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective:</td>
<td></td>
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</tbody>
</table>

* program requirements state that you must be Red Cross Emergency First Responder certified  
** all graduate assistants not employed by GSU must register for this course per dept policies  
*** students need to take a minimum of 2 electives prior to graduation. The online catalog lists those that are approved. Others can be approved by the Program Director
Note: the electives listed are those most commonly taken and recommended by past students and in the appropriate order taken
Arrangements for obtaining alternative teacher certification(s) must be made with other programs, but are available within the context of this program

GRADE POINT AVG NOTES: KH 7660, 8820, 7990, 7975, and any undergrad courses that you may take will not count towards your overall graduate GPA. Courses as mentioned receive a grade of S/U and do not factor in.

YOU MUST MAINTAIN A 3.0 AVG TO REMAIN IN GOOD ACADEMIC STANDING, AND TO GRADUATE. You can refer to the Academic Policies as outlined for the College of Education on the website for further details. Your academic status is posted on your student account and sent to your student email account, it is in your best interest to keep me informed.
Appendix E1: Minimum Criteria for Graduate Program Application

Minimum Criteria for Graduate Program Application
## Applications – Minimum Review

### MASTER OF EDUCATION (MED) PROGRAMS

<table>
<thead>
<tr>
<th>Major</th>
<th>Alpha Code</th>
<th>Department</th>
<th>Deadline</th>
<th>UGPA</th>
<th>GRE</th>
<th>Goals</th>
<th>Resume</th>
<th>2 recs</th>
<th>Other Supporting Materials</th>
<th>T4?</th>
<th>GAC E if no T4</th>
</tr>
</thead>
</table>
| Health & Physical Education          | HPE        | KH         | Spring 10/1  
                  |            |            |                                  | 2.50 | 800 | X     | X      | X            |     | X               |

### MASTER OF SCIENCE (MS) PROGRAMS

<table>
<thead>
<tr>
<th>Major</th>
<th>Alpha Code</th>
<th>Department</th>
<th>Deadline</th>
<th>UGPA</th>
<th>GRE</th>
<th>Goals</th>
<th>Resume</th>
<th>2 Recs</th>
<th>Other</th>
</tr>
</thead>
</table>
| Exercise Science                     | EXS        | KH         | Spring 10/1  
                  |            |            |                                  | 2.50 | 800 | X     | X      | X            |     |                 |
| Sports Administration                | SAD        | KH         | Spring 10/1  
                  |            |            |                                  | 2.50 | 800 | X     | X      | X            |     | (1) at least one  rec from academic source, (2) goals statement must indicate specific area of interest, (3) complete history of sports background |
| Sports Medicine                      | SMD        | KH         | Spring 10/1  
                  |            |            |                                  | 2.50 | 800 | X     | X      | 3 recs, NATA certification |     |                 |

### DOCTOR OF PHILOSOPHY (PHD) PROGRAMS

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>CODE</th>
<th>Department</th>
<th>DEADLINE</th>
<th>GRAD GPA</th>
<th>GRE VERB</th>
<th>QUAN / ANLY</th>
<th>OR MAT</th>
<th>Goals</th>
<th>Resume</th>
<th>2 recs</th>
<th>WRITING SAMPLE</th>
<th>OTHER</th>
</tr>
</thead>
</table>
| Kinesiology Exercise Physiology | KISEXP, KISBMC, KISPRS | KH         | Spring 10/1  
                  | 3.30       | 50%ile   | 50%ile                   | 50%ile | X     | X      | X      | Dept reviews ALL applicants |     |                 |
## Appendix E2: Student Placement Information

Health and Physical Education Program:

### Undergraduate student employment

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2004-2005 BS HPE</th>
<th>2005-2006 BS HPE</th>
<th>2006-2007 BS HPE</th>
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<tbody>
<tr>
<td>Total number graduated</td>
<td>12</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Those employed as teachers in local schools</td>
<td>12</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Playing pro baseball</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Employed in other sectors (by choice)</td>
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<td></td>
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<tr>
<td>Attending graduate school as a full time student</td>
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<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate student employment

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<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Total number graduated</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Number employed as teachers</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Company/Role</td>
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</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Rick Jones</td>
<td>Head Captain</td>
<td>FishBait Marketing</td>
<td></td>
</tr>
<tr>
<td>Terumi Kaibara</td>
<td>Marketing</td>
<td>DENTSU</td>
<td></td>
</tr>
<tr>
<td>Wade Howell</td>
<td>Vice President &amp; General Mgr.</td>
<td>ISP Sports – UNLV</td>
<td></td>
</tr>
<tr>
<td>Barry Cameron</td>
<td>Sr. Account Rep</td>
<td>Event Management Corp.</td>
<td></td>
</tr>
<tr>
<td>Jeremy Lull</td>
<td>Owner</td>
<td>Huddle, Inc.</td>
<td></td>
</tr>
<tr>
<td>Derek Martin</td>
<td>Vice President</td>
<td>Chick-fil-A Bowl</td>
<td></td>
</tr>
<tr>
<td>John Hartwell</td>
<td>Sr. Associate AD</td>
<td>University of Mississippi</td>
<td></td>
</tr>
<tr>
<td>Rob Booth</td>
<td>Sales Manager</td>
<td>Sawgrass Marriott Resort &amp; Spa</td>
<td></td>
</tr>
<tr>
<td>Kerstin Lutz</td>
<td>Head of Account Mgt.</td>
<td>Team Marketing AG</td>
<td></td>
</tr>
<tr>
<td>Cindy (Pittner) Hartmann</td>
<td>Assoc. Dir. Of Athletics / SWA</td>
<td>University of Dayton</td>
<td></td>
</tr>
<tr>
<td>Greg Beadles</td>
<td>Chief Financial Officer</td>
<td>Atlanta Falcons</td>
<td></td>
</tr>
<tr>
<td>Danee (Kosins) Frederick</td>
<td>Youth Sports</td>
<td>City of Greenville, SC</td>
<td></td>
</tr>
<tr>
<td>Jamila Demby</td>
<td>Resident Coordinator</td>
<td>USA Track &amp; Field</td>
<td></td>
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<tr>
<td>Mike Cerha</td>
<td>Director – Facility Services</td>
<td>Memphis Grizzlies/FedEx Forum</td>
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</tr>
<tr>
<td>Barry Strozier</td>
<td>Outside Sales</td>
<td>Reebok</td>
<td></td>
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<tr>
<td>Patrick Cannon</td>
<td>Event Management</td>
<td>Tostitos Fiesta Bowl</td>
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<tr>
<td>Jennifer (Daniels) Amarick</td>
<td>Marketing</td>
<td>Gary Player Group</td>
<td></td>
</tr>
<tr>
<td>Brian Culp</td>
<td>Asst. Professor of Physical Education</td>
<td>IUPUI</td>
<td></td>
</tr>
<tr>
<td>Karin Korb</td>
<td>Dir. of Spt. Ptrshp. &amp; Comm. Affairs</td>
<td>BlazeSports</td>
<td></td>
</tr>
<tr>
<td>Dawn (Delbianco) Graeser</td>
<td>Director of Membership</td>
<td>Eagle Landing Golf Club</td>
<td></td>
</tr>
<tr>
<td>Mark Spenser</td>
<td>Assoc. AD – Business Ops</td>
<td>Oregon State University</td>
<td></td>
</tr>
<tr>
<td>Lara (Alexander) Abell</td>
<td>Marketing Manager</td>
<td>Spectrum Sports Management</td>
<td></td>
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<tr>
<td>Dave Walsh</td>
<td>Special Events Manager</td>
<td>San Antonio Spurs Spts &amp; Ent.</td>
<td></td>
</tr>
<tr>
<td>Russell Wright</td>
<td>VP – University Relations</td>
<td>NACDA</td>
<td></td>
</tr>
<tr>
<td>Dave Vinturella</td>
<td>Managing Director</td>
<td>DDB Entertainment</td>
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</tr>
<tr>
<td>Grad. date</td>
<td>Last Name</td>
<td>First Name</td>
<td>Initial placement</td>
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<td>-----------</td>
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<tr>
<td>May-07</td>
<td>Visco</td>
<td>Sam</td>
<td>West Point ATC</td>
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<tr>
<td>May-07</td>
<td>Hoeff</td>
<td>Robin</td>
<td>Pharmaceutical sales rep - Pfizer Pharmaceuticals</td>
</tr>
<tr>
<td>May-07</td>
<td>Rizutto</td>
<td>Trina</td>
<td>Head ATC at Pope High School</td>
</tr>
<tr>
<td>May-07</td>
<td>Henderson</td>
<td>Tara</td>
<td>Head ATC in Florida high school</td>
</tr>
<tr>
<td>May-07</td>
<td>Murphy</td>
<td>Allison</td>
<td>Asst. Athletic trainer at University of Houston</td>
</tr>
<tr>
<td>May-07</td>
<td>Hauser</td>
<td>Andrea</td>
<td>voluntary family leave</td>
</tr>
<tr>
<td>May-07</td>
<td>Howe</td>
<td>Jen</td>
<td>At Childrens Healthcare</td>
</tr>
<tr>
<td>May-07</td>
<td>Conway</td>
<td>Amanda</td>
<td>Head ATC at Oxford College</td>
</tr>
<tr>
<td>May-07</td>
<td>Vansant/Renzi</td>
<td>Beth</td>
<td>Atlanta Christian College Head ATC</td>
</tr>
<tr>
<td>May-07</td>
<td>Walters</td>
<td>John</td>
<td>Head football ATC at Huntingdon College</td>
</tr>
<tr>
<td>May-06</td>
<td>Hampton</td>
<td>Sheri</td>
<td>Asst AT, Tennessee Wesleyan College</td>
</tr>
<tr>
<td>May-06</td>
<td>Archambeault</td>
<td>Chris</td>
<td>Asst AT, Davidson College</td>
</tr>
<tr>
<td>May-06</td>
<td>Newman</td>
<td>Brian</td>
<td>Phd Student, Univ Alabama</td>
</tr>
<tr>
<td>May-06</td>
<td>O'Neill</td>
<td>Lindsay</td>
<td>Head ATC, Taft Union HS</td>
</tr>
<tr>
<td>May-06</td>
<td>Singleton</td>
<td>Tim</td>
<td>NFL, Panthers</td>
</tr>
<tr>
<td>May-06</td>
<td>Posse</td>
<td>Jesse</td>
<td>NASCAR, Strength and Conditioning/ATC</td>
</tr>
<tr>
<td>May-06</td>
<td>Didricia</td>
<td>Vincent</td>
<td>Asst AT, Castleton College</td>
</tr>
<tr>
<td>May-06</td>
<td>Jochum</td>
<td>Kristin</td>
<td>Head ATC, Florida HS</td>
</tr>
<tr>
<td>May-06</td>
<td>Fernandez</td>
<td>Sara &quot;Nikki&quot;</td>
<td>Pinnacle Therapy, Truman HS</td>
</tr>
<tr>
<td>May-05</td>
<td>Caldwell</td>
<td>Jaime</td>
<td>Asst ATC, GSU</td>
</tr>
<tr>
<td>May-05</td>
<td>Pullkrabek</td>
<td>Danielle</td>
<td>Asst. ATC - Division III</td>
</tr>
<tr>
<td>May-05</td>
<td>Kicklighter</td>
<td>Taz</td>
<td>Asst Trainer at Reinhardt College, GA</td>
</tr>
<tr>
<td>May-05</td>
<td>Christman</td>
<td>William</td>
<td>Asst ATC, NFL, Buffalo Bills</td>
</tr>
<tr>
<td>May-05</td>
<td>Ford</td>
<td>Felicia</td>
<td>Head ATC at Agnes Scott College</td>
</tr>
<tr>
<td>May-05</td>
<td>Taylor</td>
<td>Janet</td>
<td>Head gymnastics at Auburn University</td>
</tr>
<tr>
<td>May-05</td>
<td>Roberts</td>
<td>Ashley</td>
<td>Head ATC at high school</td>
</tr>
<tr>
<td>May-05</td>
<td>Anderson</td>
<td>Demetria</td>
<td>Asst ATC at GSU</td>
</tr>
<tr>
<td>May-05</td>
<td>Mott</td>
<td>Erika</td>
<td>Fellowship Physicians Asst at Emory</td>
</tr>
<tr>
<td>May-05</td>
<td>Palmer</td>
<td>Leah</td>
<td>Asst ATC at Division III</td>
</tr>
<tr>
<td>May-05</td>
<td>Carter</td>
<td>Lauren</td>
<td>Asst ATC, Westminster Schools</td>
</tr>
<tr>
<td>4-May</td>
<td>Hopper</td>
<td>Nicole</td>
<td>Asst ATC, Wesleyan Schools</td>
</tr>
<tr>
<td>Dec-04</td>
<td>Kitaura</td>
<td>Yoshi</td>
<td>minor league baseball</td>
</tr>
<tr>
<td>4-May</td>
<td>Lipman</td>
<td>Barry</td>
<td>NFL intern with Detroit Lions</td>
</tr>
<tr>
<td>May-04</td>
<td>Mounts</td>
<td>Kristi</td>
<td>Head ATC with Whitfield Academy</td>
</tr>
<tr>
<td>May-04</td>
<td>Watts</td>
<td>Chris</td>
<td>NFL intern with Atlanta Falcons</td>
</tr>
<tr>
<td>May-04</td>
<td>Kruger</td>
<td>Robin</td>
<td>Emory fellowship</td>
</tr>
<tr>
<td>4-May</td>
<td>Roane</td>
<td>Alicia</td>
<td>Asst AT at Notre Dame, (Track and Field, Swimming)</td>
</tr>
<tr>
<td>May-04</td>
<td>Good</td>
<td>Billie</td>
<td>Asst ATC, Paideia Academy</td>
</tr>
<tr>
<td>Dec-04</td>
<td>Roberts</td>
<td>Jennifer</td>
<td>Asst ATC, SCAD</td>
</tr>
<tr>
<td>May-03</td>
<td>Faiver</td>
<td>Christa</td>
<td>voluntary professional leave of absence</td>
</tr>
<tr>
<td>May-03</td>
<td>FINKE</td>
<td>MIKE</td>
<td>Asst Football ATC, Auburn University*</td>
</tr>
<tr>
<td>May-03</td>
<td>Batiste</td>
<td>LaTanja</td>
<td>Head ATC at Queens College</td>
</tr>
<tr>
<td>May-03</td>
<td>Volberding</td>
<td>Jennifer</td>
<td>Seton Hall, head womens basketball *</td>
</tr>
<tr>
<td>May-03</td>
<td>MELTON</td>
<td>KELLY</td>
<td>asst ATC, Milsaps College</td>
</tr>
<tr>
<td>May-03</td>
<td>BLACKSTONE</td>
<td>SALINA</td>
<td>Head ATC at The Walker School</td>
</tr>
<tr>
<td>May-03</td>
<td>Gerber</td>
<td>Laurie</td>
<td>Head ATC Our Lady of Mercy</td>
</tr>
<tr>
<td>May-03</td>
<td>SMOLE</td>
<td>TESSE</td>
<td>first job as the Asst AT at University of Scranton (PA)</td>
</tr>
<tr>
<td>May-03</td>
<td>FLATEAU</td>
<td>Rick</td>
<td>clinical ATC, HealthSouth</td>
</tr>
</tbody>
</table>
## Ph.D. Program Graduates
### Department of Kinesiology and Health

<table>
<thead>
<tr>
<th>Name</th>
<th>Year Graduated</th>
<th>Advisor</th>
<th>Dissertation Title</th>
<th>Entry Term</th>
<th>Exit Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shahla Khan</td>
<td>1994</td>
<td>Rupp</td>
<td>“The effect of exercise conditioning, diet, and drug therapy on glycosylated hemoglobin levels in type 2 (NIDDM) diabetics”</td>
<td>1989</td>
<td>Kennesaw State University Assistant Professor</td>
</tr>
<tr>
<td>Mary Beth Elliott</td>
<td>1998</td>
<td>Brandon</td>
<td>“The Effect of an 18-Week Walking Program on Body Composition in Black and White Sedentary, Overweight Women”</td>
<td>1992</td>
<td>Kennesaw State University Lecturer</td>
</tr>
<tr>
<td>Gary P. Granata</td>
<td>1999</td>
<td>Brandon</td>
<td>“The Thermic Effect of Food in Males of Varying Body Fatness”</td>
<td>1992</td>
<td>University of New Orleans Assistant Professor</td>
</tr>
<tr>
<td>James A. Stewart</td>
<td>2001</td>
<td>Doyle</td>
<td>“Myocardial Response to Exercise and Pharmacological Stress: A Comparison”</td>
<td>1992</td>
<td>Saba University School of Medicine Assistant Professor</td>
</tr>
<tr>
<td>Jeffrey T. Johnson</td>
<td>2001</td>
<td>Johnson</td>
<td>“The Effects of a Biofeedback Device on Lifting Postures: A Biomechanical Assessment”</td>
<td>1994</td>
<td>University of West Georgia Assistant Professor</td>
</tr>
<tr>
<td>Charilaos Papadopoulos</td>
<td>2002</td>
<td>Doyle</td>
<td>“Relationships Between Blood Lactate Parameters and Endurance Performance”</td>
<td>1997</td>
<td>Central Washington University Assistant Professor</td>
</tr>
<tr>
<td>Rodney T. Imamura</td>
<td>2002</td>
<td>Johnson</td>
<td>“Radar as a Means to Measure the Biomechanics of Walking: A Validity Study”</td>
<td>1996</td>
<td>California State University, Sacramento Assistant Professor</td>
</tr>
<tr>
<td>Michael E. Hales</td>
<td>2003</td>
<td>Johnson</td>
<td>“Inverse dynamic modeling of the shoulder during wheelchair propulsion”</td>
<td>1998</td>
<td>Kennesaw State University Lecturer</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Title</td>
<td>Year</td>
<td>Institution</td>
<td>Position</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td>--------------------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Stephen C. Cobb</td>
<td>2005</td>
<td>Tis “Inverse dynamic modeling of the foot under varying shoe and orthotic conditions”</td>
<td>1999</td>
<td>Texas Tech University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Weerawat Limroongreungrat</td>
<td>2005</td>
<td>Johnson “Biomechanics of racing wheelchair propulsion: Development of an instrumented wheel force measurement system and its applications”</td>
<td>1999</td>
<td>Georgia Institute of Technology</td>
<td>Postdoctoral Fellow</td>
</tr>
<tr>
<td>Brad T. Hodgson</td>
<td>2006</td>
<td>Tis “The Effect of an ACL Prevention Program on Vertical Ground Reaction Forces, Assessed both Kinetically, and Kinematically”</td>
<td>2002</td>
<td>Center for Excellence in Sport</td>
<td>Director (commercial sport performance business)</td>
</tr>
<tr>
<td>Charles Eric Arnold</td>
<td>2008*</td>
<td>Doyle “Skeletal Muscle Hypertrophy in the Zucker Diabetic Fatty Rat”</td>
<td>1999</td>
<td>Marshall University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Michael S. Green</td>
<td>2008*</td>
<td>Doyle “Exercise-Induced Muscle Injury And The Repeated Bout Effect: Effects On Insulin Resistance”</td>
<td>2004</td>
<td>Troy University</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

*Anticipated year of graduation
Appendix E3: Examples of Graduate Student Research Presentations, Publications, and Awards

KH Graduate Student Honors and Awards


Gavin Colquitt, Recipient of the Dean’s Scholarship Award and the Faculty Scholarship Award, Georgia State University, May 2005.

Articles & Other Scholarly Works:


Stewart JA, Dennison DA, Kohl HW, Doyle JA. Exercise levels and energy expenditures achieved during participation in the TAKE 10!® in-class physical activity program. *Journal of School Health*. 2004; 74(10):397-400.


**Published Abstracts:**


Manning K, Rupp JC, Doyle JA, Brandon L. Relationship between body mass index and blood pressure responses during submaximal exercise. Georgia State University, Atlanta, GA. Proceedings of the Southeast American College of Sports Medicine Meetings, Feb., 2006


**KH Graduate Student Research Presentations**


Conway A. Celiac’s Disease in Athletes. Presentation at the GEORGIA ATHLETIC TRAINERS ASSOCIATION, January 2007


Coulter-O'Berry C, Geil MD. Comparisons of knee, shoulder, and pelvic movements during crawling in infants and toddlers with knee disarticulation or trans femoral amputation levels who are fitted in prostheses with and without articulating knee components. Presentation at the SOUTHEAST BIOMECHANICS CONFERENCE, Atlanta, Georgia, March 30, 2006.


Manning K, Rupp JC, Doyle JA, Brandon JL. Relationship between body mass index and blood pressure responses during submaximal exercise. Georgia State University, Atlanta, GA. Presentation at the ANNUAL MEETING OF THE SOUTHEAST CHAPTER, AMERICAN COLLEGE OF SPORTS MEDICINE, Charlotte, North Carolina, Feb., 2006.

Nielsen L, Garver MJ, Dickinson JM, Campbell DS, Papadopoulos C, Brandon LJ. Physiological and Metabolic Responses during Two Self-Selected Cycling Time Trials. Presentation at the AMERICAN COLLEGE OF SPORTS MEDICINE CONFERENCE, Denver, CO, May 2006.


Colquitt, G. (2005, October). Assessment and goal-setting in fitness instruction. Paper presented at the annual meeting of the Georgia Alliance for Health, Physical Education, Recreation and Dance (GAHPERD), Columbus, GA.


Nofal TS, Ingalls CP. The effects of eccentric contraction preconditioning on ischemia-reperfusion injury in mouse skeletal muscle. Presentation at the AMERICAN COLLEGE OF SPORTS MEDICINE MEETING. Indianapolis, IN. June 5, 2004

Nofal TS, Ingalls CP. The effects of eccentric contraction preconditioning on ischemia-reperfusion injury in mouse skeletal muscle. Presentation at the SOUTHEAST CHAPTER OF

Hodgson B, Tis LL. Lasers in Therapeutic Modalities. Presentation at the GEORGIA ATHLETIC TRAINERS ASSOCIATION Annual Meeting, Jan 2004 (invited)

Cobb SC, Tis LL. Contemporary Principles of Ultrasound Use in Therapeutic Settings. Presentation at the GEORGIA ATHLETIC TRAINERS ASSOCIATION Annual Meeting, Jan 2004 (invited)
Appendix F1: Definition of graduate faculty and criteria for selection of graduate faculty
Policy on Graduate Faculty Membership

Georgia State University

College of Education

Department of Kinesiology and Health

This document describes the professional activities, criteria, and procedures for the appointment of Graduate Faculty in the Department of Kinesiology and Health, and is based on the Policy on Graduate Faculty Membership approved by the College of Education Faculty in May, 1998, and amended April 15, 1999. This Policy was approved by the Graduate Faculty Committee of the Department of Kinesiology and Health on December 4, 1998, and by the faculty of the Department of Kinesiology and Health on January 15, 1999.

Professional Activities

A faculty member must hold Graduate Faculty membership to perform the following activities:

1. Teach 9000-level courses, and KH 7990 (Master’s Thesis).
2. Serve as chair of dissertation advisory committees.\(^1\)
3. Serve as a member\(^2\) or reader on dissertation advisory committees.
4. Direct master’s theses or research projects.

Criteria for Membership

A member of the Graduate Faculty must meet the following six criteria:

1. Hold the appropriate terminal degree in his or her field.
2. Hold the rank of assistant professor or higher.
3. Hold a tenured or tenure-track position.
4. Be in at least his or her second year at Georgia State University.\(^3\)

---

\(^{1}\) Graduate Faculty members may chair dissertation advisory committees of no more than 6 active doctoral candidates at any one time. An “active” doctoral candidate is defined by the Department of Kinesiology and Health as one who has enrolled for a minimum of 3 semester hours of credit during at least 2 out of each 3-semester period following successful completion of the comprehensive examination.

\(^{2}\) A doctoral candidate’s dissertation advisory committee may include one member who is not a member of the Graduate Faculty in order to accommodate researchers and other professionals who may bring special expertise to the committee.

\(^{3}\) Situations may occur when an exception to this criterion will be necessary. Notification of such an exception shall be sent to the Associate Dean and Director of Graduate Studies and Research by the department’s chairperson.

Approved:

12/4/98 by the Department of Kinesiology and Health Graduate Faculty Committee
1/15/99 by the Department of Kinesiology and Health Faculty
2/25/99 by the College of Education Academic Affairs Committee
5. Be an active and productive scholar during the previous five years as demonstrated by at least five (5) scholarly activities:
   A. Scholarly presentations; and
   B. At least three (3) from one or more of the following categories:
      1) Publication of research in refereed journals or peer-reviewed chapters or books
      2) Given publication of research in refereed journals or peer-reviewed chapters or books within the previous five years,
         a) Current publication of theory, philosophy, design, or interpretation of research in refereed journals or peer-reviewed chapters or books.
         b) Current publication of monographs refereed by a professional association or other reputable body.
         c) Current publication through other avenues of dissemination which have professionally acknowledged standards (e.g. development of items such as assessment instruments, software, or training modules which are adopted or endorsed by a professional organization or education agency; peer-reviewed research grant proposals that are successfully funded; membership on review board for research grant proposals for a professional association or other reputable body) or juried shows.
         d) Editorship of research or scholarly journals; membership on editorial/review board of a refereed research or scholarly journal.

6. Be an effective teacher at the graduate level. Evidence of graduate teaching effectiveness may include a report of student evaluations and department chairperson teaching evaluations since the last review. Evidence may also include teaching awards, successful instructional innovation grants, student accomplishments, guidance of graduate students’ research projects, peer reviews, innovations in course design or delivery, publications in the area of pedagogy, or other evidence submitted by the faculty member.

Provisional Graduate Faculty Membership

A faculty member who has completed a terminal degree within the previous five years may request a non-renewable provisional Graduate Faculty membership for a period not to exceed five years. Provisional members may perform all the duties of Graduate Faculty members except chairing dissertation advisory committees. At any point during the provisional period, the faculty member may request review for regular appointment to the Graduate Faculty. The request for Provisional Graduate Faculty membership must follow the same appointment process as application for Graduate Faculty membership.

Appointment Process for Graduate Faculty and Provisional Graduate Faculty
A request for appointment to the Graduate Faculty is initiated by the faculty member. The KH Graduate Faculty Committee’s recommendation will be sent to the College of Education Academic Affairs Committee for review and consideration. College recommendations will be sent to the Provost and Vice President for Academic Affairs for final approval of appointments and re-appointments to the Graduate Faculty.

Appointments to the Graduate Faculty shall be renewable for terms of five years. In most cases, the timing of the review for regular Graduate Faculty membership should coincide with pre-tenure, tenure, and post-tenure reviews. For each faculty member who requests appointment to the Graduate Faculty, the department committee will send the following information to the College of Education Academic Affairs Committee: the faculty member’s current vita, evidence of his or her graduate teaching effectiveness, and the recommendation of the KH Graduate Faculty Committee.

Initial appointment of the Department of Kinesiology and Health Graduate Faculty occurred by the following process. The KH Graduate Committee disbanded in lieu of formation of a Graduate Faculty Committee. The KH Graduate Faculty Committee guides the department on all graduate level decisions including faculty appointments to Graduate Faculty membership. Initially, the Department Chair was requested to make appointments of existing faculty meeting the minimum requirements to Graduate Faculty membership based upon their written or electronic notification of interest (by May 9, 1997) in being so appointed. Following these initial appointments (August 1, 1997), the Graduate Faculty Committee receives and acts on all applications of KH faculty for Graduate Faculty membership for recommendation to the College of Education Academic Affairs Committee.

Faculty desiring to hold Graduate Faculty membership must formally apply to the KH Department Graduate Faculty Committee. The KH Graduate Faculty Committee will consider all materials provided it by the faculty member to support his or her application. At the minimum, this application will include a detailed curriculum vitae outlining the faculty member’s research, teaching and service productivity, including work on student research projects, theses, and dissertations. The vitae must be clearly marked to indicate the specific items to be considered for the appointment process, and each specific item must have the membership criteria category indicated.
Appendix F2: List of graduate faculty

Graduate Faculty Membership, Fall 2007
The following faculty members have been approved for graduate faculty membership for a five year term.

### Counseling and Psychological Services

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Ancis, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Jeff Ashby, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Greg Brack, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Catherine Chang, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Barry Chung, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Scott Decker, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Julie Dew, Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Barbara Gormley, Ph.D.</td>
<td>2011</td>
</tr>
<tr>
<td>Ken Matheny, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>George McMahon, Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Joel Meyers, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Lea Flowers, Ph.D. (prov)</td>
<td>2012</td>
</tr>
<tr>
<td>Andrew Roach, Ph.D. (prov)</td>
<td>2011</td>
</tr>
<tr>
<td>Stephen Truscott, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Kristen Varjas, Psy.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Roger Weed, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>JoAnna White, Ed.D.</td>
<td>2010</td>
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### Early Childhood Education

<table>
<thead>
<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Joya Carter, Ph.D. (prov)</td>
<td>2008</td>
</tr>
<tr>
<td>Julie Dangel, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Caitlin Dooley, Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Diane M. Graham-Truscott, Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Lynn Hart, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Olga Jarrett, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>John Kesner, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Shonda Lemons-Smith, Ph.D. (prov)</td>
<td>2010</td>
</tr>
<tr>
<td>Mona Matthews, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Barbara Meyers, Ed.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Carlos McCray,</td>
<td></td>
</tr>
<tr>
<td>Susan Lee Swars, Ph.D. (prov)</td>
<td>2010</td>
</tr>
<tr>
<td>Floretta Thornton-Reid, Ed.D. (prov)</td>
<td>2011</td>
</tr>
<tr>
<td>Brian Williams, Ph.D. (prov)</td>
<td>2010</td>
</tr>
<tr>
<td>Yali Zhao, Ph.D. (prov)</td>
<td>2010</td>
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### Educational Policy Studies

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Deron Boyles, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Donna Breult, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>William Curlette, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Jennifer Esposito, Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Janice Fourtillier, Ph.D. (prov)</td>
<td>2011</td>
</tr>
<tr>
<td>Eric Freeman, Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Carolyn Furlow, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Phill Gagne, Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Sheryl Goven, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Philo Hutcheson, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Jodi Kaufmann, Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Joyce King, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Richard Lakes, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Laura McNeal, Ph.D. (prov)</td>
<td>2012</td>
</tr>
<tr>
<td>Carlos McCray,</td>
<td></td>
</tr>
<tr>
<td>Hayward Richardson, Ed.D. (prov)</td>
<td>2011</td>
</tr>
<tr>
<td>Susan Talburt, Ph.D.</td>
<td>2010</td>
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</tbody>
</table>

### Educational Psychology and Special Education

<table>
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<tr>
<th>Faculty Name</th>
<th>Status</th>
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<tbody>
<tr>
<td>Paul Alberto, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Mary Beth Calhoon, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Ron Colarusso, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Harry Dangel, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Susan Easterbrooks, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Linda Fowler, Ph.D. (prov)</td>
<td>2010</td>
</tr>
<tr>
<td>Laura Fredrick, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Peggy Gallagher, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Daphne Greenberg, Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Juane Heflin, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Kathy Heller, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>David Houchins, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Miles Anthony Irving, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Kristine Jolivette, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Ann Kruger, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Jacqueline Laures-Gore, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Amy Lederberg, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Colleen O’Rourke, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Nicole Patton-Terry, Ph.D. (prov)</td>
<td>2011</td>
</tr>
<tr>
<td>Dennis Thompson, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Karen Zabrucky, Ph.D.</td>
<td>2010</td>
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</table>

### Kinesiology and Health

<table>
<thead>
<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>L. Jerome Brandon, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Beth Cianfrone, Ph.D. (prov)</td>
<td>2012</td>
</tr>
<tr>
<td>J. Andrew Doyle, Ph.D. (prov)</td>
<td>2010</td>
</tr>
<tr>
<td>Rebecca Ellis, Ph.D. (prov)</td>
<td>2012</td>
</tr>
<tr>
<td>Mark Geil, Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Rachel Gurvitch, Ed.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Christopher P. Ingalls, Ph.D.</td>
<td>2008</td>
</tr>
<tr>
<td>Jacalyn Lund, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Michael W. Metzler, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Brenda Pitts, Ed.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Jeff Rupp, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Deborah Shapiro, Ph.D.</td>
<td>2008</td>
</tr>
<tr>
<td>Walter R. Thompson, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Laurie L. Tis, Ph.D.</td>
<td>2008</td>
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### Middle-Secondary Education and Instructional Technology

<table>
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<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Margaret Albers, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Mary Ariail, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Chara Bohan, Ph.D. (prov)</td>
<td>2011</td>
</tr>
<tr>
<td>Brendan Calandra, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Jin Soo Chung, Ph.D. (prov)</td>
<td>2010</td>
</tr>
<tr>
<td>Mary Deming, Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Laurie B. Dias, Ph.D.</td>
<td>2008</td>
</tr>
<tr>
<td>Joseph Feinberg, Ph.D. (prov)</td>
<td>2011</td>
</tr>
<tr>
<td>Amy Seely Flint, Ph.D.</td>
<td>2008</td>
</tr>
<tr>
<td>Dana Fox, Ph.D.</td>
<td>2008</td>
</tr>
<tr>
<td>Stephen Harmon, Ed.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Pier Junior-Clarke, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Wanjiru Kinuthia, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Ed Lomax, Ph.D. (prov)</td>
<td>2008</td>
</tr>
<tr>
<td>Joyce Many, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Lisa M. Martin-Hansen, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Lou Matthews, Ph.D. (prov)</td>
<td>2010</td>
</tr>
<tr>
<td>Ewa McGrail, Ph.D.</td>
<td>2011</td>
</tr>
<tr>
<td>Kezira R. McNeal, Ph.D. (prov)</td>
<td>2009</td>
</tr>
<tr>
<td>Clara Nosegbe-Okoaka, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Gertrude Tinker Sachs, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Mary Shoffner, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>David W. Stinson, Ph.D.</td>
<td>2011</td>
</tr>
<tr>
<td>Christine Thomas, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Geeta Verma, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Charles X. Wang, Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Yan Wang, Ed.D. (prov)</td>
<td>2012</td>
</tr>
</tbody>
</table>

Appendix F3: Current curriculum vitae for full-time faculty members

Appleberry, Cheryl  
Brandon, Jerry  
Calloway, Jimmy  
Cianfrone, Beth  
Doyle, Andy  
Ellis, Becky  
Geil, Mark  
Greene, Barbara  
Gurewicz, Rachel  
Ingalls, Chris  
Lund, Jackie  
Owen, Sandra  
Pitts, Brenda  
Rupp, Jeff  
Shapiro, Deborah  
Thompson, Walt  
Tis, Laurie  
Wu, Jianhua (Jerry)
CURRICULUM VITA

Cheryl L. Appleberry, M.S., ATC
Faculty, Clinical Instructor Sports Medicine
Department of Kinesiology and Health
Georgia State University
September, 2007

EDUCATION


Southwest Missouri State University, Springfield, Missouri. Bachelor of Science in Education, major in Physical Education; concentration in Athletic Training (NATA Approved Undergraduate Curriculum) minor in Athletic Injury Management. December 1989.

PROFESSIONAL EXPERIENCE

8/06 - present  Faculty, Clinical Supervisor of Graduate Sports Medicine. Department of Kinesiology and Health, Georgia State University

5/06 – 8/06  Medical Assistant, Sports Medicine Center Peachtree Orthopedic Clinic, PA, Dr. Michael P. Bernot

8/00 – 5/06  Faculty, part-time. Clinical Supervisor of Graduate Sports Medicine. Department of Kinesiology and Health, Georgia State University

8/98 – 8/06  Assistant Athletic Trainer. Department of Athletics. The Lovett School

3/98 – 7/00  Instructor, Part-time. Department of Kinesiology and Health, Georgia State University

7/96 – 4/98  Head Athletic Trainer. Atlanta Glory. American Basketball League

8/95 – 8/96  Assistant Athletic Director and Head Athletic Trainer. Department of Athletics. Agnes Scott College, Atlanta, Georgia.

9/92 – 8/95  Head Athletic Trainer. Department of Athletics. Agnes Scott College, Atlanta, Georgia.

8/90 – 8/92  Graduate Research Assistant. Department of Sports Medicine. Georgia State University, Atlanta, Georgia.
TEACHING and ADMINISTRATIVE LOAD

Fall, 2007
Clinical Instructor and Supervisor of Graduate Sports Medicine
Concepts of Orthopedic Rehabilitation – KH 7580
Practicum in Athletic Training – KH 7660
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Summer, 2007
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Spring, 2007
Clinical Instructor and Supervisor of Graduate Sports Medicine
Practicum in Athletic Training – KH 7660
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Fall, 2006
Clinical Instructor and Supervisor of Graduate Sports Medicine
Concepts of Orthopedic Rehabilitation – KH 7580
Practicum in Athletic Training – KH 7660
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Spring, 2006
Clinical Instructor and Supervisor of Graduate Sports Medicine
Practicum in Athletic Training – KH 7660
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Fall, 2005
Clinical Instructor and Supervisor of Graduate Sports Medicine
Concepts of Orthopedic Rehabilitation – KH 7580
Practicum in Athletic Training – KH 7660
Athletic Training and Conditioning – KH 3500(1 section)

Summer, 2005
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Spring, 2005
Clinical Instructor and Supervisor of Graduate Sports Medicine
Practicum in Athletic Training – KH 7660
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Fall, 2004
Clinical Instructor and Supervisor of Graduate Sports Medicine
Practicum in Athletic Training – KH 7660
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Summer, 2004
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Spring, 2004
Clinical Instructor and Supervisor of Graduate Sports Medicine
Practicum in Athletic Training – KH 7660
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Fall, 2003
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Summer, 2003
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)

Spring, 2003
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Fall, 2002
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Summer, 2002
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Spring, 2002
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Fall, 2001
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Summer, 2001
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Spring, 2001
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)
Fall, 2000
Clinical Instructor and Supervisor of Graduate Sports Medicine
Musculoskeletal Functional Human Performance – KH 2220(1 section)
Athletic Training and Conditioning – KH 3500(1 section)

Summer 2000
Musculoskeletal Functional Human Performance – KH 2220(2 section)
Athletic Training and Conditioning – KH 3500(1 section)

Fall 1999
Musculoskeletal Functional Human Performance – KH 2220(2 section)
Athletic Training and Conditioning – KH 3500(1 section)

MEMBERSHIPS & CERTIFICATIONS

National Athletic Trainers Association
Southeast Athletic Trainers Association
Georgia Athletic Trainers Association
Georgia Licensure # 000234

PROFESSIONAL SERVICE

Instructor, First Aid/CPR/AED, American Red Cross
Personal Fitness Trainer/Individualized Counseling in Exercise Prescription programs
Community First Aid classes
Lifeguard training
Water Safety Instruction
1996 Olympic Games Staff – Chief Athletic Trainer - volleyball

PUBLICATIONS/PAPERS/PROJECTS

LESLIE JEROME BRANDON

HOME ADDRESS

5807 Giles Road
Lithonia, Georgia  30058
(770) 482-7141

WORK ADDRESS

Dept. of Kinesiology and Health
Georgia State University
P.O. Box 3975
Atlanta, Georgia 30302-3975
Phone: (404) 651-1120
Fax:  (404) 651-4814
E-mail:  lbrandon@gsu.edu

EDUCATION

B.S. in Health, Physical Education and Recreation and Sociology, Murray State University, Murray, Kentucky, August, 1969.

M.A. in Physical Education, Murray State University, Murray, Kentucky, August, 1971.

Ph.D. in Physical Education, University of Illinois at Urbana-Champaign completed October, 1983. Concentration: Exercise Physiology

PROFESSIONAL WORK EXPERIENCE


Associate Physical Fitness Director, Peoria YMCA, Peoria, IL., 1975-1976.

Counselor-Advisor, Breckinridge Job Corps Center, 1977 to 1978.

Instructor, Physical Education Department, University of Illinois at Urbana-Champaign, August, 1978 to August, 1979.
   Responsible for teaching Physical Education Activity classes.

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. To lecture and conduct labs for graduate/undergraduate exercise physiology courses.

Assistant Professor, Department of Kinesiology and Health, Georgia State University, Atlanta, September, 1983 to May, 1990.

Adjunct Instructor, Department of Physical Education, Dekalb Community College, Clarkston, Georgia, September, 1984 to June 1986.
Associate Professor, Department of Kinesiology and Health, Georgia State University,

Professor, Department of Kinesiology and Health, Georgia State University, Atlanta, GA
July, 2003 to present

Research Health Scientist, Rehabilitation Research and Development Center, (Aging) Veteran Affairs Medical Center, Decatur, GA, July, 1991 to present.

Clinical Instructor-Assistant Professor, Department of Rehabilitation Medicine, Emory University Medical School, Atlanta, GA, April, 1992 to present.

Faculty and Curriculum Committee member, Gerontology Center, Georgia State University, Atlanta, GA., 1997 to present.

Honor

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

Present Duties

Director of the doctoral program in Kinesiology through 2007

Director of the undergraduate Exercise Science Program through 2007

Teach undergraduate and graduate courses, direct graduate research and conduct personal research

Seek grant funding support and work as a team member in this effort

Publish and present research findings

Book Proposal


Publications

Research Focus: Health and Fitness, Performance and Aging


performance (La leggenda di Olimpia). *Sport & Medicina*, 1, 21-24, January-February. This paper is published in Italian.


1,2,3,4,5 These articles are a version of articles published elsewhere. The same editors handle both journal, 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.


RESEARCH IN PROGRESS


2. Brandon, L.J. & Proctor, L. The Relationship between Body Composition and Blood Pressure in Pre-Teen Age African American Children

PUBLISHED ABSTRACTS – Refereed


64. Gaasch, D.A., Lloyd, A., Boyette, L.W., & Brandon, L.J. Effects of resistive training on strength and stair climbing in well older adults. *Southeast American College of*


**PROFESSIONAL PRESENTATIONS**

**National and International**

61. Brandon, LJ. Impact of BMI on the Obesity Epidemic and Health, Presented at the 3rd International Conference on Physical Education, Coaching and Health Fitness in Athens, Greece, June 29, 2007


52. Brandon LJ. 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


36. Brandon, L.J. Metabolic Syndrome In Active Living (Diabetes, Obesity, High Blood Pressure, High Cholesterol, and High Triglyceride) "How Our Lifestyles Affect Our Health" Especially African Americans, Keynote speaker Bell South symposium series, Atlanta, GA, October, 2005


22. Sharon, B.F., Del’Aune, W., Sprague, S.M., Boyette, L.W., & Brandon, L.J. Effects of motivation on aerobic exercise in older adults. Presented at the Southeast ACSM,


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


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


race and sex at Baton Rouge LA, October, 1990.


PROFESSIONAL PRESENTATIONS
Other Presentations

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.

QUOTED 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.

**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. Active 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.

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


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

Brandon, L.J.  The effect of exercise intensity on resting blood pressure in black and white hypertensive females. 1994, $5,000.00

Brandon, L.J., Sharon, B. and Boyette, L.  The influence of strength training on functional capability in older adults.  Extension, From the Rehabilitation Section of the VA Medical Research, Washington, D.C. 1994, $22,400


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

GRANTS PENDING

Chris Ray.  Analysis of Premature Mortality and Obesity in Individuals with Vision Loss
Submitted to Natinal Veteran Affairs Rehabilitation Research and Development Center, Washington, D.C., 2007 – In Revision
Role: Investigator

GRANTS SUBMITTED - NOT FUNDED


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


Jim Ross– Assessment of Children Fitness in the state of Georgia, 2005 - Not funded Consultants - , Russ Pate, Kirk Cureton, Bernard Gutin & L. Jerome Brandon

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 2005-2008

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

PROFESSIONAL SERVICE

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 Director of Rehabilitation Research and Development at the VA Medical Center, 1993-1996.

Book review, Allyn & Bacon, 1994

Conducted Sports Medicine workshops Atlanta Public School System, 1994

Manuscript review: Medicine and Science in Sports and Exercise, 1995

Manuscript review: Sports Medicine, 1995

Manuscript review: American Journal of Preventive Medicine, 1994, 1995


Manuscript review: Journal of Aging and Physical Activity, 1996

Manuscript review: Journal of the Medical Sciences, 1997

Manuscript review: Age and Nutrition, 1997


Manuscript review: Archives of Physical Medicine and Rehabilitation, 1999

Executive Board member of Georgia Striders, a Senior walking organization; Chair of Education Committee, 1991-1993.


UNIVERSITY AND COMMUNITY SERVICE

Scholarly Service
Served on 3 dissertation committees and chaired two, those chaired were:

Dr. Marybeth Elliott-Lloyd, Adjunct Instructor, Community College, North Carolina

Dr. Gary Granata, Assistant professor University of New Orleans

Served on 18 theses committees, chaired two.

Consulted with and assisted several children organization in developing health, fitness and sports programs.

**Other Service**

**University**

Member of GSU internal funding committee, Office of the Vice President of Research, 2001-2002

Faculty Advisory Committee on Admission

Member of the Speakers Bureau

**College**

Student Affairs Committee (Chaired), Faculty Affairs Committee, Promotion and Tenure committee (three terms, chaired on two different occasion), Dissertation quality review committee.

Committee on cumulative review of tenured faculty (chair) 1998.

**Department**

Graduate committee, Search committees (chair and member), graduate and undergraduate Exercise Science curriculum committee (chair, undergraduate), NCATE committee, Coordinator - undergraduate Exercise program and doctoral is Sports Science (Exercise Physiology major) program.

**Community**

Served on the executive committee for the Silver Striders, 1991-1992

Coordinated the youth basketball program at Greenforest Baptist Church, 1992-1996.

**CURRICULUM DEVELOPMENT - NEW COURSES**

KH 953, Cardiorespiratory and Peripheral effects of Exercise
KH 762, Special Applications of Exercise Physiology
    Exercise Physiology of Children and Elderly
COURSES TAUGHT

Graduate Courses

KH 953, Cardiorespiratory and Peripheral effects of Exercise (Doctoral course)
KH 954, Environmental Physiology (Doctoral course)
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 223, Neuromuscular Function and Human Performance II
KH 354, Personal Health Management
KH 355, Fitness and Lifestyles
KH 450, Exercise Physiology
KH 455, Evaluation and Measurement
KH 463, Conduct of Adult Fitness

A number of activity courses including tennis, self defense, conditioning, etc.

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
Curriculum Vitae

Jimmy Calloway Ph.D.
Clinical Associate Professor
Department of Kinesiology
Sports Administration Program
<table>
<thead>
<tr>
<th>1.10</th>
<th>Cover Sheet</th>
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<tbody>
<tr>
<td>1.101</td>
<td>Name of candidate</td>
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<td>1.102</td>
<td>Present rank of candidate</td>
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<td>1.103</td>
<td>Department of candidate</td>
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<td>1.104</td>
<td>Effective date of appointment</td>
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<td>to Georgia State University</td>
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</table>
### 1.20 Educational and Professional Experience

**Educational Experience**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Area of Specialization</th>
<th>Dates Attended</th>
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<tbody>
<tr>
<td>University of Maryland</td>
<td>Doctor of Philosophy</td>
<td>Recreation and Leisure Studies</td>
<td>August, 1980 - May, 1985</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>Master of Science</td>
<td>Education</td>
<td>June, 1969 - August, 1970</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>Bachelor of Science</td>
<td>Physical Education, Health &amp; Recreation</td>
<td>August, 1965</td>
</tr>
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</table>

**Professional Experience**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Title/Position</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td>Atlanta, GA</td>
<td>Associate Professor Program Coordinator</td>
<td>August, 1998-present</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Athens, GA</td>
<td>Associate Professor Program Coordinator</td>
<td>September, 1996-August, 1998</td>
</tr>
<tr>
<td>Atlanta Paralympic Organizing Committee (APOC)</td>
<td>Atlanta, GA</td>
<td>Vice-President for Governmental Affairs &amp; Fund Development</td>
<td>August, 1996 - August, 1993</td>
</tr>
<tr>
<td>California State University Studies</td>
<td>Northridge, California</td>
<td>Department Chair Recreation and Leisure</td>
<td>August, 1990 – June, 1993</td>
</tr>
<tr>
<td>Georgia Southern University Studies</td>
<td>Statesboro, Georgia</td>
<td>Department Chair Recreation and Leisure</td>
<td>June, 1989 – August, 1990</td>
</tr>
<tr>
<td>Howard University</td>
<td>Washington, DC</td>
<td>Part-time Instructor</td>
<td>1986-1989</td>
</tr>
<tr>
<td>Gallaudet University</td>
<td>Washington, DC</td>
<td>Associate Professor Program Coordinator Recreation and Leisure Studies &amp; Director of Recreation Grants</td>
<td>August, 1983 June, 1989</td>
</tr>
<tr>
<td>Institution</td>
<td>Location</td>
<td>Position</td>
<td>Dates</td>
</tr>
<tr>
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</tr>
<tr>
<td>Gallaudet University</td>
<td>Washington, DC</td>
<td>Assistant Professor</td>
<td>August, 1981-June, 1983</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinator of Therapeutic Recreation</td>
<td></td>
</tr>
<tr>
<td>University of Maryland College</td>
<td>College Park, MD</td>
<td>Instructor</td>
<td>June, 1975-May, 1981</td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>State University of New York</td>
<td>Binghamton, NY</td>
<td>Assistant Professor</td>
<td>May, 1970-June, 1975</td>
</tr>
</tbody>
</table>
Personal Background

Present Title and Position

Clinical Associate Professor  
Department of Kinesiology and Health  
Sports Administration Program  
Georgia State University

Work Address                                  Home Address

Georgia State University  
Department of Kinesiology and Health  
University Plaza  
Atlanta, Georgia 30303-3083  
FAX:    
Phone: (404) 413-8363  
Email: jcallowa@gsu.edu  
Website: http://www.gsu.edu/kinesiology

Education

University of Maryland, College Park, Maryland:  1985  
Doctor of Philosophy, Recreation and Leisure Studies  
Dissertation: “Recreation program services and perceptions toward program change in selected correctional institutions following court mandates”  
Advisor: Dr. Charlotte Leedy

University of Cincinnati, Cincinnati, OH:  1970  
Master of Science, Physical Education  
Non-Thesis Option

University of Cincinnati, Cincinnati, OH:  1969  
Bachelor of Science, Physical Education

Work Experience

Program Coordinator, Recreation and Leisure Studies, Georgia State University, Atlanta, Georgia:  1998 – present
Program Coordinator, Recreation and Leisure Studies, University of Georgia, Athens, Georgia:  1996 – 1998
Vice-President for Governmental Affairs & Fund Development (APOC), Atlanta: 1993 – 1996
Department Chair, Recreation and Leisure Studies, California State University at Northridge, Northridge, California: 1990 - 1993
Department Chair, Leisure Studies and Recreation, Georgia Southern University, Statesboro, Georgia: 1989 – 1990
Faculty, Recreation and Leisure Studies, University of Maryland, College Park, Maryland: 1975 – 1983
Faculty, Department of Physical Education, State University of New York at Binghamton, Binghamton, New York: 1970 - 1975

Certifications


Languages

Fluent in Sign Language

Research

Refereed Publications:

Journal Articles


Book Chapters


Compendium

**Monograph**


**Guides, Manuals & Materials**


Calloway, J. (1984) Authored the National Correctional Recreation Associations definition of “Correctional recreation.” Accepted and approved by the NCRA Board, Annual Conference, Louisville, KY.,
Non-refereed Publications


In Newsprint:

Beer Flowed for Hundreds of Teens With Nary a parent in Sight, Written by Staff Writer Patrick J. Bradley, Niagara News (November 20, 2001), p.3E.


Summit Gives Youths a Chance to Explain their Needs to Adults, written by Staff Reporter Kirk D. Richards, The Columbus Dispatch, Metro Section, (July 15, 1999).

Recreation Conference Opens, Written by the Cortland Herald staff, local section, October, 1977.

Recreation Conference is “Making Tracks…Towards a Brighter Future, Written by Cortland Heralds staff, local section, October, 1977.


Calloway Links Poor Use of Leisure Time to Crime, Written by Staff writer Paula Frank, CSUN student newspaper, (September, 1992, p.12.

Troubled teens: Recreation Programs Need Zip to Grab Aimless Youth, advises U. S. Expert written by Staff Reporter Barry Dorey of the Mall Star, (November 23, 1992), p.3

President of the United States of America News Release: Jimmy Calloway listed as a Distinguished Panel of 19 Named Advisors to President Reagan’s Commission on Americans Outdoors, released by President’s Commission on Americans Outdoors, Washington, DC (April 23, 1986).

Calloway’s Crusade: Correctional Recreation, Written by staff writer Pattie Yu Hussein, Precis, (April 6, 1981),

**Funded Grants and Awards**


Georgia State University, Program in Recreation and Leisure Studies, Department of Kinesiology and Health. “Developmental Assets for Youth,” $3,000.00, Awarded September, 2002.


Vice President for Governmental Affairs and Fund Development (The Atlanta Paralympic Organizing Committee) Funding awards from the: Department of Veteran Affairs, Department of Defense, General Services Administration, United States Information Agency, Department of Transportation, Department of Labor, Department of Education, Social Security Administration and, Federal Highway Administration totaling, $53,000.000, Awarded 1993-1996.


United States Department of Education, Office of Education and Rehabilitation Services, Integrating Hearing Impaired and hearing Person in Recreational Aerobic Exercise Classes and Competitive Sport Activities,” $103,593, Grant # CFDA No. 128J, Awarded, 1986.

Non-funded Proposals

School of Policy Studies and Department of Kinesiology “Recreation and sport leadership training in South Africa,” $5,000,000, from 1999-2000.

Federal Grant Reviewer for the United States Department of Education, Office of Special Education and Rehabilitation

Federal Grants Reviewed:
“Postsecondary Education Programs for Individuals who are Deaf,” (326D), 4 proposals reviewed, Washington DC, August, 2006.
“Captioned and Described Media Grant Review,” (CFDA # 84.327N), 4 proposals reviewed, Arlington, VA, July, 2006.
“Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities,” (CFDA 84.325A), October 2002.
“Center to Promote Involvement by Minority Institution in Discretionary Programs,” (CFDA 82.326L), September, 2002.

“Television Access,” (CFDA 84.327L), September, 2002.

“Center to Promote Involvement by Minority Institutions in Discretionary Programs,” (84.326L), September, 2002.


“Preparation of Personnel in Minority Institutions,” (CFDA 84.325E), May, 2002.


“Student Initiated Research Projects,” (CFDA 84.324B), April, 2000.

“Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children With Low-Incidence Disabilities,” (CFDA 84.325A) December, 1999.


“Field Initiated Research Projects,” (CFDA 84.324C) Washington D.C.

“Research Institutes on Assessment/Student Disabilities,” (CFDA 84.324K) Washington D.C.


“National Center on Postsecondary Outcomes/Students/Disabilities,” (CFDA 84.324S) Washington D.C.

“Preparation of Leadership Personnel,” (CFDA 84.325D) Washington D.C.

“Improving the Preparation of Personnel/Children/High Incidence,” (CFDA 84.325H) Washington D.C.

“Projects for Children and Young Adults/Deaf and Blind,” (CFDA 84.326 C) Washington D.C.

Invited Presentations

International Presentations


National Presentations


Keynote Speaker, “7th Annual Careers & Youth in Sport Conference,” Wayne State University, Detroit, MI, April 14, 2007

Invited Presenter, Staff Development Day, Orleans, NY, March 16, 2007


Invited Presenter, Georgia Legislative Black Caucus, Inc, Atlanta, GA, February 8, 2007

Speaker and Coordinator, “Building Healthy Communities-An Advocacy Workshop,” Georgia Coalition for Physical Activity and Nutrition, January 26, 2007
Invited Speaker, “Older American’s Month-August 2007”, Benson Adult Day Program, 2007
Board Member, National Alliance For Youth Sports, Sporting Kid Magazine, November/December 2006 Issue
Keynote Speaker, Options, “Creating Cultures of Achievement”, Niagara University, NY, November 6, 2006
Keynote Speaker, “Community and Family Conference, Strengthening the Community, One Family At A Time,” Rochester, NY, November 3, 2006
Breakout Speaker, “The 6th Annual Careers in SPORT, Youth in SPORT Conference,” Wayne State University, Detroit, MI, April 2006
Keynote Speaker, “Recreation and Sport as Catalysts for Community Revitalization,” COMPA 2006
Moderator, Symposium II “This is How We Play the Game,” Super Bowl XL, 8th Annual Sports Career Expo, Detroit, MI 2006
Presenter, “AT’s Role,” NH/MR Unit Manager/Clinical Directors Meeting, August 12, 2005
Keynote Speaker, “Caring for Others, Inc.” Meat the need Gala. October 6, 2005
Invited Speaker, “Summer Camp Employee Orientation,” Gresham Recreation Center, Dekalb county Parks and Recreation Department, GA, May 31, 2005
Keynote Speaker, “Hands on Recreation Workshop, Options; New Beginnings,” Georgia Parks and Recreation Association, Decatur, GA, May 13, 2005
Invited Speaker, “65th Annual Conference & Business Expo, Blazing the Trail”, New
York State Recreation and Park Society. May, 2005.
“Putting Science into Practice-A Unique Public Health Initiative in the Inner City,” American College of Sports Medicine, Southeast Regional Chapter, Atlanta, Georgia, January, 2004.
“Creating a New Organizational Structure for Youth Services,” KidsGym, State Capital Building Atlanta, Georgia, December, 12, 2003.
“Assessing the Atlanta After-School All-Stars,” Office of School Safety, Georgia State University, Atlanta, Georgia, December 3, 2003.
“Religion, Culture and Therapeutic Recreation,” Macon-Bibb County Parks and Recreation Department, Macon, Georgia, September 03, 2003.
“Aging Healthy,” Dekalb County Parks and Recreation, Golden Olympics,
“Community Needs Assessments,” FBI Community Relations Unit, Community Outreach Specialists’ Annual In-Service Training, Nevada, Las Vegas, August 1, 2003.
“The Aging Workforce,” Georgia Recreation and Parks Association, Hands on Recreation and Workshop, Minority Section, Ben Hill Recreation Center, Atlanta, Georgia, May 17, 2002.
“Build Your Personal/Professional Financial legacy,” 62nd Annual Conference &


“Options from At-Risk Youth to Youth Development: Strategies that Work,” Trainer for NYSRPS One Day Seminar designed for Youth Service Providers, Uniondale, New York, November 18, 2000.


“Options from At-Risk Youth to Youth Development: Strategies that Work,”
  Keynote Speaker for NYSRPS One Day Seminar designed for Youth Service Providers, Hicksville, New York, September 15, 2000.


“GRPA Strategic Plan,” The Georgia Recreation & Park Association Youth Summit II Planning Meeting, Atlanta, Georgia, February 8, 2000.

Teaching:

Graduate Courses Taught
  Georgia State University

Planning and Management of Sport Facilities (KH 7380)
Event Planning (RCLS 6940)
Entrepreneurial ship
University of Georgia

Research Seminar in Recreation (REC 699)

Undergraduate Courses Taught

Georgia State University (undergraduate)

Urban Recreation (RCLS 3410)
Foundations of Recreation and Leisure Services (RCLS 2260)
Introductory to Recreation Leadership and Analysis (RCLS 2350)
Management and Operations of Recreation Programs and Facilities (RCLS 4400)
Event Planning (RCLS 4940)

University of Georgia (undergraduate)

Introduction to Park & Recreation Administration (REC 203)
Organization & Administration (REC 487)
Programming in Leisure Services (REC 280)
Special Problems in Recreation (REC 400)
Research & Evaluation in Leisure Services (REC 490)

Curriculum Development:

Georgia State University, Atlanta, Georgia, 1998-2004

Event Planning and Management: This course focused on event planning and management of small and large events. Emphases are on organizational and management principles for event planning.

California State University, Northridge, 1990-1993

Urban Recreation: This course focuses on park and recreation services provided in concentrated urban environments. Focus is on the development of managers and administrators in urban recreation centers.
Industrial Recreation: this course focused on program planning strategies for employees working in large corporate agencies. Emphasis is placed on management and organizational skills.

Georgia Southern, Statesboro, Georgia, 1989-1990

Dying, Death and Leisure: This course focuses on the role of therapeutic Recreation service providers during a clients dying and death phases of life. Emphasis is place on programs and activities that allow clients to progress through the dying process with dignity.
Correctional Recreation:  This course focused on program activity services for individuals in confined settings.  Emphasis is placed on administrative and management skills appropriate in prison and jail settings.
Museum Studies: this course prepared students to work in museum settings as administrators


Initiated and Developed a four year Therapeutic Recreation Program/Curriculum
Initiated and Developed a two year Paraprofessional Program/Curriculum
In addition to curriculum development developed Special Topics:
Recreation programming for the hearing impaired
Recreation programming for sensory impaired
Recreation programming for troubled youth
Recreation programming for hearing impaired elderly

University of Maryland, College Park, Maryland, 1975, 1983

Human Relations Skills Development: This course focused on leadership and group dynamic skills in group settings.

Doctoral Dissertations:

Committee Member, University of Georgia
Doctoral Examination Committee,  June1997-August, 1997
Doctoral Faculty Advisor, August 1996-1997

Doctoral Committee Member
University of Georgia

“Effects of a sport intervention on the pro-social behavior of adolescents with behavior disorders,” Ph.D., 1998
“Exploring identify formation of youth involved in an after school disabled sports program,” Ph.D., 1998
“Moving Beyond values clarification: A moral development approach to leisure Education,” Ph.D., 1997
Masters Projects & Thesis, Georgia State University

Project


University of Georgia

Graduate Faculty Advisor, 1997-1997

Creative Projects

Presented the idea of creating a fund development position (Research Coordinator I) to the Chair of the Department of Kinesiology and Health. The Department Chair implemented this idea in the Fall of 1987.

Media Products

Service

Professional Memberships

Georgia Association for Health, Physical Education, Recreation, and Dance (GAAPHERD)
International Scholars Phi Beta Delta, Georgia State University
National Recreation and Park Association (NPRA)
National Corrections Recreation Association (NCRA)
National Recreation and Park Ethnic Minority (NRPSEMS)
Kappa Alpha Sigma Honorary Teaching Society
Georgia Recreation and Park Association (GRPA)
New York State Recreation & Park Society (Life Member)
Kansas State Recreation and Park Society (Life Member)

National Professional Service

Board Member, National Alliance of Youth Sports, 2004-2006
Assistant Director, North American Society for Sports Management, Annual Conference, May 2004
Board Member, NRPAEMS, 2003-2004
Recreation Chairman, GAAPHERD, 2002-2003
Youth Policy Coordinator, GRPA, 2001-2003
Host, Roundtable Association, National Conference, 2001

International Professional Service

International Association for Sport Management, Coordinator for Meeting, 2004.

Academic Service

University

Africa/African American Center Development Committee, 2002
Advisor and founder, New Generation Campus Ministries for students, 1999-2003
Annual Faculty and Staff Giving Campaign coordinator, 1998-2002

College

Annual Faculty and Staff Giving Campaign Representative, 1998-2002
Executive Board, Center for Research on School Safety, School Climate and Classroom Management, 2003-2004
International Faculty Advisory Committee, 2002-2004
State Charitable Contributions Program Committee 2000-2003  
Committee on Underrepresented Faculty 2002-2003  
Student Affairs, Student Activity Fee Committee 1999-present

Department

Assistant Director, North American Society for Sports Management organizing Committee, Georgia State University, Atlanta, Georgia, 2004  
Advisor & Founder, Department of Recreation and Leisure Studies Club, 1998  
Sports Administration Search Committee, Chair 1998, 2001  
Annual Faculty and Staff Giving Campaign Coordinator 1998-2002

Community Service

Board Member, KidsGym, Atlanta, Georgia, 2004  
Board Member, Uplifting People, Atlanta, Georgia, 2004  
Board Member, Why Not Sports, Atlanta, Georgia, 2004  
Site Reviewer Western Regional Center, National Center on Deafness, Northridge, California, 2003  
Site Reviewer, St. Paul Mid West Regional Center on Deafness, St. Paul Minnesota, 2003  
Evaluation Coordinator, Atlanta After School All Stars, Atlanta, Georgia, 2002-2000

Honors/Awards

Milestone Service Award, Georgia State University certificate of recognition for five years of service, 2004


Georgia State University Phi Beta Delta International Scholars, 2002.  
FBI certificate of Recognition, FBI’s Community Outreach Specialists, Las Vegas Nevada, 2002.

Phi Beta Delta, Honor Society for International Scholars, Georgia State University, Atlanta, Georgia, 2001.
Beth A. Cianfrone

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C: (404) 992-4400

EDUCATION
Ph.D.  Health and Human Performance  University of Florida, August 2007
Major: Sport Management
Minor: Marketing
Dissertation: The influence of motives and consumption on sport video game
sponsorship effectiveness.

M.E.S.S.  Exercise and Sport Sciences  University of Florida, August 2002
Specialization: Sport Management

B.S.  Exercise and Sport Sciences  University of Florida, May 2001
Specialization: Sport Management
Minor: Business Administration
With Honors

RESEARCH INTEREST
• Study of the effectiveness of sport sponsorship and advertising
• Study of sport consumer behavior

PUBLICATIONS
Refereed Publications


**Non-Refereed Publications**


**Manuscripts in Review or Progress**


**SCHOLARLY PRESENTATIONS**

*International/National Conferences*


State Conferences


University Research Symposium

GRANTS/CONTRACTS

Funded Grant Proposals


Pending Proposals


CONSULTATION OUTSIDE THE UNIVERSITY
Served as a research consultant for various sport organizations (unfunded). These organizations included:
- Toronto Blue Jays (Spring Training Analysis). Responsibilities included designing questionnaires, conducting surveys, data analyses, and formulating technical reports.
- Cleveland Indians (Spring Training Analysis). Responsibilities included conducting surveys.
PROFESSIONAL EXPERIENCE

Assistant Professor, Georgia State University, August 2007-Present

Graduate Courses Taught, Terms: Learning Outcomes
Introduction to Sport Management, KH 6380 (graduate), Fall 2007:
The theoretical aspects of sport management, including management, ethics, marketing, finance, internationalization, and law are described. These principles are applied to organizations within interscholastic, intercollegiate, international, and professional sport along with the health/fitness and community recreation industries.

Instructor, University of Florida, January 2004-May 2007
• Taught the following undergraduate theory courses in the Department of Exercise and Sport Sciences and the Department of Tourism, Recreation, and Sport Management
• Implemented online interaction via WebCT or WebCT Vista programs with each course
• Hired as Adjunct Faculty status, May 2005-June 2005

Undergraduate Courses Taught, Terms: Learning Outcomes
History of Sport and Exercise Sciences, PET 3121 (undergraduate), Spring 2004, Spring 2005:
The development of physical education, professional and amateur sport, the Olympic movement, and exercise and sport sciences is presented with interpretations and analyses of why events occurred, the impact on the development of the discipline, and the future trends of sport. The contributions of individuals and society's impact on the various topics are also included. Specifically, students will conduct research at the university archive library to report on the history of a sport at the University of Florida to understand how past events have affected current campus sports.

Special Events and Meeting Planning, LEI 3832 (undergraduate), Summer 2004, Summer 2005:
The course is designed to assist students in the five critical stages of successful event management - research, design, planning, coordination and evaluation. Professional opportunities in event management are discussed. Students will complete assignments to establish a special event’s goals, objectives, measurements, SWOT analyses, production scripts, timelines, budget, and plans for onsite crowd and facility management. Students will also create an event binder detailing every aspect utilized in running their event.

Women in Sports, PET 3254 (undergraduate), Fall 2004, Fall 2005, Spring 2006, Fall 2006, Spring 2007:
This course provides a historical, physiological, psychological, and sociological background of the participation and involvement of women in sport, while adding information about the training and conditioning of female athletes. Specifically, students will critically analyze women’s athletics on campus through observational research. Students will also conduct research on the social representation of women in the media and marketing during televised sports.
Olympic History in Greece, Study Abroad Program, PET 4905/5936, (undergraduate/grad.), Spring 2004, Assistant Program Director:
The course is designed to expose students to the international community with a particular focus on the history of the Ancient and Modern Olympic Games. Students have an opportunity to develop an appreciation of Ancient Greek fitness, exercise, and the Olympic Games via a week abroad in Greece. Specifically, students will develop an informative website on a historical Ancient Greek monument. Students will also perform assignments while visiting the sites of the Games.

Graduate Teaching Assistant, University of Florida, August 2001-August 2004
- Guest lectured in each undergraduate course at least once every semester
- Managed course information via WebCT
- Aided professors by creating/grading quizzes, exams, and assignments for the courses indicated below:

**Undergraduate Courses, Terms**
- History of Sport and Exercise Sciences, Fall 2001 (two sections), Spring 2002 (two sections), 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

**RELATED ACADEMIC EXPERIENCE**
College of Health and Human Performance, University of Florida, Gainesville, FL
Research Assistant, August 2004 to May 2005; August 2006 to present
- Research assistant for Dr. James Zhang; focused on service quality of media and relationship marketing of intercollegiate athletics.

College of Health and Human Performance Dean’s Office, University of Florida, Gainesville, FL
Facility Project Graduate Assistant, January to August 2003
- Project coordinator for the Florida Gym working with the Senior Associate Dean of the College on scheduling facility projects for the building totaling $10,000.

College of Health and Human Performance Gator Golf Classic, Gainesville, FL
Tournament Director, August to December 2002
- Supervised a 25-student event management class in planning and executing every facet of an inaugural 80-player golf tournament.
- This first year tournament raised $5,000 for the College and was continued annually by the event management class for three years.
SPORT INDUSTRY EXPERIENCE
Party Planners West, Inc., Super Bowl XXXIX, Jacksonville, FL
*NFL Experience Area Manager, January 29-30, February 3-5, 2005*
  - Managed 80 volunteers daily in the NFL Experience Kids’ Zone.
*NFL Tailgate Party Host Concierge, February 6, 2005*
  - Host concierge for 9,000 NFL-invite only party attendees at the NFL Tailgate Party.

Octagon Marketing, Gravity Games, Cleveland, OH
*Interactive Village Manager, May to 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.

Walt Disney World®, Disney’s Sports and Recreation, Lake Buena Vista, FL
*Media Relations/Sports Information, January to August 2001*
  - 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 Devil Rays.
  - Created the *2001 Orlando Rays’ Media Guide*, the first in team history.
  - Co-editor of *The Full Count*, the Orlando Rays’ game program.

United States Olympic Committee (U.S.O.C.) Site Visit, Orlando, FL
*Media Relations, August 6, 2001*
  - Served as a media liaison for *Disney’s Wide World of Sports™ Complex*, Florida 2012, and the U.S.O.C. Site Selection Committee during the U.S.O.C.’s site visit of *Disney’s Wide World of Sports™ Complex*.

Tampa Bay Devil Rays’ Fan Festival, St. Petersburg, FL
*Event Management Staff, February 10-11, 2001*
  - Manned the annual baseball Fan Festival activities to promote ticket sales.

Florida 2012, Tampa, FL
*Sport Management Intern, May to August 2000*
  - 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 Olympic Games.

Buy.Com Florida Classic Golf Tournament, Gainesville, FL
*Event Management Intern, August 1999 to February 2000*
  - Assisted in acquiring 500 food sponsorships/donations valuing $2,500 for volunteer meals during the tournament.
  - Week of the tournament took over various operational tasks: handled the media room, managed the Buy.Com promotions tent, and course setup.
Volunteer for various professional and amateur sporting events:
- 2003 Ashworth Postseason Junior Golf Tournament, Gainesville, FL
- 2003 University of Florida Football Games, Gainesville, FL
- 2002 Florida Senior Games Qualifiers, Gainesville, FL
- 2001 Florida Senior Games Qualifiers, Gainesville, FL
- 2001 Atlanta Braves Spring Training Season Ticket Holder Recognition Breakfast, Orlando, FL
- 2000 United States Transplant Games, Orlando, FL
- 1999 Nike Tour Event- The Florida Classic, Gainesville, FL
- 1998 Major League Soccer All-Star Game Fan Fest Weekend, Orlando, FL

HONORS AND AWARDS

National
- Women’s Sports Foundation Dorothy Harris Endowed Scholarship, 2005-2006 ($1,500)
  Selected as the national recipient for this graduate student scholarship.
- “W.I.S.E. on the Rise” Award Winner, 2001 ($2,500). Selected as one of two national recipients by the Women in Sports and Events (W.I.S.E.) organization. The award celebrates individuals who, although just embarking on their careers, have already made a contribution with exceptional dedication and professionalism.
- 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
- University of Florida Presidential Recognition Award for Outstanding Students, 2003
- University of Florida President’s Honor Roll (4.0 GPA), Fall 1999, Fall 2000, Spring 2001, Fall 2001, Spring 2002
- Florida Academic Scholarship Recipient, Full Tuition and Books, Fall 1996 to Fall 2000

College
- Norma Leavitt Graduate Scholarship Recipient, 2003 ($1,000)
- Exercise and Sport Sciences Fellowship Recipient, 2002 ($2,392)
- Danny Eggart Graduate Scholarship Recipient, 2002 ($1,000)

PROFESSIONAL AFFILIATIONS/ASSOCIATIONS

National Associations
- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), Member, 2006-Present
  o National Association for Girls and Women in Sports-AAHPERD, Member
  o Research Consortium-AAHPERD, Member
- North American Society for Sport Management, Member, 2002-Present
- Sport Marketing Association, Member, 2002-Present
- Women in Sports and Events, Member, 2006-Present
State Associations

- Florida Alliance for Health, Physical Education, Recreation, Dance, and Sport, Member, 2005-2007

University Associations

- Gator Sport Management Club, Member, 2005-2006

PROFESSIONAL SERVICE

- College of Health and Human Performance, Graduate Student Advisory Council, Executive Board Member, 2005-2007
  - Appointed by faculty to this first year committee, which was established to meet the needs of graduate students within the college.
- Sport Marketing Association, National Student Board Representative, 2002-2003
- Sport Marketing Association-University of Florida Chapter, Student Advisor, 2002-2003, 2003-2004
  - Developed the charter for the first year organization; this charter served as the model for the Sport Marketing Association on a national level.
  - Palm Harbor Parks and Recreation, Palm Harbor, FL
  - Received scholarship from Nike for coaching youth soccer and softball teams.
- Physical Education Department Volunteer at Fort Clarke Middle School, Gainesville, FL, August to December 2000

OTHER RELATED ACTIVITIES

- Professional Conference Attendee:
  - North American Society for Sport Management Conference, June 2007, Ft. Lauderdale, FL
  - Sport Marketing Association IV Conference, November 2006, Denver, CO
  - North American Society for Sport Management Conference, June 2006, Kansas City, MO
  - Sport Marketing Association III Conference, November 2005, Tempe, AZ
  - Sport Marketing Association II Conference, November 2004, Memphis, TN
  - Florida Alliance for Health, Physical Education, Recreation, Dance, and Sport Conference, October 2005, Orlando, FL
  - North American Society for Sport Management Conference, June 2004, Atlanta, GA
  - Sport Marketing Association Conference, November 2003, Gainesville, FL
  - International Conference of Sport and Entertainment Business, October 2002, Columbia, SC
  - Tenth Annual Georgia Southern University Sport Management Conference, February 2002, Savannah, GA
• International Conference of Sport and Entertainment Business, October 2001, Columbia, SC
• Eighth Annual Georgia Southern University Sport Management Conference, February 2000, Savannah, GA
• National American Alliance for Health, Physical Education, Recreation and Dance Conference, March 2000, Orlando, FL
• Florida Alliance for Health, Physical Education, Recreation, and Dance Conference, October 1999, Orlando, FL
Curriculum Vitae

J. Andrew Doyle, Ph.D.

Associate Professor and Chair
Department of Kinesiology and Health
Georgia State University
Atlanta, GA USA
Personal Background

Present Title and Position
Associate Professor and Chair
Department of Kinesiology and Health
Georgia State University
Atlanta, GA USA

Work Address
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Atlanta, GA 30302-3975
Phone: (404) 413-8051, 8478
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Email: ad Doyle@gsu.edu
Website: http://education.gsu.edu/kin

Home Address
460 Princeton Way, NE
Atlanta, GA 30307
Phone: (404) 486-0460
Mobile: (404) 668-9523
Email: AndyDoyle@bellsouth.net

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
Chair, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia: February 1, 2006 - present
Interim Chair, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia: October, 2005 – January, 2006
Associate Professor with Tenure, Georgia State University, Atlanta, Georgia: 2000 - present
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
National Convention Clerk, The Pi Kappa Alpha Fraternity, Memphis, Tennessee: 1984
Director of Chapter Services, The Pi Kappa Alpha Fraternity, Memphis, Tennessee: 1982 - 1984

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

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.
Books


Book Chapters


Journal Articles in Progress


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, "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.


Georgia State University Research Initiation Grant (co-author with L. Tis), "The development of a clinical model for the inducement of delayed onset muscle soreness." $4,250, 1995.


Georgia State University Research Initiation Grant (co-author with L. Tis), "The development of a clinical model for the inducement of delayed onset muscle soreness." $4,250, 1994.


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, 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, 1996
"Strength Training." ACSM Exercise Leader Workshop, 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
"Strength Training." ACSM Exercise Leader Workshop, Atlanta, Georgia, 1993
"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

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**Teaching**

Courses Taught

**Graduate**

Physiology of Exercise: (KH 7500) 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
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

Curriculum Development

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**

“Exercise-Induced Muscle Injury And The Repeated Bout Effect: Effects On Insulin Resistance.” Michael S. Green, Department of Kinesiology and Health, Georgia State University, In progress.

“Skeletal Muscle Hypertrophy in the Zucker Diabetic Fatty Rat.” Charles Eric Arnold, Department of Kinesiology and Health, Georgia State University, In progress.

“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**

“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.


**Master's Theses**

**Chair**

“The Effect of an Isocaloric Glucose and Glucose/Fructose Beverage on Cycling Time Trial Performance.” Darren Triplett, Georgia State University, In progress.

“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 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)
“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

“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.
“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 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 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)
Southeast Chapter, American College of Sports Medicine
World Scientific Congress of Golf Trust
Sigma Xi, The Scientific Research Society

Professional Service
Session Chair, Southeast Chapter, American College of Sports Medicine Regional Meeting: 2005
USA Cycling Science and Education: 2002 - present
Committee Member, USA Cycling Sport Science Committee: 1999 – 2001
American College of Sports Medicine: 2001 – present
University Membership Contact (SHARES Program)
American College of Sports Medicine Committee on Certification and Education: 1997 - 2000
Health/Fitness Director Subcommittee
Session Chair, Southeast Chapter, American College of Sports Medicine Regional Meeting: 1998
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

Academic Service

University
Faculty Information Management System (FIMS) Committee, Georgia State University: 2006 - present
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: 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**

Director, Applied Physiology Laboratory, Department of Kinesiology and Health, Georgia State University: 1998 – 2005
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
Youth Baseball Coach, Druid Hills Youth Sports. Atlanta, Georgia: 2003 – present
Volunteer, Course Marshal, PGA Tour Championship. East Lake Golf Club, Atlanta, Georgia: 2004 – present
Volunteer, Walking Scorer, United States Golf Association U.S. Women’s Amateur Golf Championship: Ansley Golf Club, Settingdown Creek, Atlanta, Georgia, 2005
Youth Soccer Coach, Decatur-Dekalb YMCA. 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
American Cancer Society, Nutrition and Physical Activity: 1997 – present
Georgia-Pacific Corporation, Wellness Program: 1995

Honors and Awards
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
References

Jeffrey C. Rupp, PhD
Associate Professor
Department of Kinesiology and Health
Georgia State University
Atlanta, GA 30302-3975
Phone: (404) 651-2536
Email: jrupp@gsu.edu

William M. Sherman, PhD
Professor and Director
School of Physical Activity and Leisure Services
The Ohio State University
215 Pomerene Hall
1760 Neil Avenue
Columbus, OH 43210
Phone: (614) 292-0956
Email: sherman.4@osu.edu
CURRICULUM VITAE

REBECCA (BECKY) ELLIS, PhD
(formerly Rebecca Ellis Gardner)

PERSONAL

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University Affiliation
Sports Arena Room 177
Department of Kinesiology & Health
Georgia State University
Atlanta, GA 30303
Phone: (404) 413-8370
Fax: (404) 413-8053
Email: rellis@gsu.edu

EDUCATION

Doctor of Philosophy (Sport and Exercise Psychology)
University of Florida, Gainesville, FL, 2003
Dissertation Title: Exercise and Diet Motivation of Overweight Women: An Application of the Theory of Planned Behavior

Master of Science in Exercise and Sport Sciences (Sport and Exercise Psychology)
University of Florida, Gainesville, FL, 1999

Bachelor of Arts, Cum Laude (Psychology and Sociology; double major)
Oglethorpe University, Atlanta, Georgia, 1997

EMPLOYMENT AND OTHER EXPERIENCES

Employment
2007-present Assistant Professor, Department of Kinesiology and Health, Georgia State University, Atlanta, GA
2003-2007 Assistant Professor, Department of Kinesiology, Louisiana State University, Baton Rouge, LA
2002-2003 Graduate Assistant, Department of Exercise and Sport Sciences, University of Florida, Gainesville, FL
1997-2001 Graduate Assistant, Department of Exercise and Sport Sciences, University of Florida, Gainesville, FL

Louisiana State University; University Service
2007 LCAC Student Abstract Submission Committee Chair
2006 LCAC Student Abstract Submission Committee Member
2005-2006 Dean’s Representative on Doctoral Committee in Department of Music
2005 LCAC Enhancement Award Committee Member
2005 LSU Student Health Center Wellness Fair Participant
2004 LSU Prowl our Paths Ribbon Cutting Ceremony Participant
2004-present Life Course and Aging Center (LCAC)

Louisiana State University; Department Service
2006-2007 Search Committee for Assistant Professor of Pedagogy
2006 Undergraduate Honors Thesis Committee Member in Human Ecology
2006 Search Committee Member for Assistant Professor of Health Promotion
2005 Graduate Outcomes Assessment Committee Member
2005-2007 Undergraduate Outcomes Assessment Committee Member
2005 Host Committee for Chancellor’s Distinguished Lectureship Series
2005 BA Curriculum Committee Member
2004  Ronald E. McNair Faculty Mentor
2004-2006  KIN 2504 Course Coordinator
2004-2007  KIN 4520 Course Coordinator
2003-2005  Fitness Studies Committee Member
2003-2006  Technology Committee Member

Professional Service
Guest reviewer for the following peer-reviewed journals:
  1. Research Quarterly for Exercise and Sport
  2. Journal of Sport and Exercise Psychology
  3. Journal of Sports Sciences
  4. Applied Journal of Sport Psychology
  5. Journal of Physical Activity and Health
  6. Psychology of Sport and Exercise
  7. Journal of Aging and Physical Activity
  8. Journal of Teaching in Physical Education
  9. Disability and Rehabilitation

2007  Living Word Church Health Fair, Baton Rouge, LA
2005  Living Word Church Health Fair, Baton Rouge, LA
2005  Leo S. Butler Community Center Back to School Health Fair, Baton Rouge, LA
2005-2006  Louisiana Active Aging Partnership Member (LAAAP)
2005-2006  Program Committee Chair, Southside YMCA, Baton Rouge, LA
2004-2006  Program Committee Member, Southside YMCA, Baton Rouge, LA
2004-2006  Board of Directors, Southside YMCA, Baton Rouge, LA
2004  Delegate of the 6th World Congress of Aging and Physical Activity
2003-2004  Louisiana Council on Obesity Prevention and Management
2003-2004  Louisiana Health and Safety Stakeholders

Professional Memberships
2006-present  American College of Sports Medicine (ACSM)
2000-present  North American Society for the Psychology of Sport and Physical Activity (NASPSPA)
1999-present  American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
2005  Southeast Chapter of the American College of Sports Medicine (SEACSM)
2001-2006  American Psychological Association (APA)
2001-2004  Association for the Advancement of Applied Sport Psychology (AAASP)

Professional Certifications
Certified Strength and Conditioning Specialist (CSCS; March 2003)

ACADEMIC HONORS AND AWARDS
Graduate & Professional Student Forum Presentation 1st Place Award; University of Florida (2002)
Margaret Floy Washburn Award; Oglethorpe University (1997)
National Dean’s List; Oglethorpe University (1996)
Who’s Who among Students in American Universities and Colleges; Oglethorpe University (1995-1997)
Omicron Delta Kappa (National Leadership Society); Oglethorpe University
Psi-Chi (National Psychology Honor Society); Oglethorpe University

PUBLICATIONS

Refereed Journal Publications


Conference Proceedings Publications

Articles in Press


**Articles in Review**


**Articles in Preparation**


**Published Abstracts**


**Conference Proceedings Abstracts**


**PRESENTATIONS**

**Referred Presentations to Scholarly and Professional Groups**


Ellis Gardner, R., Allen, P. D., Cherry, K. E., Monroe, P. A., O'Neil, C. E., & Wood, R. H. (2006, June). *Baseline results of an interdisciplinary effort to promote healthy aging among culturally diverse adults.* Poster presented at the annual meeting of the American College of Sport Medicine, Denver, CO.


Non-Refereed Presentations


GRANTS

Falls Prevention and Risk Reduction in Older Adults.

Council on Research Faculty Research Grant Program: $40,000
Status: COMPLETED (07/01/2006 – 05/18/2007)
Role: Principal Investigator

Psychosocial Determinants of Physical Activity among Adults with Physical Disabilities.

National Multiple Sclerosis Society: $44,000
Status: PENDING
Kosma, M., & Ellis, R. Construct Validity of a Stages-of-Change Algorithm among Adults with Multiple Sclerosis.
Role: Co-investigator.

Assistant Secretary for Planning and Evaluation/DHHS: $1,000,000.
Status: NOT FUNDED
Role: Co-Investigator

Understanding the Determinants of Healthy Aging

Louisiana State Board of Regents HEF (2001-06)-02: $4,100,000
Status: COMPLETED (01/01/2002 – 06/31/2007)
Project for R. Wood: Physical Function in Louisiana Elders.
Amount for project: ($222,997)

National Institute on Aging 1-P01 AG022064-01: $7,200,000
Status: ACTIVE (07/01/2004 - 06/30/2009)
Jazwinski, S. M., Batzer, M., Cherry, K., Mountz, J., Scott, D., Ravussin, E., & Wood, R. Determinants of Longevity and Healthy Aging.
Project for R. Wood: Vascular status, physical function, and healthy aging
Amount for project: ($774,402)

Increasing Physical Activity Behavior among Culturally Diverse Seniors.

National Institute on Aging (NIA) 1 R21 AG028756-01: $404,250
Status: NOT FUNDED
Ellis Gardner, R., & Wood, R. H. The Promotion of Physical Activity in Minority and Underserved Older Adult Women.
Role: Co-Principal Investigator

National Institute on Aging (NIA) 1 R21 AG27553-1: $361,860
Status: NOT FUNDED
Role: Co-Principal Investigator

Research Consortium of AAHPERD (PROPOSAL FOR PHASE II): $5,000
Status: NOT FUNDED
Ellis Gardner, R. Understanding Motivation for Physical Activity in Culturally Diverse Older Adults Using the Theory of Planned Behavior.
Role: Principal Investigator

Baton Rouge Area Foundation: $52,212
Status: NOT FUNDED
Role: Co-Principal Investigator

Council on Research Faculty Research Grant Program: $10,000
Status: COMPLETED (01/01/2004 - 06/31/2004)
Role: Principal Investigator

Council on Research Summer Stipend Program: $5,000
Ellis Gardner, R., & Wood, R. H. Increasing Physical Activity Participation among Less Affluent, Racially Diverse Older Adults.
Role: Principal Investigator

Obesity and the Built Environment.

Robert Wood Johnson Foundation Active Living Research (Round 5): $200,000
Status: NOT FUNDED
Role: Principal Investigator

National Institute of Environmental Health Sciences 1 R21 ES014188-01: $392,500
Status: NOT FUNDED
Role: Co-investigator

Advancing Teaching and Research of Human Physiology and Health Promotion.

Board of Regents Support Fund: $158,640
Status: NOT FUNDED
Welsch, M. A., Ellis Gardner, R., Asserg, J., Johnson, J., & Ballinger, T. Advancing Teaching and Research of Integrative Human Physiology and Health Promotion.
Role: Co-Principal Investigator

Exercise and Diet Beliefs and Behavior of Overweight Women

Office of Research and Graduate Programs Opportunity Fund, University of Florida: $20,000
Status: COMPLETED (06/01/2002 – 05/31/2003)
Houseenblas, H. A., & Ellis Gardner, R. Exercise and Diet Beliefs and Behaviors in Overweight/Obese Women.
Role: Co-Principal Investigator
Association for the Advancement of Applied Sport Psychology: $5,000
Status: NOT FUNDED
Hausenblas, H. A., & Ellis Gardner, R. Exercise and Diet Beliefs and Behaviors in Overweight Women.
Role: Co-Principal Investigator

TEACHING

Georgia State University
KH 4280  Psychology of Physical Activity
        Department of Kinesiology & Health, College of Education
KH 6280  Psychology of Physical Activity
        Department of Kinesiology & Health, College of Education

Louisiana State University
KIN 2504  Principles of Conditioning
        Department of Kinesiology, College of Education
KIN 4520  Psychosocial Aspects of Physical Activity
        Department of Kinesiology, College of Education
KIN 4538  Practicum in Applied Fitness
        Department of Kinesiology, College of Education
KIN 4606  Introduction to Health Promotion (Developed)
        Department of Kinesiology, College of Education
KIN 7528  Sport Psychology
        Department of Kinesiology, College of Education

University of Florida
PEM 1101  Conditioning
        Sport & Fitness Program, College of Health and Human Performance
PEM 1146  Jogging
        Sport & Fitness Program, College of Health and Human Performance
PEM 1171  Aerobic Dance
        Sport & Fitness Program, College of Health and Human Performance
PEL 1341  Tennis 1
        Sport & Fitness Program, College of Health and Human Performance
PEL 2342  Tennis 2
        Sport & Fitness Program, College of Health and Human Performance

Last updated 08.29.2007
MARK D. GEIL

CURRICULUM VITAE

Office: Department of Kinesiology and Health
Georgia State University
PO Box 3975
Atlanta, GA 30302-3975
(404) 463-2523
mgeil@gsu.edu

Home: 2567 Fairlawn Downs
Kennesaw, GA 30144
(770) 792-3731

Personal Data

Wife: Amy
Children: Sarah, Hannah, Rebekah

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
(Remma cum Laude)
Raleigh, NC

Employment History

2007-present
Associate Professor, Department of Kinesiology and Health,
Director, Biomechanics Laboratory
Director, Biomechanics Graduate Program
Coordinator, MS in Exercise Science Program
Member, Graduate Faculty
Georgia State University, Atlanta, GA

2004-2007
Assistant Professor, Department of Kinesiology and Health,
Director, Biomechanics Laboratory
Director, Biomechanics Graduate Program
Member, Graduate Faculty
Georgia State University, Atlanta, GA

2005-present
Adjunct Research Fellow,
Rocky Mountain University of Health Professions
Provo, UT
Employment History continued

Assistant Professor, School of Applied Physiology, 2002-2004
Academic Coordinator, Master of Science program in Prosthetics and Orthotics
Georgia Institute of Technology, Atlanta, GA

Assistant Professor, Health and Performance Sciences, 1997-2002
Faculty, Center for Human Movement Studies
Georgia Institute of Technology, Atlanta, GA

Graduate Research Associate, Department of Surgery, 1996-1997
Ohio State University, Columbus, OH

National Science Foundation Fellow, 1994-1997
Ohio State University, Columbus, OH

University Fellow, Biomedical Engineering Center, 1993-1994
Ohio State University, Columbus, OH

Summer Intern, Network Administration, IBM 1989-1993
Research Triangle Park, NC

Research

Publications

Book Chapters


Invited Articles

Peer-Reviewed Journal Articles

**Geil MD.** Consistency and accuracy of digital measurement of transtibial amputee anthropometrics with optical and electromagnetic CAD systems. *Journal of Rehabilitation Research and Development.* In Press.


On-Line Courses for Research Dissemination


**Abstracts**


**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.


**Media coverage of education, research, and service activities**


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.


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

Professional Continuing Education Course Development for Ambulation after Partial Foot Amputation, Prosthetics Research Study (from Department of Education funds), Geil MD and Kistenberg RS, co-PIs.

Research Scientist Training Grant, National Institutes of Health, Gregor RJ, PI (Georgia Institute of Technology)

Prosthetic and Orthotic Rehabilitation: Scalable Environments, The AT&T Foundation, Walker HK, PI (Emory University)

Funded

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

Submitted but not Funded

Submitted in 1997:

Improvements in Clinical Assessment of Prosthetic Feet, NIH, $139,991.

Submitted in 1998:

Evaluation of Alternative Lower-Limb Prostheses From Global and Developing Countries, Atlanta VA Rehab Research and Development Center, $20,537.


Rehabilitation Engineering Research Center on Telerehabilitation, M Jones, PI, NIDRR.

Clinical Effectiveness Comparison of Prosthetic Knees, NIH, $71,851.

Submitted in 1999:

Rev: Improvements in Clinical Assessment of Prosthetic Fee, NIH, $144,460.


Submitted in 2000:
Using Information Technology to Effect Change in the Caucasus: Prosthetics and Orthotics in Tbilisi, Georgia, US Department of State, HK Walker, PI, $705,500.


Evaluation of Alternative Lower Limb Prostheses from Global and Developing Countries, GT/MCG Biomedical Research and Education Program, $59,704.

Focused Research Program in Prosthetic and Orthotics, GT Office of Research, $89,877.

Submitted in 2001:

Material Properties and Gait Outcomes of Alternative Lower-Limb Prostheses from Global and Developing Countries, GT/MCG Biomedical Research and Education Program, $59,900.

Energy Return and Clinical Function of Prosthetic Feet, NIH, $142,440.


Neural Control of a Lower Limb Prosthesis with Perturbated Alignment, NSF, $281,399.

Submitted in 2002:

Impact of Alignment Perturbations on Amputee Gait, NIH R01, $636,166.


Development and Biomechanical Analysis of a Polypropylene Prosthetic Foot, Emory/GT-Biomedical Technology Research Center Established Collaborator Program, $29,998.

Assessment of Amputee Responses to Prosthesis Alignment Perturbations. GT/MCG Biomedical Research and Education Program, $59,804.

Instrumentation for Research and Training in Human Movement Analysis, NSF, $274,151.

Submitted in 2003:


Neural Control of a Lower Limb Prosthesis with Perturbated Alignment. National Science Foundation, $281,399.

Extendable Dynamic Juvenile/Pediatric Prosthesis, National Institutes of Health SBIR, $99,936.
Improving Direction in Amputee Rehabilitation through Identification of Locomotor Strategies after Alignment Perturbation, National Institute on Disability and Rehabilitation Research, $450,000.

Rehabilitation Engineering Research Center for Prosthetics and Orthotics, Department of Education: National Institute on Disability and Rehabilitation Research, $4,721,326.

Rev. Extendable Dynamic Juvenile/Pediatric Prosthesis, National Institutes of Health SBIR, R. Bernard, PI, $99,936.

Submitted in 2005:

Understanding Motor Development and Appropriate Rehabilitation Protocols for Children with Amputations Requiring a Prosthetic Knee Joint, Georgia State University Research Initiation Grant, 7/1/05 to 6/30/06, $9,995.
Meetings and Symposia

Invited Research Presentations


**Geil MD.** “Elements of a Peer Reviewed Manuscript.” Evidence Based Practice: Justifying Patient Care, Chicago, 12/1/06.

**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.

**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.

**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.


**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.

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.


Geil MD. “Frontiers in Prosthetic and Orthotic Research and Education.” Georgia Society of Orthotists and Prosthetists, Atlanta, 2/24/01.


**Invited Attendance at Research-Related Meetings**

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. “Master’s Level Education in Prosthetics and Orthotics.” American Academy of Orthotists and Prosthetists CEC Conference, Savannah, Georgia, 6/2/01.

**Invited Attendance at Education-Related Meetings**

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.

**Contributed Presentations**


**Geil MD**, Orenfurff M, Ramstrand N. “Instructional Course: Practical Motion Analysis for Evidence-Based Practice.” 12th World Congress of the International Society for Prosthetists and Orthotists, Vancouver, 7/31/07.

**Geil MD**. “Accuracy and Utility of Digital Shape Capture in Lower Limb Prosthetic Anthropometrics.” 12th World Congress of the International Society for Prosthetists and Orthotists, Vancouver, 7/31/07.


Coulter-O’Berry C, **Geil MD**. “Comparisons of knee, shoulder, and pelvic movements during crawling in infants and toddlers with knee disarticulation or trans femoral amputation levels who are fitted in prostheses with and without articulating knee components.” Southeast Biomechanics Conference, Atlanta, 3/30/06.


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. “Neuromotor accommodation to multiple transfemoral prosthesis alignments.” IV World Congress of Biomechanics, Calgary, Alberta, 8/4/02.


Other


4/16/98 National Center for Medical Rehabilitation Research Movement Analysis Workshop, San Diego, California.
# Teaching

**Georgia State University**

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<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>2007</td>
<td>Fall</td>
<td>KH 3600</td>
<td>Biomechanics (3 sections)</td>
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<td>KH 7510</td>
<td>Graduate Biomechanics</td>
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<td></td>
<td>KH 8850</td>
<td>Instrumentation in Biomechanics</td>
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<td>Summer</td>
<td>KH 2220</td>
<td>Musculoskeletal Function and Human Performance I</td>
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<td>Biomechanics</td>
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<td>Spring</td>
<td>KH 8840</td>
<td>Sport and Exercise Biomechanics</td>
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<td>KH 8870</td>
<td>Biomechanics of Orthopedic Injuries</td>
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<td>KH 9510</td>
<td>Advanced Biomechanics of Sport and Exercise</td>
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<td>2006</td>
<td>Fall</td>
<td>KH 8260</td>
<td>Occupational Biomechanics and Ergonomics</td>
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<td>KH 8280</td>
<td>Advanced Biomechanics</td>
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<td>Summer</td>
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<td>Spring</td>
<td>KH 3600</td>
<td>Biomechanics (2 sections)</td>
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<td>KH 7810</td>
<td>Directed Readings: Gait and Locomotion</td>
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<td>2005</td>
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<td>Biomechanics</td>
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<td>KH 7510</td>
<td>Graduate Biomechanics</td>
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<td>KH 8280</td>
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<td>Summer</td>
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<td>Graduate Biomechanics</td>
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<td>KH 7810</td>
<td>Directed Readings: Biomechanics Course Development</td>
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<td></td>
<td>Spring</td>
<td>KH 3600</td>
<td>Biomechanics (2 sections)</td>
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Participation in Other Georgia State Courses:

KH 2130, Biomechanics presentations 2005-present

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”

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**Georgia Institute of Technology**

<table>
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<tr>
<th>Year</th>
<th>Quarter/ Semester</th>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>2003</td>
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<td>APPH 6202</td>
<td>Clinical Gait Analysis</td>
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<td>Spring</td>
<td>APPH 6223</td>
<td>CAD/CAM in Prosthetics and Orthotics</td>
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<td>2002</td>
<td>Fall</td>
<td>APPH 6202</td>
<td>Clinical Gait Analysis</td>
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<td>2000</td>
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<td>HPS 4200</td>
<td>Kinesiological Basis of Human Movement</td>
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<td>1999(^1)</td>
<td>Summer</td>
<td>HPS 3803R</td>
<td>Kinesiology(^2)</td>
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<td>Spring</td>
<td>HPS 3803MG</td>
<td>Biomechanics of Musculoskeletal Injury</td>
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<td>Winter</td>
<td>HPS 4200</td>
<td>Kinesiological Basis of Human Movement</td>
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<td>1998</td>
<td>Spring</td>
<td>HPS 4200</td>
<td>Kinesiological Basis of Human Movement</td>
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</table>

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

Colleen Coulter-O’Berry 2005-present
Rocky Mountain University of Health Professions
Provo, UT
The 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

Li-Shan Chang In Progress
Department of Kinesiology and Health, Georgia State University

Brad Hodgson 2004-2006
Department of Kinesiology and Health, Georgia State University
Atlanta, GA
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
Atlanta, GA
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
Atlanta, GA
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
Atlanta, GA

Justin Fleming, Lily Pan 2003
Emory University DPM
Research project: Soft Tissue Strain in Evans’ Calcaneal Osteotomy

Master’s Committee Chair

Greg Mayhue 2006-present
Department of Kinesiology and Health, Georgia State University
Atlanta, GA

Kayamma M Lewis 2006-present
Department of Kinesiology and Health, Georgia State University
Atlanta, GA

Kevin Wasco 2006-present
Department of Kinesiology and Health, Georgia State University
Atlanta, GA

Markita Reid 2006-present
Department of Kinesiology and Health, Georgia State University
Atlanta, GA

Leah Nelson  
Department of Kinesiology and Health, Georgia State University  
Atlanta, GA  
2005-present

Brent Russell  
Department of Kinesiology and Health, Georgia State University  
Atlanta, GA  
2005-present

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

Georgia Tech

Undergraduate Research Assistants:
Nicholas Kelling  2004
Kaizad Mehta  2003
Michael Davis  1999
Raquelle Thigpen  1998

Independent Study Students:
Kyle Eliot  2004
Michael Howard  2000
Ward Altman  2000
Carly Scholtzman  1999
Trisha Frederick  1998
Service

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

Current member of:  
American Society of Biomechanics  
Gait and Clinical Movement Analysis Society  
American Academy of Orthotists and Prosthetists  
International Society for Prosthetics and Orthotics

Invited Journal Reviewer

American Journal of Physical Medicine & Rehabilitation  
Archives of Physical Medicine and Rehabilitation  
Annals of Biomedical Engineering  
ASME Journal of Biomechanical Engineering  
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 Rehabilitation Research and Development  
Medical Engineering and Physics  
Scientia Iranica (2006)

Invited Book Reviewer

John Wiley and Sons  
Lippincott, Williams, and Wilkins  
McGraw-Hill  
Thompson Brooks/Cole  
Wadsworth Publishing Company

Invited Grant Reviewer

Department of Veterans Affairs  
Scientific Merit Review  
Rehabilitation Research and Development Service, 2006-2007

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

Invited Abstract Reviewer

International Society for Prosthetics and Orthotics
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

2006 Queen’s College, NY

Institute/College/Department Service

2007 Committee for Research and Scholarship, College of Education, Georgia State University

2007 Search Committee, Biomechanics faculty position, Department of Kinesiology and Health, Georgia State University

7/2/2007 Chair, Appeal Panel, Student Affairs Committee, College of Education

2007 Search Committee, Sports Medicine clinical faculty position, Department of Kinesiology and Health, Georgia State University

1/9/2007 Research Demonstrations, College of Education at Georgia Leadership Event, Atlanta

2006-present GSU Intellectual Property Committee
Chair, 8/2007-present

2006-present GSU Kinesiology and Health Teaching Effectiveness Committee

2005-present Coordinator, MS program in Exercise Science, Department of Kinesiology and Health, Georgia State University

2004-present GSU College of Education Graduate Admissions and Appeals Committee

2004-present GSU College of Education Advisory Committee on International Programs

2004 Georgia State Department of Kinesiology and Health Search Committee, PC Specialist position
<table>
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<tr>
<th>Year</th>
<th>Role</th>
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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>
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<tr>
<td>1999</td>
<td>Faculty Search Committee, Department of Health and Performance Sciences, Georgia Tech</td>
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<td>1999-2001</td>
<td>Faculty Senate, Georgia Tech</td>
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<td>1998</td>
<td>Faculty Search Committee, Department of Health and Performance Sciences, Georgia Tech</td>
</tr>
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<td>1997-1998</td>
<td>Admissions Volunteer: Presidential Scholarship applications essay grader, Georgia Tech</td>
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**Service to Professional Organizations**

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Judge, Best Paper, 12th World Congress of the International Society for Prosthetics and Orthotics, Vancouver, British Columbia</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Project Lead and Symposium Chair, Evidence Based Practice: Justifying Patient Care, American Academy of Orthotists and Prosthetists Master Agenda</td>
</tr>
<tr>
<td>2006</td>
<td>Session Chair, Southeast Biomechanics Conference, Atlanta, GA</td>
</tr>
<tr>
<td>2006</td>
<td>Judge, Student Research Award, Southeast Biomechanics Conference, Atlanta, GA</td>
</tr>
<tr>
<td>2005-present</td>
<td>Research Education Committee, American Academy of Orthotists and Prosthetists</td>
</tr>
<tr>
<td>2004-present</td>
<td>Member, Clinical Panel, Center for International Rehabilitation Advisory Council</td>
</tr>
<tr>
<td>2002-present</td>
<td>Communications Committee member, Gait and Clinical Movement Analysis Society</td>
</tr>
<tr>
<td>2002-2005</td>
<td>E-mail list-serv Moderator, gcmas-news, Gait and Clinical Movement Analysis Society</td>
</tr>
<tr>
<td>2005</td>
<td>Session Moderator, combined annual meetings of the American Academy of Orthotists and Prosthetists and the Association of Children’s Prosthetic-Orthotic Clinics</td>
</tr>
</tbody>
</table>
Service to Profession/Industry

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

2005-present  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-present  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

2007 Howard R. Thranhardt Lecture Award Winner: "Comparison of Measurements of Residual Limb Shape using CAD versus Conventional Devices", Geil MD.

Honorary Membership Award, American Academy of Orthotists and Prosthetists, 2005

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

Class of 1969 Teaching Fellows, Georgia Institute of Technology, Fall 1998

Winner, Whitaker Student Scientific Paper Competition Award, RESNA 1997

National Science Foundation Graduate Fellow

Ohio State University Graduate Fellow

North Carolina State University John T. Caldwell Scholar (University’s highest scholarship)

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.”)

Mechanical Engineering Senior Award: Humanities, North Carolina State University, 1993

Outstanding Mechanical Engineering Sophomore, North Carolina State University, 1991

North Carolina Fellow, 1989-1993
Barbara J. Greene – Curriculum Vitae

Education:

Master of Education, Georgia State University, 2007
Bachelor of Science, West Georgia College, 1976
Major: Health and Physical Education

Career History:

Clinical Instructor, 2007-present
Georgia State University

Physical Education Teacher, 2000-2007
Loganville Middle School
Youth Middle School
Walton County, Georgia

Health and Physical Education Teacher, 1992-2000
Snellville Middle School
Shiloh Middle School
Gwinnett County, Georgia

Aquatic Coordinator and Swim Instructor, 1987-1992
Gwinnett YMCA
Lawrenceville, Georgia

Physical Education Teacher, 1977-1979
Daniel Junior High School
Muscogee County, Georgia

Physical Education Teacher, 1976-1979
Harris County High School
Hamilton, Georgia

Achievements:

Phi Kappa Phi Honor Society, West Georgia College, 1976
Outstanding Graduate in Education Award, West Georgia College, 1976
Dean’s List, West Georgia College, 1972-1976
Personal Trainer Certification, YMCA, 2005

Professional Memberships:

American Alliance for Health, Physical Education, Recreation and Dance
Georgia Alliance for Health, Physical Education, Recreation and Dance
Service:

Induction Committee, College of Education, Georgia State University

Served on committee to establish Academic Knowledge and Skills (AKS) for Gwinnett County physical education curriculum

Organized and implemented staff wellness programs for Snellville Middle School and Youth Middle School

Co-chaired Physical Education Network (PEN) for Gwinnett County middle school physical education teachers

Co-chaired Share the Wealth Staff Development Program for Walton County middle school physical education teachers
VITAE

Rachel Gurvitch, Ed.D.

Georgia State University 
Department of Kinesiology and Health  
P.O. Box 3975 
Avondale Estates  
P.O. Box 30302-3975  
Atlanta, GA 30002  
rgurvitch@gsu.edu 
rgurvitch@yahoo.com

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 Preservice 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

AREAS OF SPECIAL INTEREST

• Pedagogical Aspects of Teaching
• Physical Education Teacher Education Program Effectiveness
• Utilizing Technology to Enhance Instruction
• Teacher Education Supervision

TEACHING INTERESTS

• Pedagogy
• Clinical, Field and Student Teaching Supervision
• Technological Use in Educational Settings
• Pedagogical Content Activities Courses
TEACHING EXPERIENCE

University Teaching Experience

2004 (August) - Present  Georgia State University, Atlanta, GA.

Assistant Professor

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:

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 4520**
  *Course Aim:* To introduce the theory and application of different instructional teaching models utilized in secondary physical education settings.

- **KH 7520 (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.
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)  
Georgia State University, Atlanta, GA.

2004 (August)  
**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

**Public School / Related Teaching Experience**

**Physical Education Teacher (10-12)**  
Taught physical education in high school utilizing a variety of instructional styles, methods, and strategies to meet the individual needs of each student

**Swimming Instructor**  
Taught and coached swimming school aged children at variety of competitive levels

1993-1995  Israel Defiance Force (IDF)  
**Physical Education Instructor**  
Taught and instructed new recruits and joiner officers  
Honorably Discharged with rank of Sergeant

1994-1999  Swimming camp, Rishon Le Zion, Israel  
(Summer)  
**Aquatic Activities Instructor and Coordinator**  
Designed, implemented and supervised school aged children in a wide range of aquatic courses

**Working Experience**

**Administrative Director of the Swimming Department**  
Supervised a wide range of school-aged children, swimming instructors and swimming coaches engaged in aquatic activities.

**Accomplishments:**
• Managed and taught bi-weekly instructional experiences
• Headed a staff of 20 coaches and instructors working for the association
• Assessed and evaluate student progress within the organization
• Directed and coordinated summer camps swimming courses

RESEARCH AND SCHOLARLY ACTIVITY

Publications (Refereed)


Publications (In press)


Abstract publications (Refereed)


**Manuscripts accepted with revisions**

**Manuscripts submitted for review**

**Manuscripts in progress**

**International conferences presentations (Refereed)**

**International conferences presentations (Invited)**
National conference presentations (Refereed)


**Regional/State conferences (Refereed)**

Colquitt, G., Gurvitch, R., & Pritchard, T. (November 2006). *Teaching Fitness with the*
Individual in Mind. Presented at the annual Georgia Association of Health, Physical Education, Recreation and Dance Convention, Jekyll Island, GA.


Presentations accepted to up coming conferences


**Presentations submitted to upcoming conferences**


**Internal proposals (Submitted)**

**Internal proposals (Funded)**

<table>
<thead>
<tr>
<th>Agency:</th>
<th>Georgia State University</th>
<th>March, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Learning to Teach with Portable Multimedia Laboratories, Student Technology Fee Grant</td>
<td></td>
</tr>
<tr>
<td>Amount:</td>
<td>$ 104,265.93</td>
<td></td>
</tr>
<tr>
<td>Status:</td>
<td>Funded at 75% ($76,319)</td>
<td></td>
</tr>
<tr>
<td>Principal Investigator:</td>
<td>Rachel Gurvitch</td>
<td></td>
</tr>
<tr>
<td>CO-PI:</td>
<td>Brendan Calandra, Jackie Lund, Michael Metzler</td>
<td></td>
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</tbody>
</table>

**Internal proposals (Unfunded)**

<table>
<thead>
<tr>
<th>Agency:</th>
<th>Georgia State University</th>
<th>March, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Technology as an integral tool in teaching, learning, and supervising Student Technology Fee Grant</td>
<td></td>
</tr>
<tr>
<td>Amount:</td>
<td>$ 97,157.85</td>
<td></td>
</tr>
<tr>
<td>Status:</td>
<td>Unfunded</td>
<td></td>
</tr>
<tr>
<td>Principal Investigator:</td>
<td>Rachel Gurvitch</td>
<td></td>
</tr>
<tr>
<td>CO-PI:</td>
<td>Jackie Lund, Michael Rivers</td>
<td></td>
</tr>
</tbody>
</table>

**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>GSU HPE Observa (systematic observation software)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development date:</td>
<td>2005-2006</td>
</tr>
<tr>
<td>Initiator:</td>
<td>Rachel Gurvitch, Mike Metzler, Jackie Lund</td>
</tr>
</tbody>
</table>
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

Title: 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

Title: 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

SERVICE

- 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.
- Reviewer, AAHPERD Research abstracts and symposia submitted to the Research Consortium for the 2007 AAHPERD National Convention.
- Reviewer, Sport Education Textbook Series Editorial Board, 2005-2008
- 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 School of Education, 2004-2008
- 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, Preparation seminar for beginner teachers, Zinman College, Israel, June 1998.
- Coordinator, Students exchange program with Paderborn University, Israel-Germany, 1998-1999.

ACADEMIC ADVISING

CAR (Collaborative Action Research) Chair

John Warhol 2004-2005  Graduated Dec 2005
Title: Urban/Suburban Physical Education Content Survey

Title: The Impact of a Computer-Mediated Personal Fitness Course on Student Learning in High School Students

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
• 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)
Curriculum Vitae
Christopher Paul Ingalls, Ph.D.

Personal Background

Present Title and Position

Associate Professor
Director, Muscle Biology Laboratory
Department of Kinesiology and Health
Georgia State University

Work Address

Department of Kinesiology and Health
Georgia State University
P.O. Box 3975
Atlanta, GA 30303-3975
Phone (404) 463-9414
Fax: (404) 651-4814
E-mail cingalls@gsu.edu

Home Address

2715 Wood Gate Way
Snellville, GA 30078
Phone (770) 978-8355

Place of Birth and Birth Date

Shelby, MI, May 18, 1965

Marital Status

Married
Deborah Schiller

Children

Joshua Braden
Noah Shelby
Emma Jaye
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

Work Experience

- **Associate Professor**  
  Department of Kinesiology and Health  
  Georgia State University  
  Atlanta, GA  
  2005-Present

- **Assistant Professor**  
  Departments of Kinesiology and Health, and Physical Therapy  
  Georgia State University  
  Atlanta, GA  
  2001-2005

- **Assistant Professor**  
  Department of Kinesiology and Health  
  Georgia State University  
  Atlanta, GA  
  1999-2001

- **Associate Research Scientist**  
  Department of Molecular Physiology & Biophysics  
  Baylor College of Medicine  
  Houston, TX  
  1999
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

Certifications

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

Research

Refereed Journal Articles


**Invited Journal Article**


**Journal Articles in Preparation**


**Ingalls, C.P.,** C. Rouviere, B. Corona, and S.L. Hamilton. Effects of eccentric contractions on skeletal muscle function in a malignant hyperthermia mouse model.

Rouviere, C., B. Corona, S.L. Hamilton, and Ingalls, C.P.. Effects of voluntary wheel running on skeletal muscle function and oxidative capacity in a malignant hyperthermia mouse model.

Abstracts


Grants

Funded


Submitted 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

Unfunded Proposals


Presentations

Invited Presentations


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.


Professional Conferences


Teaching

Graduate Courses

Practicum in Exercise Science (KH 7710)  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
Cardiopulmonary Physiology (KH 8290)  Georgia State University  Atlanta, GA
Seminar in Exercise Physiology (KH 8970)  Georgia State University  Atlanta, GA
Myocellular Physiology (KH 9550)  Georgia State University  Atlanta, GA
Research in Sports Science (KH 9820)  Georgia State University  Atlanta, GA

Undergraduate Courses

Neuromuscular Physiology and Plasticity (KH 4300)  Georgia State University  Atlanta, GA
Cardiopulmonary Physiology (KH 4290)  Georgia State University  Atlanta, GA
Cardiac Fitness Assessment and Rehabilitation  Georgia State University  Atlanta, GA
Exercise Prescription (KH 4360)

Practicum in Exercise Science I (KH 4750)  Georgia State University  Atlanta, GA
Guest Lecturer

Introduction to the Allied Fields of Health, Physical Education, and Fitness (KH 2130)  
Georgia State University  
Atlanta, GA

Physiology of Exercise (KH 3650)  
Georgia State University  
Atlanta, GA

Cardiac Fitness Assessment and Rehabilitation Exercise Prescription (KH 4360)  
Georgia State University  
Atlanta, GA

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


Academic Advising

**Doctoral Committee Chair**

Benjamin Corona  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
2005-present

**Doctoral Committee Member**

Eric Arnold  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
2000-present

Michael Green  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
2005-present

Katie Heimberger  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
2006-present

**Master’s Thesis Committee Chair**

Clement Rouviere  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
2004-present

Matt Buquoi  
Department of Kinesiology and Health  
Georgia State University  
Atlanta, GA  
2005-present
Benjamin T. Corona 2004-2006
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 Thesis Committee Member

Donavan Almond 2007-present
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

Invited Journal Reviewer

American Journal of Physiology: Regulatory, Integrative and Comparative Physiology
Journal of Applied Physiology
Advances in Physiology Education
Medicine and Science in Sports and Exercise
Aviation, Space, and Environmental Medicine
Muscle and Nerve
International Journal of Sports Medicine


Invited Grant Reviewer

United States Civilian Research and Development Foundation
Sponsored by the National Science Foundation and U.S. Department of State, August 2001
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

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

Member
University Research Internal Grant Review Committee
Georgia State University
Atlanta, GA

Member
Institutional Animal Care and Use Committee-Occupational Health and Safety Subcommittee
Georgia State University
Atlanta, GA

Member
Institutional Animal Care and Use Committee
Georgia State University
Atlanta, GA

Member
Georgia State University Search Committee for Attending Veterinarian

2006-present
2005-present
2002-present
2005-2006
Alternate Member Institutional Animal Care and Use Committee  2001-2002
Georgia State University
Atlanta, GA

**College/School**

Member Faculty Appeals Committee  2006-present
College of Education
Georgia State University
Atlanta, GA

Member Dissertation Quality Review Committee  2006-present
College of Education
Georgia State University
Atlanta, GA

Member Informational Systems and Instructional Technology Committee  2004-2006
College of Education
Georgia State University
Atlanta, GA

Member Ad Hoc Committee to reorganize the Center for Sports Medicine, Science and Technology  2002
Georgia State University
Atlanta, GA

Associate Faculty Member Graduate Faculty Committee  1998-1999
Graduate School
Texas A&M University
College Station, TX

**Department**

Chair Academic Program Review Committee  2006-present
Department of Kinesiology and Health
Georgia State University
Atlanta, GA

Member Faculty search committee for Sports Administration  2006-2007
Department of Kinesiology and Health
Georgia State University
Atlanta, GA
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<th>Role</th>
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<tr>
<td>Chair</td>
<td>Graduate Faculty Committee</td>
<td>2000-present</td>
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<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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<td>Member</td>
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<td>Provisional Member</td>
<td>Graduate Faculty Committee</td>
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<td>Atlanta, GA</td>
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**Community Service**

- Assistant soccer coach, Georgia Football 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
Honors and Awards

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

Len Face Memorial Award - Outstanding Male Athlete, 1983
Spring Lake High School
Spring Lake, MI

All-State, Michigan High School Athletic Association, Track and Field, 1983
Spring Lake, MI

State Champion, Michigan High School Athletic Association, Cross Country, 1982
Spring Lake, MI

All-State, Michigan High School Athletic Association, Cross Country, 1980
Spring Lake, MI
CURRICULUM VITA

Jacalyn Lea Lund
Dept KH
Georgia State University
jlund@gsu.edu

Department, Rank, Year of Appointment

Kinesiology and Health (Georgia State University), Associate Professor, 2004-present
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

<table>
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<tr>
<th>Year</th>
<th>Institution</th>
<th>Degree</th>
<th>Major</th>
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<td>1990</td>
<td>The Ohio State University</td>
<td>Ph.D.</td>
<td>Sport Pedagogy</td>
<td>Applied Behavior Analysis</td>
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<tr>
<td>1974</td>
<td>University of Northern Colorado</td>
<td>M.S.</td>
<td>Physical Education</td>
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<tr>
<td>1971</td>
<td>Michigan State University</td>
<td>B.S.</td>
<td>Physical Education</td>
<td>Physical Science</td>
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</tbody>
</table>

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**


**Refereed articles**


**Peer reviewed national publications**


**Conference proceedings**


**Published abstracts (Refereed)**


Weinberg, W., Doering, N., Lund, J. & Rowe, J. (1999). Winning isn’t the only thing: Parental views about the importance of winning in sports and physical education. _Research Quarterly for Exercise and Sport_ (Supplement), 70(1), A-104.


Non-refereed articles


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


**Lund, J.** “Where Has All the Skill Gone?” National Conference sponsored by the National Association of Sport and Physical Education on Content Standards 1 & 2, Kansas City, MO. July, 2001.


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**


**Zavacky, F., & Lund, J.** “Current Issues in School-based Physical Education and Physical Activity.” Presented at a meeting for the funded partners at Centers for Disease Control, August 2007.


**Lund, J.** “Assessment Tools.” Presented to the Department of Physical Education at the United States Military Academy, West Point, NY. August 2000.


**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.

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**Non-refereed**


**Lund, J.** “Overview of Professional Development in Physical Education Sessions.”
Presented at the National Workshop for Teacher Education sponsored by the National Association for Sport and Physical Education (NASPE). Bloomingdale, IL. October, 1999.

Lund, J. “NASPE Standards for Physical Education.” Annual Conference for the Kentucky Association for Health, Physical Education, Recreation and Dance, Louisville, KY. November, 1996.


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: 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: In Review (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 for 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 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 article for Strategies, 2001

Reviewed article for Strategies, 2000

Reviewed article for Strategies, 1999


“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).


(2002-present) Editor, NASPE Assessment Series

“Assessing Games in Physical Education.” Monograph for the National Association for Sport and Physical Education (NASPE) Assessment Series written by David Belka (2007)


Papers in review/revision/preparation

Gurvitch, R., Metzler, M., & Lund, J. Monograph proposal, Instructional Model Based Approach to Teaching Physical Education: The Diffusion of Innovation (9 chapters)

Woodard, R., Lund, J., Wayda, V., & Buck, M. Inservice teachers perceptions of what beginning teachers should know and be able to do.


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 "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.

Master’s theses/research papers/creative projects

Chair


Committee member thesis


Research papers

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 (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

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

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 - present 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

2006  Department representative to the PDS Committee for COE
2004-6  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**

2007  Evaluation Committee for General Education Classes

**Ball State University**

2002-2004  Department Representative to Teacher College PEC (Professional Education Committee)

**Professional service outside the university**

**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

PLAY Group

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

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**

President, National Association for Sport and Physical Education (3 year commitment, 2005-2008)

NCATE Adjudicator Appeal Committee for Towson University (2007).

NCATE review for Texas Tech (Initial folio) April 2006

Chair, NASPE Awards Committee 2005-2006

Nominated Governor Huckabee for the AAHPERD Anderson Award (2005).

Developed workshop manuals for the PIPEline Assessment workshops for elementary and secondary levels (2005).

Developed workshop manual for the PROLINK workshop for NASPE/NCATE reviewers with Terry Senne

Developed workshop manual for the PIPEline workshop for K-12 Curriculum Development; Revised 2007


NCATE Review for Texas A and M Prairie View (Initial folio), November 2005

NCATE Review for Salisbury University, November 2005 (rejoinder)

NCATE Review for Salisbury University, January 2005

NCATE Review for South Carolina State University (Rejoinder) November 2004

NCATE Review for Canisius College (Initial folio) April 2004

NCATE Review for South Carolina State University (Rejoinder) November 2003

NCATE Review for Sam Houston University (Rejoinder) November 2003


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
2002-2003 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, “Using Physical Activity Assessments in the Physical Education Curriculum: Application of the ACTIVITYGRAM Assessment, 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

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)
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-present  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)

1990-2001  Member Kentucky Association for Health, Physical Education, Recreation, and Dance (KAHPERD)

Other Service Endeavors

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

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


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

February 2007
VITA

Sandra Lee Hoff Owen (sowen2@gsu.edu)
Department of Kinesiology and Health    (404) 413-8367 (office)
College of Education    (404) 633-5475 (home)
University Plaza
Atlanta, Georgia 30303-3083

EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (Nursing)</td>
<td>Florida State University</td>
<td>1966</td>
</tr>
<tr>
<td>Masters of Education (Health emphasis)</td>
<td>Georgia State University</td>
<td>1981</td>
</tr>
<tr>
<td>ABD (Educational Psychology)</td>
<td>Georgia State University</td>
<td>1998</td>
</tr>
<tr>
<td>Prospectus completed, family illness</td>
<td>prevented completion of dissertation</td>
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</tbody>
</table>

PROFESSIONAL EXPERIENCE

1980    Fellow, American School Health Association
1981    Fellow, Society for Heart Association Professional Staff
1991 –Present    Clinical Faculty, Department of Kinesiology and Health, Georgia State University, Atlanta, Georgia;

Average teaching load fall and spring semesters is 12 credit hours or 4 classes (undergraduate and graduate); summer teaching load is 9 credit hours or 3 courses

Undergraduate Courses:
KH 3000  Introduction to Health Education; Health and Wellness
KH 3100  Technology Application in Health and Physical Education
KH 3270  Promoting School Health and Safety (complete online course)
KH 3420  Curriculum Design (team taught)
KH 3700  Sexuality Education Inclusive of Students with Special Needs
KH 4530  School Health Education Teaching Models

Graduate Courses:
KH 7250  Teaching Models in School Health Education
KH 7450  Viral Paradoxes of HIV (partial on-line course)
KH 7460  Health Risk Factors of Children and Youth
KH 7700  Needs Assessment/Action Planning for Comprehensive School Health
KH 7780  Alcohol and Other Drug Use Prevention
KH 7830  Collaborative Action Research: Health (taught when student selects CAR Project in Health)

Advise graduate students in the health emphasis within the Health and Physical Education Graduate Program

Web master for the Health and Safety web page,  http://www2.gsu.edu/~wwwche
Department of Kinesiology and Health
PROFESSIONAL EXPERIENCE


1990-Present  President, SANO Educational Consulting (grant writing, curriculum writing, program evaluation)

Jan.-Sept, 1990  Graduate Research Assistantship: Dr. Douglas Stanwyck, Educational Psychology, Georgia State University

1987-1990  Field Operations Manager, Southeast Regional Center for Drug-Free Schools and Communities, Parent Resource Institute for Drug Education, Atlanta, Georgia

1985-1987  Educational Program Specialist and Project Director, NHLBI grant # RO1 HL32813, "3 R's and HBP Evaluation Project", University of Georgia, Department of Health, Physical Education, Recreation, and Dance, Athens, Georgia

1975-1985  Co-Ordinator and Health Educator, Health Education of the Young, Hypertension and Stroke Programs, Georgia Affiliate, American Heart Association, Atlanta, Georgia

1972-1974  Nurse Co-Ordinator, Atlanta Hypertension, Detection, and Follow-Up Program (HDFP), Emory University Medical School, NHLBI funded national research project

1971-1972  Diabetes Nurse/Clinic Educator, Grady Hospital, Atlanta, Georgia

1967-1968  Assistant Director, Inservice Education, Baptist Hospital, Nashville, Tennessee

1966-1967  Assistant Instructor, Pediatric and Public Health Nursing, Baptist Hospital School of Nursing, Nashville, Tennessee

GRANT SUBMITTED AND BEING REVIEWED

2007  $100,000 Submitted to Atlanta Benefits, Humana, Full Radius Dance reaching special, needs children through Positive Motion creative movement

GRANTS ACCEPTED FOR FUNDING


2002  $6000 “ Inclusion of Technology assessment within the HPE undergraduate assessment Project, “ PT3 funding, COE
GRANTS ACCEPTED FOR FUNDING

2002 $8,037 COE grant to develop “Cardiovascular risk Reduction in Children Participating in Health ahead/Heart Smart K-6 curriculum”

2003/04 $6,000 COE/Research Bureau Research Support Grant

2002 $8,000 PT3 grant, Assessing Integration of Technology Standards in the HPE Program.

2000 $8,000 funded through the Teaching Technology for Tomorrow’s Teachers, Instructional Technology Center, College of Education

1996 $2,435 funded by the Georgia State Department of Education to conduct a statewide School Health Education Profile through a random sample of principals and health teachers (K-12)

1995 $26,000 funded by the Georgia Health Foundation for "Health CADETS:A Peer Coaching Health Education Model for Urban Elementary Schools

1994 $3,600 from the College of Education to fund two GRA 1 positions to assist with research

1994 $800 from the Georgia State University student fee to "Institute Campus-Based Individual Nutrition Assessment Using the DINE System Software"

1993 $3,383 funded from the Decatur-Dekalb Early Intervention Project, Headstart, to support summer release time for project evaluation

1993 $3,383 funded from the Grady Cluster Preschool Project (supported by the Governor's Lottery funding for preschool programs) for summer release time for project evaluation

1992 $10,000 Lambert and Owen, Evaluation Component of the Metro Atlanta Headstart Early Intervention Systems Project.

1991 $200,000 funded by USDOE to East Tennessee State University, College of Education, Department of Educational Leadership and Policy Analysis. I was the grant writer and subsequent program evaluator.

1990 $170,000 funded by USDOE to East Tennessee State University, College of Education, Department of Educational Leadership and Policy Analysis. I was the grant writer and subsequent program evaluator.

1987 $350,000 funded by the Georgia Department of Education to the Parent Resource Institute for Drug Education, "Total Sample Drug Usage Survey of Sixth Through Twelfth Graders in Georgia”. I assisted the survey statistician with the grant writing.

$600,000 funded by USAID to the Alcohol and Other Drug Prevention Program, Belize, Central America, administered through the Parent Resource Institute for Drug Education (PRIDE). I was the grant writer and subsequent program consultant.

$6,000,000 (total for three years) funded by USDOE to the Parent Resource Institute for Drug Education (PRIDE) to operate the Southeast Regional Center for Drug-Free Schools and Communities. I was on the four member writing team and subsequently became the Field Operations Manager of the Center.
GRANTS ACCEPTED FOR FUNDING

1985 $350,000 (total for two years) funded by NHLBI to the University of Georgia, Department of Health, Physical Education, Recreation, and Dance. I was one of three grant writers and subsequently became the Project Director.

1981-83 $ 70,000 funded by the Georgia Department of Human Resources, Adult Health Unit, to the Georgia Affiliate of the American Heart Association to conduct a statewide survey of 6,000 physicians and 2,000 nurses. I was the grant writer and subsequent Project Director.

GRANTS SUBMITTED (NOT FUNDED)

2000 $175,000 submitted to Safe and Drug Free Schools, “College and High School Athletes Modeling Prevention”, ranked 35th out of 75 grants.

1993 $250,000 submitted to FIPSE (USDOE), "Campus R & R: Risk Reduction for Alcohol and Other Drug Use Through Students Helping Students

1992 $450,000 resubmitted CHISEL to USDOE. The grant was ranked 20 with the first 15 being funded. Approximately 350 grants were reviewed.

1991 $ 62,914 submitted to Metropolitan Life Foundation, "Early Childhood Alternative Preparation Program Utilizing an Assessment Center Approach".

1990 $356,810 submitted to FIPSE (USDOE), Faculty Outreach to Classrooms Under Siege (FOCUS). Rating was a 5.5 of a possible 6.

$423,229 submitted to USDOE: Comprehensive School Health, "Comprehensive Health Instruction Through Shared Educational Leadership (CHISEL)". Ranked 85 in the top 18% with the top 10% being funded.

RESEARCH ACTIVITY


2000 “Documenting within the Health and Physical Education Assessment Project the Inclusion of Technology Standards to Promote Teaching and Learning”

2000 Member FIPSE grant review pool, Washington, D.C.

2000 Peer reviewer and member, COE Internal Grants Program

1999 Comparison of three Georgia State Department of Education administrations of the School Health Profile, Georgia Department of Education
RESEARCH ACTIVITY

1998-2001 Senior Consultant; outside evaluator; and editor of the Evaluation and Revision of the Health Ahead/Heart Smart K-6 Curriculum (using the Curriculum Analysis Tool, Centers for Disease Control and Prevention) developed by the Center for Cardiovascular Health, School of Public Health and Tropical Medicine, Tulane University, New Orleans, Louisiana.

1997-1999 Evaluation consultant to the Metro Atlanta Red Cross for the development of a Chapter-wide Logic Module for Program Evaluation and Accountability


Dissertation work: "Literacy Development of Play Partners Interacting Within a Games Context Based on the Theories of Guilford's "Structure of the Intellect" and Vygotsky's "Zone of Proximal Development" (summer field pilot with Bell South volunteers and fall writing of prospectus)

1995 Principal Investigator: "Health CADETS : A Peer Coaching Health Education Model for Urban Elementary Schools"

Member, thesis committee, Emory University School of Public Health, "Development/Testing Evaluation Tool for a 3rd Grade Poison Prevention Unit"

Evaluation design advisor to the Egleston Children's Advocacy Center regarding the evaluation of "Safety Town"

1995 Evaluation design advisor to the Georgia Poison Control Center on the pilot evaluation of a k-3rd grade poison prevention curriculum

1993-95 Co-evaluator, Decatur-Dekalb Head Start, Grandparents Serving as Parents: An Early Intervention Model for Alcohol and Other Drug Use Prevention", through the Bureau of Educational Research, College of Education, Georgia State University

1993-96 Co-evaluator, Grady Cluster Preschool Project, Atlanta Project, through the Bureau of Educational Research, College of Education, Georgia State University

1990-93 Evaluator, East Tennessee State University project, "Drug Education and Prevention Plan for Tennessee School Leaders", funded by USDOE

1992-93 Evaluator, University of West Florida project, "Resilient Youth Education Project", funded by USDOE

1989 Conducted a regional survey of colleges and universities in the southeast region to describe the nature and scope of alcohol and other drug prevention education provided on campuses in the region, Southeast Regional Center for Drug-Free Schools and Communities

1987 Project Director: "Cost as a Barrier to Hypertension Control", Emory University Medical School, funded by Smith, Kline, and French, $300,000.
RESEARCH ACTIVITY

1985-87 Project Director: "3 R's and HBP Evaluation Project", University of Georgia

1985 Senior Consultant, Research and Demonstration Center: Atherosclerosis, Louisiana State University Medical Center, New Orleans, Louisiana

1982-84 Georgia Co-Ordinator, National School Health Education Evaluation Study, ABT Associates

1975-85 Designed and evaluated K-12 heart health curriculum for the Georgia Affiliate, American Heart Association; wrote, administered, and evaluated several state-wide surveys of medical professionals responsible for hypertension and stroke treatment

1972-74 Monitored compliance with HDFP research protocol for the Atlanta HDFP Participated on national protocol design committees for the project

PUBLICATIONS

Articles in Internationally Refereed Journals


Published Proceedings

CDC Sponsored Expert Panel on Elementary School Programs for Smoking Prevention (2002). I was one of eight invited national participants in the development of the guidelines.

Published Proceedings


McLaughlin, J. & Owen, S. (1988). Overview of the 3 R's and HBP curriculum evaluation project: A triangulated study of the school child as message bearer. Qualitative Research in Education: Substance, Methods, and Experience (pp. 70-83), Judith Goetz & Jo Beth Allen (eds.), Athens, Georgia; College of Education, University of Georgia.


Articles in National Refereed Journals


Articles in National Refereed Journals


Articles in National Refereed Journals


Regional Publications


Owen, S. (1979). Do we dare tell our kids to keep off the grass? Recipient of the Southern Region Paper Award, Society of Heart Association Professional Staff, New Orleans, Louisiana.

Articles in State Refereed Journals


Owen, S. (1979). When the student is ready the teacher will come. *Journal of the South Carolina Medical Association*, October.


Evaluation Reports for Nationally Funded Projects


Authored/Co-authored Curricula and Guidelines


On-line course development

Owen, S. (1998) School Health and Safety Web page  [http://www2.gsu.edu/~wwwche](http://www2.gsu.edu/~wwwche)

Viral Paradoxes of HIV/AIDS selected to appear in the national leadership database of the Health section, American Association of Colleges and Universities

Promoting School Health and Safety (open to any GSU undergraduate student)
Invited Presentations


Owen, S. (1990). Workshop presenter, 16th Regional HBP Conference, Jackson, Mississippi


Owen, S. (1985). Key note speaker, Rocky Mountain Health Promotion Conference, Billings, Montana

Owen, S. (December, 1982). "It is in the Giving and the Receiving That Education Becomes Alive: Cardiovascular Health Education Experience in Georgia. Johns Hopkins University, Division of Health Education, School of Public Health and Hygiene, Baltimore, Maryland.

Owen, S. (1978). Hypertension Symposium, Rutgers University Medical School, New Jersey


Owen, S. (1977). Key note speaker, School Nurses Luncheon, American School Health Association Conference, Atlanta, Georgia.

Owen, S. (1974). Speaker, Nurses Continuing Education Program, Medical Center, Charleston, South Carolina.

International and National Presentations

International:

Willis, J., Lane, B., & Owen, S. (October, 1993). Applying stage theory of behavior change to exercise: A replication and extension, Association for the Advancement of Applied Sports Psychology, Montreal, Quebec, Canada.


National:


National:


Regional Presentations


State Presentations


Owen, S (1999) A Comparison of Findings from the Georgia State Department of Education Administration of the School Health Profile developed by the Centers for Disease Control and Prevention, Georgia Regional Education Service Agency meeting, Callaway Gardens, Georgia.


Haun, Henson, Lofton, McCoombs & Owen (1984). Comparison of findings of the two statewide surveys as they relate to improved management of high blood pressure, Georgia Scientific Sessions, Georgia Affiliate, American Heart Association.

Haun, Henson, Lofton, McCoombs, & Owen (1983). Educational intervention developed from statewide survey of nursing practice in high blood pressure detection and control. Scientific Sessions, Georgia Affiliate,
American Heart Association, Atlanta, Georgia.

State Presentations


Invited Professional Lectures

1982/83 Visiting lecturer, Health Education Tract, Masters of Public Health Program, Emory University, Atlanta, Georgia

1975/82 Visiting lecturer, Emory University School of Nursing, Atlanta, Georgia

1977/79 Visiting lecturer and preceptor, Emory University, Hypertension Training Institute for Faculty and Students in Minority Institutions, Atlanta, Georgia

REVIEWER: Book manuscripts, Refereed articles and abstracts, Test items, Grants

2005 Reviewer, proposed state level certification testing (GACE)

2003 Manuscript reviewer, Jones and Bartlett Publishers

2000 Member, College of Education, Internal Grant Review Panel

1996 Invited IHE participant, Validation Panel, Teacher Certification (Health), Professional Standards Commission

1995 Invited IHE participant, Selection Panel, Professional Standards Commission, review and selection of the next Georgia Teacher Certification Exam in Health/Physical Education

Grant reviewer pool, Administration on Children, Youth and Families (ACYF), Washington, D.C.

1993 Test item reviewer and developer (Health), National Teachers' Exam, Educational Testing Service, New Jersey.

Text reviewer, Mayfield Publishing

1992 Text reviewer, WEST Educational Publishing, St. Paul, Minnesota

1991 Grant reviewer, FIPSE, Higher Education Drug Prevention Program, U.S. Department of Education


1984/85 State Department of Education, Health Curriculum Guide, grades 5-12 (Georgia)

1982-2007 Journal of School Health; manuscript reviewer

1980/87 Research Council, American School Health Association, Research abstract reviewer
**SPONSORED PRECEPTORSHIPS**

1984 Laura Matthews, MPH Health Education tract, University of Tennessee, "Process Evaluation of the Church High Blood Pressure Program"; Atlanta, Georgia

1983 Terry Lofton, MPH Health Education tract, University of Tennessee, "Development of a Home Blood Pressure Monitoring Manual"; Atlanta, Georgia

1982 Sophie Mantler, Health Education, University of Georgia, "Field Test of the Church High Blood Pressure Program"; Atlanta, Georgia

1980 Sclemon Simpson, Clarke College, Hypertension Training Institute for Faculty and Students of Minority Institutions, "Church-Based High Blood Pressure Detection, Education, and Referral Program"; Atlanta, Georgia

1977/78 Dr. Nagambal Shah, Math Department, Spellman College, Hypertension Training Institute for Faculty and Students of Minority Institutions, "Initial Evaluation of the 3R's and HBP"; Atlanta, Georgia

**CONFERENCE DIRECTOR**

2003 Health Disparity: A Public Health Problem, Georgia Professional Health Educators State Conference, Loudermilk Center

1990... "Issues of Alcohol and Other Drugs: Institutions of Higher Education", San Juan, Puerto Rico

1989... "Issues of Alcohol and Other Drugs: Institutions of Higher Education", Columbia, South Carolina

1988... "Schools and Drugs: The Law" (Workshop involving the Assistant Attorney General of Georgia) PRIDE Conference, Atlanta, Georgia

1988... "Schools, Drugs and AIDS" (Panel discussion involving staff from the AIDS Information Center, Centers for Disease Control), PRIDE Conference, Atlanta, Georgia.

1982... Southeastern Writers' Conference, Sigma Theta Tau, Peachtree Plaza, Atlanta, Georgia.

1980... "Mild Hypertension: An Update," Georgia Affiliate (Heart), Department of Human Resources, and the National High Blood Pressure Program

1979... "Pediatric Hypertension: A Reality," Emory University Medical School and the Georgia Pediatric Society, Atlanta, Georgia

1978... "Risk Reduction: It's the Name of the Game", National Health Education Conference, Georgia State University, Atlanta, Georgia

1977... "3 R's and HBP," National Health Education Conference, Georgia State University, Atlanta, Georgia
SERVICE
International/National

2003  Abstract Reviewer for American School Health Research Council Presentations

2001  Invited reader for National Planned Parenthood “What’s the Real Deal?” national high school competitive media development on teen sexuality and health.

1992  Consultant, National Volunteer Training Center for Substance Abuse Prevention, Office of Substance Abuse Prevention, Arlington, Virginia

1991  American Cancer Society, National Advisory Committee for 4-6th grade curriculum development

1989  Site visitation coordinator and hostess for the First Lady of Bangladesh attending the PRIDE International Drug Conference (escorted the First Lady to all events and health facility visits during the three day conference; provided and assisted embassy officials with security logistics)


1986  Strategy Meeting, "Drug Education and Prevention: School Health", Rockville, Maryland

1982  Member, National Public Affairs Committee, Sigma Theta Tau

1982  Chairman, First Leedke Cardiovascular Nursing Scholarship Selection Committee, Sigma Theta Tau

American School Health Association

1977- National Scholarship Committee, American School Health Association
1978- School Health Study Committee, American School Health Association
1979- Child Advocacy Committee, American School Health Association
1980- Research Council: Executive Committee (1980-83), Secretary (1981-83),

1976  American National Red Cross, edited the Module on Blood Pressure Measurement

1975  One of 14 National Community Consultants, National HBP Information Center
1975  National Speakers Bureau, National High Blood Pressure Education Program


1973  National Patient Education Committee, HDFP-NHLBI; National Task Force III, "Identifying Hypertension Community Education Resources," National High Blood Pressure Education Center

State and Local

2007  Appointed to Full Radius Board; an integrated wheelchair/ non-wheelchair modern dance troupe
2003- Founder, Concerned ParaTransit Riders, an advocacy group to ensure quality transportation
*State and Local*

2007 for the elderly and disabled; currently serves as the group's chairperson (170 members)

2007 Consultant to administrative staff, Shamrock Middle School, in the design, administration, and interpretation of data from a school-wide administration of the Forty Developmental Assets Survey (short form)

2001- Volunteer, Shepherd Spinal Center; Peachtree Road Race (Wheelchair division); basketball and fencing tournaments

2003 Selected by the Professional Standards Commission of Georgia to participate on a Content Review Panel

2003 President, Georgia Association of Professional Health Educators
Georgia Professional Standards Commission Content Review Panel (HPE)

2002 President-Elect, Georgia Association of Professional Health Educators

2001 Member, Advisory Board, Henry Grady High School Partnership Academy of Technology in Health Sciences
Secretary, Georgia Federation of Professional Health Educators

1999-01 “Logic Model for Planning Implementation and Assessment of Education Programs and Services of the Metro Atlanta Chapter, American Red Cross. Co-authored logic models with Chris Prue, CDC, and presented for Red Cross at United Way of Atlanta.

2000 Member, Advisory Board Advanced Academy for Future Teachers, P-16
Member, Advisory Board, Academy of Health Science Technology, Grady High School

1998- Member, Educational Services Committee and Quality Assurance subcommittee, Metro Atlanta Red Cross

1996-97 Appointed by State School Superintendent to serve on the Health/Physical Education Quality Core Curriculum revision panel
Atlanta Public Schools' Strategic Plan, Safe Schools Committee

Provided 70 KH 328 health displays to be exhibited in the Grady Hospital atrium and at the Capitol Homes Health Fair presented by the Nursing Department, Georgia State University

1992-96 IHE representative, State Advisory Committee, Drug-Free Schools and Communities Program

1995 One of five IHE representatives in Georgia selected to serve on the selection panel, Georgia Certification Test in Health and Physical Education, Georgia Professional Standards Commission

Member, Executive committee, Georgia Comprehensive School Health Coalition

Invited participant, Southern Symposium of the National School Health Coalition, Carter Center, Atlanta, Georgia
State and Local

Data analysis of Georgia data from the national School Health Policies and Procedures survey

Advised Egleston Children's Advocacy Center during the conceptual phase of the development of an interactive, health learning center on wheels

1995-98 Health education consultant to the development of a K-4th grade nutrition curriculum jointly written with six teachers for the Special Instructional Assistance Program of the Atlanta Public School System

1994-96 Curriculum and program evaluation consultant, Georgia Poison Control Center, K-3 curriculum on poison prevention featuring the Poison Patrol

92-94 Member, Community-site Committee, Fulton County Unit, Georgia Affiliate, American Heart Association

1993 Led scientific tours for medical students attending the 66th Scientific Sessions, American Heart Association, Atlanta, Georgia

1991 Member, Area Advisory Committee, Southeast Regional Center for Drug-Free Schools and Communities

85-86 Nutrition Advisory Committee, Georgia Department of Human Resources

84-85 Health Education Task Force and Health Promotion/Disease Prevention Steering Committee, State Health Planning and Development Agency

1985 Search Committee, Director, Health Education Tract, MPH program, Emory University Advisory Board, MPH Health Education tract, Emory University

1980 Health Education Risk Reduction Select Task Force, Georgia Department of Human Resources

Health Teacher Certificate Title Task Force, Georgia Association of Health, Physical Education, Recreation and Dance

1976 Health Education Committee, Medical Association of Georgia

Prevention and Detection Task Force, North Georgia Health Systems Agency

72-87 Georgia Affiliate, American Heart Association

State High Blood Pressure Task Force(1972-75)
Board of Directors,Dekalb County Heart Unit(1972-75)
Chairman,High Blood Pressure Committee,Dekalb Heart Unit(1972-75)
Speakers Bureau, Dekalb County Heart Unit
Chairman, Health Education of the Young Committee(1985-87)
Board of Directors,Dekalb County Heart Unit(1985-87)

68-79 Metro Atlanta Red Cross

Chairman, Nursing and Health Programs
Metro Atlanta Chapter Board of Directors
Metro Atlanta Executive Committee,Board of Directors
Delegate to the National Convention(1971,1972,1976,1977)
Service to Military Families Committee and the Emergency Community Services Committee

State and Local

1997- Educational Services Committee and the Quality Assurance Subcommittee

1970-76 United Way of Atlanta
  • Budget, Allocations and Review: Children Institutions Committee
  • Planning, Physical Health and Well-being Committee

University

2007 Appointed an ex officio member of the Senate sub committee on Campus Access for the Disabled

2005 Appointed by the university Provost to the university ADA 504 Advisory Committee

2005 Appointed by the university Provost to serve on an ad hoc committee to review and update the university’s ADA compliance; project was administered by the Heery Group

2000 Developed an assessment protocol for Alcohol 101 completed by freshmen students participating in the University Freshmen Learning Communities Program

  1998 Member, University Health Promotion/ HIV information and service infusion

1996 Member, Search Committee, Health Educator, University Health Services

1994 Member, Search Committee, Assistant Director of University Housing

1993 Member, Search Committee, Director of GSU Center for Sports Medicine/Sports Science

University

1992 University volunteer, Phone Athon, raised $2,000

1992 Member, GSU Cancer Consortium (invited by Dean Cooney, Dean, Allied Health Science)

College of Education

2005 Faculty participant, University Panther Preview, COE booth

2001 Peer Reviewer and member, COE Internal Grant Program

2000 Member, Dean’s Graduate (PhD) scholarship selection committee

2000 Member, Office of School Safety, School Climate, and Classroom management, College of Education

1998-...Member, Student Affairs Committee and the Student Appeals Panel (2 year term)

1992-...Member, Standards and Accreditation committee, Professional Education Council
College of Education

1996-... Technology representative to the College of Education Instructional Resource Center Technology Support grant

1995 One of six invited COE faculty, Instructional Training Center Focus Group, directed by Dr. Kathy O’Neil

1994 Conducted needs assessment training for staff of the Harper cluster, Atlanta Project

1992- Professional Education Faculty and Professional Education Faculty Council

93-94 Curriculum Committee, Professional Education Council

92-93 Academic Affairs Committee, secretary

Member, Atlanta Preschool Sub-committee, Grady Cluster, Atlanta Project

1993 Consultant, Saturday School program, Decatur Cluster, Atlanta Project

1992 Educational Steering Committee for COE, Atlanta Project

90-93 Academic Affairs Committee

Indirect Cost Funding of College of Education Research Center (subcommittee)

Attribution, Authorship and the Protection of Intellectual Property (subcommittee)

Clarification of Current Residency Policy for Doctoral Students (subcommittee)

Doctoral Quality (subcommittee)

1988 Student Affairs Committee (graduate student representative)

Department: Kinesiology and Health

2007 Member, Search Committee, Sport Psychology

2006 Presented a technology workshop, “Integrating Technology into Health and Physical Education, Dekalb County Health and Physical Educators

2000 Member, search committee, Adaptive Physical Education

1999 Member, Search Committee, Recreation

1996 Member, APACE Program Review Self Study Committee

Member, Writing Across the Curriculum project

1996- Web master for the Health and Safety web site

1993 Member, Search Committee, Health and Physical Education Program CoOrdinator

1992-95 Member, Search Committee, Director, Sports Medicine/Athletic Trainer Graduate Program
PROFESSIONAL DEVELOPMENT

2000  Developing Web Quests for critical thinking and problem-based learning (ITC staff)

1997  Creating a web page and links using Front Page News and Publisher (Instructional Technology Center)

1997  Using a digital camera and incorporating photos into text (Instructional Technology Center)

1995  Distance Learning/Teaching Seminar, College of Education Faculty Development Forums, Georgia State University

1995  Instruction Using the World Wide Web, College of Education Faculty Development Forums, Georgia State University

Word Perfect Presentations, Power Point, WP Office, Micro Soft Office, Excel,

1992  Invited participant, Summer Institute for Health in Education, Rutgers University, New Jersey

Phi Delta Kappa Institute, Conflict Resolution Skills, Atlanta, Georgia

HONORS AND AWARDS

2004  Selected as one of twenty-five School Health Educators representing twelve universities across the United States to appear in Academic Keys Who’s Who in Education


2004  Distinguished Alumni, Department of Kinesiology and Health

2003  Selected for United Who’s Who for Executives and Professionals

2003  Health Education Professional of the Year, College/University, Georgia Association of Health, Physical Education, Recreation, and Dance

2001  Health and Safety webpage was selected by the Health programs section, American Association of Colleges and Universities, to appear in the National Leadership Database (Viral Paradoxes of HIV/AIDS online course)

2001  One of eight participants invited by CDC to participate on the National Expert Panel to develop Elementary School Program Guidelines for Tobacco Use Prevention.

2000  HIV graduate course (on-line) was selected by the Health program of the American Association of Colleges and Universities to appear in the National Leadership Resource List

1995  Selected for grant reviewer pool, Health and Human Services, Administration on Children, Youth, and Families (ACYF), Washington, D.C.

1988  Recipient, Dr. Kay Crouch Scholarship, Kappa Delta Pi, Omicron Gamma Chapter, Georgia State
University

HONORS AND AWARDS

1987 Inducted into Phi Delta Kappa, Metro Atlanta/Georgia State University Chapter

1985 Recipient, Organization Award of the National High Blood Pressure Education Program, "3 R's and HBP" School-Based Program Through the Georgia Affiliate of the American Heart Association, National HBP Conference, Chicago, Illinois.

1981 Fellow, Society for Heart Association Professional Staff

1980 Inducted into Kappa Delta Pi, Omicron Gamma Chapter, Georgia State University

1980 Fellow, American School Health Association

1979 Recipient, National Founder's Day Award for Creativity in Nursing, Sigma Theta Tau, Biennial Convention, Seattle, Washington.

1976 Group recipient, National Voluntary Action Award, presented by President Gerald Ford in the Rose Garden of the White House, Washington, D.C.

1976 One of eight regional finalists in the National Red Cross Ann Magnusen Award

1975 Recognized by J.C. Singles as one of 25 finalists for the "1975 Leading Ladies of Atlanta"

1975 Recipient, Sigma Theta Tau Research Award, Emory University

1974 Recipient, Bronze Medallion for Meritorious Service to Field of Cardiovascular Disease, Georgia Affiliate, American Heart Association

1974 Inducted into Sigma Theta Tau, Alpha Epsilon Chapter, Emory University

1974 Selected as one of fourteen National Community Consultants by the National High Blood Pressure Education Program, Bethesda, Maryland

1974 Listed as a Young Prominent Woman in Science, Department of Health and Human Services, National Institutes of Health (remains on the register)

63-66 Inducted into Garnet Key and Mortar Board, Florida State University

PROFESSIONAL ORGANIZATIONS

Sections: Curriculum Development and Evaluation
          Education and Social Context

American School Health Association (1977-96)
   Fellow (1980)
   Research Council (1979-96)
   Executive Committee (1980-83)
Secretary (1981-83)

PROFESSIONAL ORGANIZATIONS

Charter Member, Georgia Federation of Professional Health Educators (1985 - )
   President (2003)
   President-Elect (2002)
   Secretary (2001)


Kappa Delta Pi, Omicron Chapter, Georgia State University (1980 -92 )

Phi Delta Kappa, Metro Atlanta/Georgia State University Chapter (1987 -92 )

Sigma Theta Tau, Alpha Epsilon Chapter, Emory University,(1974 - 90)
   President, Emory University Chapter (1981-82)
   Member, National Public Affairs Committee (1982)
   Chairman, First Leedske Cardiovascular Nursing Scholarship Selection Committee (1982)
   National Founder's Day Award Selection Committee (1982)
Vita

Dr. Brenda G. Pitts

Full Professor

Sport Administration Masters Program

One of only 28 Approved Masters programs of 200 in the USA

Georgia State University
Atlanta, Georgia

Please see page 2 for a Table of Contents and page 3 for a brief bio.
Table of Contents

Brief Bio………………………………………   3
Contact Information ............................    7
Education History..............................    7
Professional Employment History..............    7
Professional Development Activities ...........    8
**Teaching** Activity..........................    10
Thesis & Dissertation Supervision ..........   12
Professional **Service**.......................   14
  Department.....................................  14
  School/University.............................   16
  Community ....................................  17
  Profession ...................................  19
  Ongoing .....................................  26
Honors & Awards................................  27
Membership in Professional Associations ...  30

**Research** & Creative Activity..............   31
  Overview.....................................  31
Manuscripts Submitted..........................   32
Manuscripts, Books, Chapters Accepted,
  In Press, or Under Contract .................  33
Works in Progress..............................   32
  Books and Chapters ..........................   32
  Studies and Papers...........................   34
Publications...................................  35
  Books .......................................  35
  Chapters ....................................  36
  Course Books .................................  36
  Refereed Journals, Proceedings,
    & Other ....................................  37
Presentations..................................  50
  Submitted ..................................  50
  Accepted/Rejected .........................  50
  Given ......................................  50
Reviews of My Works..........................  66
Examples of Citings in Others’ Works ........  67
Workshops.....................................  74
Grants and Contracts ..........................  74
Editorial Responsibilities .....................  78

References....................................  81
Brief Bio of:

Dr. Brenda G. Pitts
Professor, Sport Management Masters Program
Georgia State University

Dr. Brenda G. Pitts is nationally and internationally renowned in Sport Management, particularly in Sport Marketing and Sport Sponsorship Business, and Sport Management Curriculum Development. Dr. Pitts is currently Professor of Sport Management, part of the Dr. R. Cooter Sport Business Research Center at Georgia State University (GSU) in Atlanta, Georgia (June, 2002- present), and works as a Sport Marketing consultant. The GSU program is one of only 27 approved programs in the USA. Previously, Dr. Pitts was Program Director for her first two years at GSU, 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. At UofL, Dr. Pitts was hired in 1984 to start 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 and one of the first Research Fellows of the North American Society for Sport Management in 2001. She is author/coauthor of six sport marketing textbooks, coauthor of a first-of-its-kind textbook on Research Methods in Sport Management (forthcoming), Editor and an author in the Sport Marketing Association’s Inaugural Book of Papers, Editor and an author in
the Second Annual Sport Marketing Association’s Book of Papers, and Editor of the Third Annual Sport Marketing Association’s Book of Papers, author of numerous publications and presentations, and is 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*, *The Sport Management and Other Related Topics Journal*, and the *International Journal of Sport Management*. Her research foci include four 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) sport management academic profession development with emphases in curriculum design, program design, curriculum standards & accreditation, and instructional methodology; and,

(4) 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 service for the profession, Dr. Pitts is distinguished as the 2004

some of Dr. Pitts’ service accomplishments have included:

- Co-Chair of the committee that wrote the first *Sport Management Curriculum Standards* (first published in 1993);

- 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);

- hosted (Co-Director) the 1990 NASSM Conference in Louisville, Kentucky

- hosted (Director) for the 2004 NASSM conference in Atlanta, Georgia, June 2-5;

- Council Member, President-Elect, President, and Past-President of NASSM during 1990-1995;
• **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 a books of selected and refereed papers from the conferences;

• **Founder & Co-Director of the first scholarly conference on lesbian and gay sport studies,** New York, 1994. Since then, 3 more conferences have been held;

• **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 June, 2004, Dr. Pitts received the 2004 Dr. Garth Paton Distinguished Service Award from NASSM in recognition of meritorious service to the professional and NASSM.

In combined research and service activity, Dr. Pitts was an Editorial Board Member (1991-1998) and later Co-Editor-in-Chief of *The Sport Management Library* (1998-00), a project that produced over 20 textbooks in sport management. She serves on the review boards of the *Sport Marketing Quarterly, The Sport and Other Related Topics Journal,* and the *Sport Management Review* (Australia) journal and previously the *International Journal for Sport Management.* She has served as guest editor for papers for the *Journal of Sport Management* and *Women in Sport and Physical Activity Journal.* Currently, she is the Editor-in-Chief for 3 books of reviewed and selected papers for the Sport Marketing Association, 2 of which have been published (September 2004 and September 2005).

She has served as a consultant in sport marketing for various sport businesses. Some of those include the Georgia Dome in Atlanta with clients such as the Professional Bull Riders Inc, SuperCross, and the Atlanta Falcons; Tallahassee Soccer Association; the NCAA; and several lesbian and gay sport businesses such as the Atlanta 2006 Gay Games Bid Committee, the Los Angeles 2006 and 2010 Gay Games Bid Committee, and the Federation of Gay Games.

Her research, consulting and service work have taken her around the world. Some international stops have included Sweden, South Africa, Hong Kong, Singapore, Malaysia,
Spain, France, Australia, Germany, Hungary, England, The Netherlands, Japan, Canada, Portugal, Scotland, and Cyprus.

On the more fun side of life, she is always participating and enjoying all kinds of sports, more recently soccer, golf, boating, volleyball, jogging, tennis and softball. Her prolific career in basketball brought her such awards as the retirement of her high school basketball uniform number; membership in the “A” Club of the University of Alabama; induction into the Huntsville Sport Hall of Fame (Huntsville, Alabama); and induction, as a player in the WBL (the first Women’s Professional Basketball League in 1978), the only league inducted into the Women’s Basketball Hall of Fame, Knoxville, Tennessee. Recently, Dr. Pitts won a couple of golf tournaments, but has made the wise decision to keep her day job.
VITA

BRENDA GAIL PITTS, Ed.D.

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Cell: 770-841-4255
Current to August 30, 2007

EDUCATION

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) 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.

(2) 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.

(3) 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 submitted for review September 30, 1999. In February, 2000, both the master’s and doctoral program were approved by the Sport Management Program Review Council of NASPE-NASSM. At Georgia State University (June, 2002), part of my responsibilities include the enhancement of the master’s program and to begin a doctoral program.

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):

1. **Sport Marketing**: 1985-current. Advanced theory of sport marketing. This is my area of expertise.
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 student targeted course offering indepth 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 graduate course in research methods. (FSU; 1996-97)
7. **Lesbian & Gay Sport Studies**: An overview and in-depth look at the lesbian and gay sports industry and the issues that face lesbian and gay people in nonlesbian/gay 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 and/or Dissertation in Sport Administration**.
17. **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. The first session ran June 20-July 30, 2002 with one week in Paris, France and 4 weeks in London, England. 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 at Georgia State University (my current position). 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**

**Thesis: Major Professor – Current**

(1) Christina Marie Gipson, Georgia State University, Masters student in Sports Administration. Title: undecided. Started: Fall semester, 2006.

**Dissertations: Major Professor -- Current**

None currently. When I left Florida State June 2002, I was Major Professor for 8 students, many of whom chose to get a new advisor. However, even though I had left for my new position at GSU, I continued to work with 5 students – 4 as a committee member, and 1 as a Major Advisor, all of whom completed their dissertation defense in the Spring of 2003.

**Dissertations: Committee Member -- Current**

(1) Joe Trolan, Florida State University, Sport Administration. Title: undecided. Accepted to be on committee in April, 2006.
(2) 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.

**Dissertations: Major Professor -- Completed**

(1) Brian Pruegger, FSU, Sport Administration. Title: Game-Day Promotions as a Factor That Affects Attendance at Sports Events. Started September 5, 2001; completed February, 2003.
(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**

1. 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.


3. 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.


5. Euidong Yoo, Florida State University, Sport Administration. Completed May 2003.


12. Carla Williams, Florida State University, Sport Administration. Title: Factors Affecting Female Professional Basketball Players’ Decision to Play Professional Basketball. Started, 1997; completed, October, 2000.


(17) Kevin Ayers, Florida State University. Title: The Economic Impact of the Florida State Football Team on the Tallahassee Metropolitan Area. Completed May, 1997.


(20) Ray Schneider, Florida State University. Title: Analysis of the Concept of Athlete Compensation. Completed May, 1998.


**Dissertations: Committee Member -- Completed -- International**


**Theses & Independent Study Completed**

(1) Craig Drilling – Georgia State University -- A look at minor league baseball marketing and management.


**PROFESSIONAL SERVICE: department, university, community, profession**
DEPARTMENT

--- at Georgia State University (appointed June, 2002):
   (2) Program Coordinator, Sport Management, January-ongoing, 2007.
   (3) Department Committee to prepare for University Program Review (APACE), January -ongoing, 2007.
   (4) 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.
   (5) 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.
   (6) 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.
   (7) 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. As of March, 2007, I have 
        conducted 29 studies. 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.
   (8) Department Chair’s Advisory Committee: Full Professor’s Group, alternate 
        representative.
   (9) 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.
   (10) 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.
   (11) 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.
   (12) Search Committee, August 2002-until completed – 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.

(13) 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.

(14) I assisted in planning for the justification to keep a sport management faculty line when one of our faculty members, Dr. Bass, retires.

(15) I developed a doctoral level sport marketing course and it was offered for the first time Spring 1998.

(16) 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.
SCHOOL & UNIVERSITY

--- While at Georgia State University, June 2002 - current
(1) Member, College of Education Faculty Affairs Committee, 2002-present.
(2) 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.

COMMUNITY
--- 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.

PROFESSION  --  see also section titled “Editorial Responsibilities” (last section in Vita)

--- While at Georgia State University  (June, 2002 – today)

(1) External scholarship reviewer in the promotion case of Dr. Galen Trail, Ohio State University, March, 2007.
(2) External Scholarship Reviewer in the promotion and tenure case of Dr. Robin Hardin, University of Tennessee, July-October, 2006.
(3) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Sue Inglis, McMaster University, Canada, October, 2004.
(4) 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.
(6) 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.
(9) Vice President of Academic Affairs of the new Sport Marketing Association (selected for this position by the President): November, 2002 – 2005. My duties include Program Director (editorial management of submitted papers) for each conference held in November
(2003, 2004, 2005); **Editor-In-Chief** for a book of selected and refereed papers from the conferences. The first book was published in September, 2004; the second book was published in September, 2005; and I am currently in work for the third book.

(10) 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.

(11) External Scholarship Reviewer in the promotion from Associate to Full Professor case of Dr. Mary Hums, University of Louisville, Kentucky, September, 2002.


(13) 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).

(14) **Co-Editor-in-Chief of the Sport Management Library II** (began September, 1997). 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 is 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.

There were 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. **As of November, 2004, all of the books, except one, have finally been published.**

(15) **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. All 3 of the new books were published (two in November, 2000; and one on March, 2001) and the second edition book was published in 2003.

--- **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 (began September, 1997). 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 is 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. There were 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.

(11) Developmental Editor for four books of the Sport Management Library. They are Financing Sport, 2nd Edition; Successful Sport Sponsorship Plans; Successful Sport Marketing Plans; and Economics and Sport. All 3 of the new books have been published (November, 2000 and March, 2001) and the second edition book was published in late 2003.

(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 Quartermann, 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.

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


(2) Nominee, Sport Management Council Outstanding Sport Management Professional Award. October, 2006; was nominated for the 2007 award.

(3) 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.

(4) 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.

(5) 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.

(6) 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.

(7) 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.


(10) 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.

(11) 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.

(12) 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.

(13) 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.


(15) 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.


(18) 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).


(20) Invited to South Africa to speak at their annual Sport Management Conference, August, 1993.

(21) Invited to teach in Hong Kong and Bangkok, November, 1993.

(22) 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.


(24) 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.

(25) 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.

(26) 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.
(27) 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).

(28) The University of Louisville Trustees Award, Nominee, Spring 1990.


(30) 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

American Alliance for Health, Physical Education, Recreation and Dance. since 1982 (with some skipped years).
Association of Retired Professional Basketball Personnel. since 1980
European Association of Sport Management. since 1994 (with some skipped years)
National Association for Girl's and Women's Sports (NAGWS). since 1982 (with some skipped years).
National Association for Sports and Physical Education (NASPE). since 1982 (with some skipped years).
North American Society 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
RESEARCH & CREATIVE ACTIVITY

OVERVIEW: My research interests and foci consist of three distinct but interwoven areas. These are sport management curriculum and literature with a current focus on examining the state of sport business research literature and textbooks; sport marketing; and lesbian and gay sport studies. 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 record reveals bodies of works primarily in these three areas. For example, my expertise in sport marketing is used to study marketing and promotion in the sport industry and in the lesbian and gay sports industry. I am one of only a few scholars conducting research with this market. And, in another example, my service in sport management curriculum informs my research in sport management curriculum. Additionally, this informs my work on specialization in sport marketing and serves as the basis for work on lesbian and gay sport studies in sport management curriculum.

My work in sport marketing has resulted in numerous publications, presentations, and 10 books - three with a co-author, one Chinese translation edition, a Japanese edition, a Portugese edition, one with 5 contributing authors, and three edited book of research papers. My work in curriculum and literature has resulted in some presentations and papers. And, my work in lesbian and gay people in sport has resulted in several presentations, papers, and a self-published book of resources.

Contents:

The works are arranged with current works listed first, then listed by preceding years, and arranged in the following categories:

- 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 (last 5 years)

Some items within the recent 5 years (2000-2006) have a brief description so as to give more detail and description to the works.
MANUSCRIPTS SUBMITTED FOR REVIEW


MANUSCRIPTS, BOOKS, CHAPTERS ACCEPTED FOR PUBLICATION/ in press or under contract

(1) Pitts, B. G. (in press, 2004). Lesbian and Gay Sport Studies: Teaching About Lesbian and Gay People in Sport. For a book of papers from the 3rd Gay Games Conference: Out From the Centre Queer Studies Conference, held in conjunction with the Gay Games VI, Sydney, Australia, October 29-30, 2002. I have contacted the person in charge of this publication and cannot get information on when this will be published. I don’t believe I can ever get a copy of this from the person.

WORKS IN PROGRESS: (A) Books or Chapters, (B) Scholarly Studies or Papers

(A) Books or Chapters in Progress


(4) Twenty nine (29) studies conducted at several different sports events looking at consumer behavior and economic impact through my research coalition with the Georgia Dome. These
projects include sport management students learning how to do basic market research through a sport marketing research class. Over time, these data will be analyzed in collaboration with my research partners Doris Lu in Taiwan, Kevin Ayers in South Carolina, and Carol Lucas, Marketing Research Director at the Georgia Dome.

(5) 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.

(6) 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.

(7) 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.

(8) 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 or Papers in Progress

(1) Twenty Nine (29) studies have been conducted during 2003-06 in my consultation with The Georgia Dome and Georgia World Congress Center with Carol Lucas, Marketing Research Director (data collected between January and December, 2003; Spring semesters 2004, 2005, 2006 and 2007). Currently, the data is being analyzed in collaboration with co-authors Doris Lu (Taiwan) and Kevin Ayers (University of West Carolina). We have completed the analysis of some of the studies and these have successfully been presented at international and national conferences and published.

(3) A series of studies are being conducted in collaboration with Dr. Jerome Quarterman 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 Quarterman joined with me in 2003. Dr. Karen Danylchuk at Western Ontario University in Canada also joined with me in 2003. As a group, we have conducted several studies about the published literature in sport management journals, many of which have been presented at conferences and several have been published. Karen and I are currently updating our study on sport management textbooks. In addition, my graduate assistant at Georgia State University, Ken Goglas, is helping with that study.

(4) Pitts, B. G. (2004). Sponsorship Recognition at Gay Games VI. Data has been collected (November, 2002) and entered and is currently under analysis. This sponsorship measurement study is another in a series to measure sponsorship awareness levels of participants and attendees at the Gay Games. These results will be compared to the results of the first studies.

(5) Pitts, B. G. & Ayers, K. (2004). Economic analysis of Gay Games VI. Data has been collected (November 2002) and entered and is currently under analysis. This study is a follow-up to the economic analysis of the Gay Games that Kevin and I conducted at Gay Games V in 1998 in Amsterdam. We will compare that data to the new data.

(6) Pitts, B. G. & Slattery, J. Four (4) studies were conducted during Fall 2000 and Spring 2001 semesters. Of these, 3 have been presented at conferences; 1 paper was published in a journal in 2002; 1 paper was published in a journal in early 2004; and one other paper is nearly ready for submission.

(7) Quarterman, J., Jackson, E. N., & Pitts, B. G. (2005). An analysis of a sport management journal: the European Sport Management Quarterly. Study started November, 2003; study has been completed and a paper is under review with a journal.

**PUBLICATIONS:**  **BOOKS, CHAPTERS, & COURSE BOOKS**

**BOOKS**


**The first edition of this textbook was well received and is used widely in the USA and around the world. The first edition was translated into Chinese (2002) and is used in several Asian countries. The second edition contains significant updates in many areas and, in other areas, significant re-writes of chapters. We hope it will continue to make a contribution to the sport marketing textbook literature. Currently, we are writing a 3rd edition (January, 2005).**


CHAPTERS


**This is the lead chapter in a highly successful textbook that is used in introduction and foundations of sport management courses around the world.


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: REFEREED JOURNALS, PROCEEDINGS, & OTHER**

--- **2007** ---


(2) Pitts, B. G. (2007, February). Co-op and Internship Opportunities in Sport Business. *Invited* paper published in the Papers of the CO-OP International Research Forum 2007 on the Development of Career Training Programs for Sporting Professions, pp. 95-100, 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-tzan 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. (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-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. 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.


Annual Conference of the Sport Marketing Association (pp. 65-72). Morgantown, WV: Fitness Information Technology.


2004


---2003---


(2) Lu, D. & Pitts, B.G. (2003). Culture and Other Market Demand Variables: An Exploration with Professional Baseball in the USA and Taiwan. Refereed abstract published in

Dr. Brenda G. Pitts --- Vita --- Page 40


**2002**

(1) Pitts, B. G. (2002). Teaching sport marketing: Notes from the trenches. *Sport Marketing Quarterly, 11* (4),


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.


1996


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


(5) NASPE-NASSM Sport Management Task Force. (1993). Standards for curriculum and voluntary accreditation of sport management programs. *Journal of Sport Management, 7* (2), 159-170. I was on the task force which wrote the standards.


1992


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**1991**


(5) see also “Chapters” section

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**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.)


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**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


1986


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 PRESENTATIONS**

**PRESENTATIONS SUBMITTED FOR 2007 or 2008 CONFERENCES**

Building Living Classroom Partnerships with Local Sport Business Industry: An Example. (to be submitted September 30, 2007)

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.

**PRESENTATIONS ACCEPTED/REJECTED FOR 2007 or 2008 CONFERENCES**

(1) Brenda G. Pitts, Professor, Georgia State University, Atlanta, Georgia
Chia-ying (Doris) Lu, Assistant Professor, Barry University, Miami, Florida
Carol Lucas, Marketing Research Manager, The Georgia Dome & Georgia World Congress Center, Atlanta, GA
Katie Callahan, Amanda Matan, and Heather Ould, Graduate Students, Georgia State University Sport Administration, Atlanta, Georgia
Khalil Johnson, COO, Georgia World Congress Center
Carl Adkins, General Manager, The Georgia Dome

**Title:** Action Attraction: Examining Factors that Affect Attendance at an Action Sports Event – SuperCross

Accepted for presentation at the annual scholarly conference of the Sport Marketing Association to be held November 1-3, 2007, Pittsburgh, Pennsylvania.

**PRESENTATIONS GIVEN**

**2007**


(2) Pitts, B. G. (2007, February). Co-op and Internship Opportunities in Sport Business. Invited presentation delivered at the CO-OP International Research Forum 2007 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-tzan 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


Newcastle, and the Centre for Tourism, Sheffield Hallam University, Sheffield, England, September 2-7, 2000.


**Year 2000 PRESENTATIONS ACCEPTED, BUT NOT GIVEN due to illness**


**1999**


1998


1997


1996


1995


1994


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1993


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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.


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

(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


(Ed.), *Sport Marketing in the New Millennium: Selected Papers from the 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

(1) 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.

(1) 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.

(1) 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.

(1) Pitts, B. G. (January, 2004). Submitted for a $500.00 grant from the Georgia Dome to conduct research. Granted.

(1) Pitts, B. G. (September, 2003). Submitted for a $500.00 grant from the Georgia Dome to conduct research. Granted.

(1) 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.

(1) 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

() 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 manuscripts through completion of the book. There is an editorial board of 3 members: a co-editor-in-chief and 2 board members.

() Currently, 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 (last 5 years)


( ) 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 - Book:

() Reviewer - Book:

() 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. Ben Johnson
Associate Dean for Community Partnerships & Global Initiatives
Wellstar College of Health & Human Services
Kennesaw State University
1000 Chastain Road Mail Drop 5800
Kennesaw, GA 30144-5591
bjohnson@kennesaw.edu  678-797-2283

Dr. Joy DeSensi
University of Tennessee
Knoxville, TN 37996-2700
615-974-5111 or 974-1000
desensi@UTKUX4.UTCC.UTK.EDU

Dr. Lawrence Fielding
Indiana University
Dept. of Kinesiology
Bloomington, IN 47405-4801
812-855-1158
lfieldin@indiana.edu

Dr. Ming Li, Director and Assoc. Professor
School of Recreation and Sport Sciences
Grover Center E160
Ohio University
Athens, Ohio 45701-2979
(740) 593-4656 (office)
ingli@ohio.edu

Dr. David K. Stotlar
University of Northern Colorado
Dept of Kinesiology & Sport Studies
Greeley, Colorado 80639
(303) 351-1722
david.stotlar@unco.edu

Dr. Dan Mahony
Dept. of HPES, HP Bdlg.
University of Louisville
Louisville, KY 40292
(502) 852-5040
mahony@louisville.edu

Dr. E. Newton Jackson, Chair
Florida A&M University
Dept. of HPER
Office Complex
Tallahassee, FL 32307-6100
850-599-3136 (office)
newton.jackson@famu.edu

Dr. Laurie Tis
Georgia State University
Dept. of Kinesiology & Health 206 Gaither
Sports Arena, 125 Decatur Street
Atlanta, GA 30303
404-

Dr. Jerome Quarterman
Florida State University
Dept of Physical Education
109 Tully Gym
Tallahassee, FL 32306-4280
850-644-0578
quarter@coe.fsu.edu

Other references are available upon request.

Vita current to August 30, 2007.
Personal Background

Present Title and Position

Associate Professor
Director, Applied Physiology Laboratory
Department of Kinesiology and Health
Georgia State University

Work Address

Georgia State University
Department of Kinesiology and Health
University Plaza
Atlanta, GA  30303-3083
Phone:  (404) 651-3978
Fax:  (404) 651- 4814
Email:  jrupp@gsu.edu
Website:  http://education.gsu.edu/kin/

Home Address

2433 Hawthorne Dr. NE
Atlanta, GA  30345
Phone:  (770) 496-1540

Education

The Ohio State University, Columbus, Ohio:  1982
Doctor of Philosophy, Exercise Physiology
Dissertation: “The Effect of Sodium Bicarbonate Ingestion on Blood and Muscle pH and Exercise Performance”

The Ohio State University, Columbus, Ohio:  1981
Master of Art, Exercise Science
Thesis: “Anaerobic Threshold Measures: Variance Between Method and Sex”

Slippery Rock State College, Slippery Rock, PA:  1977
Bachelor of Science, Health and Physical Education

Work Experience

Associate Professor and Director, Applied Physiology Laboratory, Department of Kinesiology and Health, Georgia State University, Atlanta, GA: 6/2004 - present
Associate Professor and Chair, Department of Kinesiology & Health, Georgia State University, Atlanta, Georgia: 6/93 – 6/2004
Associate Professor and Acting Chair, Department of Health, Physical Education, Recreation and Dance, Georgia State University, Atlanta, Georgia: 6/92-6/93
Associate Professor, Department of Health, Physical Education, Recreation and Dance, Georgia State University. Director, Applied Physiology Laboratory. Graduate Program Coordinator, Exercise Science and Sport Science: 9/88 – 6/92
Assistant Professor, Department of Health, Physical Education, Recreation and Dance, Georgia State University, Director of GSU Physical Fitness Center. Graduate Program Coordinator, Exercise Science: 1/85 – 9/88
Assistant Professor, Physical Education Department, Texas Tech University. Co-Director of the Exercise Physiology Laboratory: 9/82 – 12/84
Graduate Teaching Associate, The Ohio State University, School of Health and Physical Education. 9/79 – 6/82
Physical Director, South East Area YMCA, Wilmerding, PA. 9/77 – 7/79

Current Professional Certifications

American College of Sports Medicine Health/Fitness Director : 1994 - Present
American College of Sports Medicine Exercise Specialist : 1987-Present

Research

Selected Refereed Articles


Rupp, Jeffrey C. Drugs and Ergogenic Aids: The Quest for the Competitive Edge. Proceedings of the United States Olympic Academy VII.

Selected Refereed Abstracts

Manning, Kelly, Rupp, Jeffrey C., Doyle, J., and Brandon, L. Relationship between body mass index and blood pressure responses during submaximal exercise. Georgia State University, Atlanta, GA. Proceedings of the Southeast American College of Sports Medicine Meetings, Feb., 2006

Kallish, I.S. and **Rupp, J.C.** VO2max improvement independent of training intensity when caloric cost is similar, Medicine and Science in Sports and Exercise, Vol. 25, No. 5 (suppl), 1993.


**Books and Book Chapters**


Selected Non-Refereed Publications


The following publication was reprinted in whole or in part in the publications listed below:


Prevention Magazine, November, 1995
Health Magazine, July/August, 1995


Grants and Contracts Received

**Received**

Georgia State University FY 2008 Student Technology Fee Grant, “Computer Based Electrocardiographic Stress Testing” Funded Amount: $21,669

Philadelphia College of Osteopathic Medicine GRA Support Contract, $15,000, 2007

Dekalb County Board of Health, GRA Support, $7875, with J.A. Doyle, 2006

Dekalb County Health Department, School Health Fitnessgram Assessment, $7875, 2006

Georgia State University FY 2007 Student Technology Fee Grant, “Enhancing Instructional Technology in Kinesiology Courses”, with J.A. Doyle, $21,251

Dekalb County Health Department Fitnessgram Testing Trainer Grant, $7800, 2006

Philadelphia College of Osteopathic Medicine GRC Contract, $15,000, 2005, renewed 2006

American College of Sports Medicine Educational Materials Grant $6,000.00 awarded, 1994

Army Corps of Engineers, “Wellness Center Grant.” $64,000 awarded and renewed 1991-94.

Georgia State University Research Award #92-65 (with M. Cody – Nutrition and Dietetics)), “Effects of intensity and duration of exercise on body composition.” $2,787.00 awarded, 1992.

Richard B. Russell Fitness Center Development Grant Amount: $32,000 Awarded and renewed 1988-92

Ford Motor Company Wellness Center Development Grant. $16,000 Awarded 1988

Cobb County Fire Department Research Grant: $1000.00 Awarded 1986 Topic: Effect of fire fighting equipment on the ability to thermoregulate during moderate exercise.

Georgia State University Institutional Research Grant Amount: $1000.00 Awarded 1986 Topic: Effect of fire fighting equipment on the ability to thermoregulate during moderate exercise (matching funds).

Georgia State University Institutional Grant $800 Awarded 1985 Topic: Effect of plasma versus blood lactate measures on anaerobic threshold determination.

Texas Tech University Joint Faculty-Graduate Student Research Grant $800 Awarded 1983 Topic: Evaluation of a computerized flow turbine for the measurement of minute ventilation.

Texas Tech University New Faculty Grant $1400 Awarded 1982 Topic: Effect of sodium bicarbonate ingestion on the anaerobic threshold.

Ross Laboratories Dissertation Grant $500 Awarded 1981 Ross Laboratories, Columbus, OH
Unfunded Proposals

P. Sparling, M. Collins and J.C. Rupp, Lifestyle Physical Education for College Women at Risk for Early CHD. R01 submitted to National Institute of Health, Fall, 2002. GSU portion is approximately $120,000.
Emory University Hospital Interventions National Institute of Health Clinical Center, “Proposal on Physical Activity,” (with Fletcher, G.) Grant ranked but not funded, 1994

Presentations

Selected Invited Presentations

Invited Panelist, Georgia State University Sports and Journalism Conference, Atlanta, 1994.

Selected Professional Presentations

Corona, B.T. Green, M.S., Doyle, J., Rupp, J., Ingalls, C., FACSM. Exercise-induced muscle injury results in elevations in aerobic and anaerobic metabolism during submaximal treadmill running. Dept of Kinesiology & Health, Georgia State University. Presented at the Southeast American College of Sports Medicine Meetings, Feb., 2006. STUDENT AWARD WINNER
Manning, Kelly, Rupp, Jeffrey C., Doyle, J., and Brandon, L. Relationship between body mass index and blood pressure responses during submaximal exercise. Georgia State University, Atlanta, GA. Presented at the Southeast American College of Sports Medicine Meetings, Feb., 2006
Rupp, J.C., Rupp, D.B. “Prediction of oxygen consumption during bench step aerobic exercise”. Presented at the American College of Sports Medicine Meetings, Nashville, TN., June, 2005


Rupp, J.C. Certification programs for fitness professionals, Symposium presented at the American Alliance for Health, Physical Education, Recreation and Dance, Atlanta, GA, April, 1996.


Works in Progress


Rupp, J.C., Green, M.S., Corona, B.T., Heimburger, K.D., Pullen, P.R., Everest, A.S. Predictors of 10K running performance in well-trained athletes matched for ventilatory threshold. In preparation

Rupp, J.C. Physiological stresses of fire fighting. In preparation

Teaching

Courses Taught

Graduate

- Physiology of Exercise
- Conduct of Adult Fitness Programs
- Exercise Programming for Special Populations
- Cardiopulmonary Physiology
- ECG and Exercise Stress Testing
- Instrumentation in Exercise Physiology
- Exercise and Energy Metabolism
- Central and Peripheral Exercise Physiology
- Fitness Assessment and Exercise Prescription

Undergraduate

- Evaluation and Instrumentation in Physical Education
- Physiology of Exercise
- Cardiopulmonary Physiology
- Fitness Assessment and Exercise Prescription
- Fitness Center Management
- ECG and Exercise Stress Testing

Curriculum Development

- Chaired department committee which developed Ph.D. program in Sport Science, 1988
- Developed comprehensive course manual for HPRD 886 Instrumentation in Exercise Physiology,
1988
Developed computer software for the following applications, 1987:
  Fitness Center Personal Fitness Assessment Program
  Hydrostatic Weighing Procedures
  Blood Lipid Analysis Software
With D. Rupp and J. Stewart developed comprehensive laboratory manual for HPRD 750
  Physiology of Exercise, 1988
Developed continuing education program for teachers at Texas Tech University, 1984
Developed Health, Physical Education and Recreation research database at Texas Tech
  University, 1984
Developed athlete testing program for coaches at Texas Tech University, 1984
Developed study guide and laboratory manual for Scientific Basis of Exercise course at Texas
  Tech University, 1983
Developed internship course in the graduate Sports Health program at Texas Tech University,
  1983
Developed field trip options to Texas Tech University Health Sciences Center Human Anatomy
  Laboratory, 1983
Developed the following courses at Georgia State University, 1985-2001
  HPRD 886 Instrumentation In Exercise Physiology
  HPRD 952 Exercise and Energy Metabolism
  HPRD 954 Exercise Performance, Environmental and Health Considerations
  HPRD 982 Research in Sport Science
Developed the following courses at Texas Tech University, 1982-1984
  Diet and Exercise
  Management and Development of Fitness Centers

Academic Advising

Doctoral Dissertations

Chair
Khan, S.  The effect of exercise conditioning, diet, and drug therapy on glycosylated hemoglobin levels in
type 2 (NIDDM) diabetics.  Department of Health, Physical Education, Recreation and Dance,

Committee Member
Snow, Theresa (2005) A comparison of unidimensional and multidimensional differential item function
analysis techniques using multidimensional data (Department of Educational Policy Studies)
“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).
“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).
Stewart, J.A.  Myocardial Response to Exercise Stress vs. Pharmacological Stress: A Comparison.
Department of Kinesiology and Health, 1999.
Granata, G. The Thermic Effect of Food in Males of Varying Body Fatness.  Department of Kinesiology
and Health, 1999.
Elliott-Lloyd, M.B. The Effect of an 18-Week Walking Program on Body Composition in Black and White

**Master's Theses**

**Chair**


Gaulie, C. The Effect of Beta-Blocking Drugs on Perceived Exertion in Post-MI Cardiac Patients. Texas Tech University, Department of Physical Education, 1984.

**Committee Member**

Corona, B. "Exercise-Induced Injury Results in Elevations in Aerobic and Anaerobic Metabolism during Submaximal Treadmill Running," (2005)

Manning, K. "Relationship Between BMI and Blood Pressure Response to Sub-Max Exercise, (2005)

"Fluid Consumption and Hyponatremia in Ultraendurance Triathletes." Andrew S. Everest, Georgia State University, December 12, 2003.


Williams, Jennifer (2000)

Traci Spickler, (2002)

"Validity of $\dot{V}O_{2}\text{max}$ Prediction from a Submaximal Treadmill Test." Luke Floyd, Georgia State University, December 9, 2003.

"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)


Malzewski, V. Energy Cost of Sub-Maximal Zero Grade and Equivalent Positive and Negative Grade Running. Department of Kinesiology and Health, 1998


Crider, R.F. Relationship of Cardiovascular Fitness to Pulmonary Insufficiency in Patients with Repaired Tetralogy of Fallot. Department of Kinesiology and Health, 1995.

Gredigan, A. The Effect of Exercise Intensity on Body Composition Change in Untrained, Moderately-Over fat Women. Department of Nutrition and Dietetics, 1992.
Simonsen, J. Various Factors and the Predictability of Distance Running Performance in Trained and Untrained Humans. Texas Tech University, Department of Physical Education, 1985.
English, S. The Effects of Rope Skipping on Fitness Measurements of Children. Texas Tech University, Department of Physical Education, 1984.
Lewis, B.A. The Effect of Water Loss on Percent Body Fat. Texas Tech University, Department of physical Education, 1983.
Katterman, J.A. The Relationship Between Types of Warm-up Procedures and Swimming Performance. Texas Tech University, Department of Physical Education, 1983.

Service

Professional Memberships
The American Alliance for Health, Physical Education, Recreation and Dance (not current)
The American College of Sports Medicine (1980 – present)
The Research Consortium of AAHPERD (not current)
National Association for Sport and Physical Education (not current)
South East Chapter of American College of Sports Medicine (1985 – present)
Texas Chapter of American College of Sports Medicine (not current)
Graduate Faculty, College of Education, Georgia State University (1999- present)

Professional Service
Member, Southeast American College of Sports Medicine Service Award Selection Committee, 2003
Member Southeast American College of Sports Medicine Student Award Committee, 2004
Member Southeast American College of Sports Medicine Scholar Award committee, 2004
Member, Southeast American College of Sports Medicine Past-Presidents Committee, 2000 - present
Georgia Professional Standards Commission Content Review Panel, May, 2004
Southeast American College of Sports Medicine Strategic Planning Committee 2004, 2005
Chair, Southeast American College of Sports Medicine Nominating Committee, 2000
Chair, Southeast American College of Sports Medicine Student Research Award Committee, 2000
Chair, Southeast American College of Sports Medicine “Montoye Scholar Award Winner” Selection Committee, 2000
Invited external reviewer for the promotion of Dr. Theodore Angelopoulos, University of Central Florida, to professor, August, 2000
Past President, South East American College of Sports Medicine, 2000
President, South East American College of Sports Medicine, 1999
Invited external examiner for a Master’s Thesis Committee, Nanyang Technological University, National Institute of Education, Singapore, Fall, 1999.
American College of Sports Medicine Committee on Certification and Education Executive Committee, 1997-98
Invited External Program Reviewer for the graduate program in exercise science at Slippery Rock University, Slippery Rock, PA - 1997
Chairman, Host Committee South East American College of Sports Medicine Annual Meeting, 1997
Reviewer for the Journal of Physical Education, Recreation and Dance - 1995- present
Reviewer for Medicine and Science in Sports and Exercise – 2005 - present
South East American College of Sports Medicine Program Accreditation Committee - 1995
Invited Workshop Lecturer and Certification Examiner for the American College of Sports Medicine Exercise Leader Certification, Athens, Greece - 1995
United States Paralympic Sport Training Committee, 1994
Invited Workshop Lecturer and Certification Examiner for the American College of Sports Medicine International Exercise Leader Certification, Singapore - 1994
Member Board of Experts for Sports Medicine and Malpractice Reporter, PRC Publishing, 1992-Present
National Association for Sport and Physical Education Professional Preparation in Exercise Science Task Force, 1992-94, Chair, 1994
Chairman, Host Committee South East American College of Sports Medicine Annual Meeting, 1989
Workshop Lecturer and Certification Examiner for the American College of Sports Medicine Exercise Leader, Health/Fitness Instructor, and Exercise Specialist Certifications, Georgia State University - 1987-2004
Southern Association of Colleges Visiting Committee Woodward Academy – 1987
Southern Association of Colleges Visiting Committee Trinity Elementary School - 1986
American Alliance for Health, Physical Education, Recreation and Dance Committee for Review of the Health Related Fitness Test Battery - 1984
Academic Service

University

Joint Senate Planning and Development Committee and Budget Committee on Costs (chair)-2004
Senate Planning and Development Committee, 1994-95, 1998-present
Senate Budget Committee, (04 - present)
University Senate Strategic Planning Committee, (04- present)
Member Board of Regent’s Advisory Committee for Health and Physical Education, 1992 - 2004
Capital Budget and Space Allocation Committee, University Senate, 1999-2002
Member of the Physical Education Complex Space Committee, 1992 - 2002
Search Committee Member, Director of Recreational Services, 2000
Member of Vice President for Finance and Administration Search Committee, 2002
Georgia State University Olympic Steering Committee- 1995-96
Member Georgia State University Ad Hoc Reorganization Hearing and Review Committee, 1996
University Senate Committee of Chairs – 1995
Co-Chair Center for Sports Medicine and Sport Sciences Director Search Committee - 1994
Institutional Review Board for the Protection of Human Subjects, 1994-95, Chair 1996
Senate Capital Priorities Committee, 1994-95, Chair
University Senate Research Committee, 1994
Georgia State University Olympic Coordinating Committee, 1994-96
University Senate Research Committee Internal Grant Review Committee, 1994
University Senate Executive Committee, 1994-95
University Administrative Council - 1994-95
Joint Senate Committee for a Research Budget at GSU, 1992
Georgia State University Sports Medicine Task Force, 1992

College

Member of the Professional Education Faculty, 1992 – 2004
Member, College of Education Partner School Committee, 2000
Member of Dean’s ad hoc Committee on Semester Conversion - 1995
Member College of Education Distinguished Alumni committee- 1995
College of Education HOK Space Study Committee - 1995
Search committee member for Early Childhood Education Department- 1994
Physical Education Complex Scheduling Committee- 1992-present
College of Education Strategic Planning Committee, 1992
College of Education Initial Teacher Education Committee – 1988-89
Georgia Department of Education Ad Hoc Committee for Revision of Procedures for the Approval of
Teacher Education Programs – 1988-89
Chairman, College of Education National Council for Accreditation of teacher Education Programs
Curriculum Committee – 1986-87

Department

Search Committee Chair for Department Technology position - 2004
Department of Kinesiology and Health Sports Administration Advisory Board – 1995-2002
Department of Kinesiology and Health Graduate Faculty, 1994-95 – present
Department Tenure and Promotion Committee – 1991 – present (not active while dept. chair)
Chair, Project Committee for Sport Science Laboratory Construction- 1994
Department of Kinesiology and Health Book Chair – 1994
Department of Health, Physical Education, Recreation and Dance Graduate Committee, Chair, 1992
Department of Health, Physical Education, Recreation and Dance Strategic Planning Committee, 1992

14
Department of Nutrition and Dietetics Advisory Board – 1988
Educational Foundations 790 Methods of Research in Education Course Advisory Committee 1988
Texas Tech University Departmental Advisory Committee – 1983-84
Texas Tech University Health Sciences Center Cardiac Rehabilitation Committee - 1982

Consultant Work
Emory University, Atlanta, GA 1990-91
Southern Bell, Atlanta, GA 1986
IBM, Atlanta, GA 1985
Kennestone Hospital, Marietta, GA 1985
Ross Laboratories, Columbus, Ohio 1982-83

Honors and Awards
Department of Kinesiology and Health Chair Appreciation Award, 2004
Southeast American College of Sports Medicine Service Award, 2002
Georgia State University 15 year Service Award, 2000
Williams and Wilkins Editorial Leadership Award, 1998.
Georgia State University Ten-Year Service Award, 1994
National Association for Sport and Physical Education Outstanding Contributions Award, 1994
Georgia State University Student Government Association Services Committee for Students with Disabilities Award – 1993
Georgia State University Foundation Faculty Supplement – 1986-89
Texas Tech University Faculty Award for Excellence in Teaching and Research – 1984

References
Available on request
Deborah R. Shapiro, Ph.D.

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Georgia State University
PO Box 3975
Atlanta, GA 30302-3975
Phone: 404-463-9417
Fax: 404-651-4814

Residence: 4265 Ancroft Circle
Norcross, GA 30092
Phone: 770-582-9955

Education
Ph.D: Indiana University, Adapted Physical Education, Motor Development, Educational Psychology. 1999
M.S: Michigan State University, Adapted Physical Education, Motor Development. 1995
B.A. (honors): York University, Physical Education, Psychology 1993

Professional Experience

Associate Professor, Department of Kinesiology and Health August 2005-present
Georgia State University, Atlanta, Georgia

Assistant Professor, Department of Kinesiology and Health 1999-2005

Georgia State University, Atlanta, Georgia
  • Developed curriculum and taught courses in adapted physical education and disability sport.
  • Supervised undergraduate and graduate teacher education students during student teaching.
  • Supervised Master’s degree students in adapted physical education in conducting and publishing data based collaborative action research projects.
  • Represented the department on College of Education Professional Education Faculty Committees.
  • Provided pro-bono work to educational, recreational and disability sport organizations in the Metro Atlanta area.
**Associate Instructor**, Department of Kinesiology  
Indiana University, Bloomington, Indiana  
1995-1999

- **Doctoral Leadership Training Grant** through the U.S. Department of Special Education (Federal) Grant authors: Paul R. Surburg and Dale A Ulrich.
  - Coordinated practicum placements for undergraduate students in adapted physical education settings.
  - Supervised undergraduate teacher preparation majors working with persons with a disability in segregated and inclusive physical education and recreation settings.
  - Mentored Master’s degree students in adapted physical education to provide appropriate instruction to students with disabilities in the public school system.
  - Taught adapted physical education to students with disabilities in inclusive and segregated elementary, middle, and high school settings.
  - Organized a tri-university symposium on preschool physical education to improve “best teaching practices” of physical education practitioners.

**Graduate Teaching Assistant**, Department of Kinesiology  
Michigan State University, East Lansing, Michigan  
1993-1995

- **Adapted Physical Education Teacher**
  - Designed, implemented, and evaluated a physical education curriculum to insure appropriate provision of services for preschool age students with disabilities in a segregated setting.
  - Developed and taught community-based educational experiences to integrate young adults with disabilities in a variety of sport and recreation activities.
- Taught physical education activity classes to undergraduate students to meet degree requirements.

**Motor Performance Program: Supervisor and Instructor**  
Department of Kinesiology, Michigan State University  
1993-1995

- Developed a sport instruction program, supervised instructors, and taught general sport skills to typically developing elementary school age children.

**Motor Performance Instructor**, Child Developmental Laboratory  
Michigan State University, East Lansing, MI  
1994-1995

- Taught fundamental gross motor and play skills to typically developing kindergarten age children to enrich movement opportunities.

**Special Needs Coordinator**, North York Parks and Recreation  
Toronto, Ontario, Canada  
Summer, 1993

- Hired, trained, supervised, and evaluated staff to facilitate inclusion of children with disabilities into a summer recreation program.
- One-on-one family interviews and assessment of all children with disabilities to provide appropriate placement and support for each child in a summer recreation program.
Assistant Program Coordinator, Sport for Disabled Ontario Summer, 1992
Toronto, Ontario, Canada.
• Public relations contact with general public, athletes and coaches.
• Assisted with the implementation of the “Integration Initiative.”
• Developed a reference kit of internal and external articles, journals, etc.
• Assisted with the development and selection of topics etc. for a quarterly newsletter for Sport for Disabled Ontario.
• Developed and maintained historical reference book of athletes with disabilities for office and public information.

Integration Facilitator, North York Parks and Recreation 1991-1993
Toronto, Ontario, Canada.
• Provided sport instruction to facilitate inclusion of children with disabilities in a variety of inclusive recreation programs.

Research Assistant
• Assisted with collection of anthropometric and 3D data and data reduction.

Motor Performance Study, Department of Kinesiology, Michigan State University, 1993-1995
• Assisted with collection of motor performance data.

Awards/Honors
Outstanding Faculty Service Award, College of Education, Georgia State University April 2005
Taylor Dodson Young Professional Award, Southern District of the American Alliance of Health Physical Education, Recreation and Dance March 2005
• Awarded to a young scholar in the Southern District who has demonstrated outstanding potential in scholarship, teaching, and/or professional leadership

Mabel Lee Award, American Alliance of Health, Physical Education, Recreation, and Dance February 2003
• Awarded to a young scholar from across the United States who has demonstrated outstanding potential in scholarship, teaching, and/or professional leadership.

Completed certification course to become an International Classifier for National Disability Sport Alliance Summer 2002
Young Scholar Award, Georgia Alliance for Health, Physical Education, Recreation, and Dance April 2002
• Awarded to a young scholar in the State of Georgia who has demonstrated evidence of completed research, scholarly presentations, and creative works.
Fellowship - School of Health, Physical Education, and Recreation 1997-1999
Indiana University

Gallahue-Morris Graduate Student Award, Indiana University Spring, 1998

- Awarded to a graduate student in motor development/motor learning

Student Recognition Award, Adapted Physical Activity Council Spring, 1998
of the American Alliance for Health, Physical Education, Recreation,
and Dance

- Selected from graduate students in adapted physical education
  across the United States.

Janet Wessel Scholarship, Michigan State University 1993-1995

- Awarded to a graduate student who has demonstrated commitment to
  adapted physical education.

**Research and Scholarly Activities**

Manuscripts Submitted for Publication (Peer Review)

**Shapiro, D. R.**, Moffett, A., Lieberman, L, & Dummer, G. M. (September, 2007). Domain
Specific Competencies, Importance Ratings, and Global Self-Worth in Children with

Manuscripts in Progress

**Shapiro, D. R.**, Calloway, J., Pitts, B. Preliminary and Exploratory Look at
the Global Status of Inclusive Sports for Athletes with Disabilities. *Adapted Physical
Activity Quarterly*

**Shapiro, D. R.** Longitudinal Analysis of Physical Education Teachers Attitudes Towards
Teaching Students with Disabilities

into sport administration curriculum. *Adapted Physical Activity Quarterly*

Data Collection in Progress

**Shapiro, D. R.** Athletic identity, physical self-perceptions and mood in youth with physical
disabilities involved in interscholastic adapted sports.
Shapiro, D. R. Outcomes of interscholastic sport participation for youth with physical disabilities: Model development and validation.

Article Publications (Refereed)


**Abstract Publications (Refereed)**


Known Examples of Citings of My Work in the Work of Other’s


Sponsored Activities

**Internal Awards**

**Agency:** Proposal Development Grant, Georgia State University  
**Title:** Athletic identity, physical self-perceptions and mood in youth with physical disabilities involved in interscholastic adapted sports.  
**Amount:** $8,000  
**Status:** In review  
**Principal Investigator:** Deborah Shapiro

**Agency:** Proposal Development Grant, Georgia State University  
**Title:** Status of Disability Sport for Elite Athletes with Disabilities  
**Amount:** $2,400  
**Status:** Funded in full  
**Principal Investigator:** Deborah Shapiro

**Agency:** Proposal Development Grant, Georgia State University  
**Title:** Perceived Competence, Motivational Orientation and Perceptions of the Motivational Climate Among Special Olympics Basketball Players  
**Amount:** $4,600  
**Status:** Funded in full  
**Principal Investigator:** Deborah Shapiro

**Agency:** Scholarly Inquiry Grant, Georgia State University  
**Title:** Physical Self-Perceptions and Motives for Participation in Special Olympics Sport Programs  
**Amount:** $2,874  
**Status:** Funded in full  
**Principal Investigator:** Deborah Shapiro

**Internal Proposals**

**Agency:** Research Initiation Grant, Georgia State University  
**Title:** Generalizability of Attitudes Across Instruments  
**Amount:** $5,000  
**Status:** unfunded  
**Principal Investigator:** Deborah Shapiro

**Agency:** Research Initiation Grant, Georgia State University  
**Title:** Assessing attitudes of PETE students towards teaching students with Disabilities: Instrument validation and selection.  
**Amount:** $7,900  
**Status:** Unfunded  
**Principal Investigator:** Deborah Shapiro
Agency: Research Initiation Grant, Georgia State University February, 2003
Title: Perceived Competence in Children with a Visual Impairment
Amount: $8000
Status: Unfunded
Principal Investigator: Deborah Shapiro

External Proposals

Agency: U.S. Department of Education office of Rehabilitative Services March, 2005
Title: Including athletes with disabilities in Interscholastic Sports
Amount: $130,000 (this is a three year matching grant)
Status: Unfunded
Principal Investigator: Deborah Shapiro

Title: Assessing attitudes of PETE students towards teaching students with Disabilities: Instrument validation and selection.
Amount: $5000
Status: Passed Phase I, unfunded in Phase II of review process
Principal Investigator: Deborah Shapiro

Agency: Bell Family Foundation for Hope November, 2001
Title: Factors Influencing Participation Motivation of Special Olympic Athletes
Amount: $6,243
Status: Unfunded
Principal Investigator: Deborah Shapiro

Presentations (Refereed)
International Conferences

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.

Shapiro, D. R., Moffett, A., Lieberman, L., & Dummer, G. M. (July 2005) Examining perceived physical, social and athletic competence, domain specific importance ratings and global self worth in children with visual impairments. 15th International Symposium of Adapted Physical Activity, Verona Italy

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


Shapiro, D. R. (June 2003). Investigating perceived physical competence and athletic identity in children with visual impairments. Poster presentation at the annual North American Society for the Psychology of Sport and Physical Activity, Savannah, GA.

Shapiro, D. R. (Sept 2002). Participation motives of Special Olympics athletes. Oral presentation at the North American Federation of Adapted Physical Activity, Corvallis, OR.


Shapiro, D. R., & Ulrich, D. A. (June 2001). Relationship among perceived importance, usefulness, and value of sport skills and perceived physical competence in children with and without learning disabilities. Oral presentation at the 13th International Symposium Adapted Physical Activity, Vienna, Austria.

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.


Shapiro, D. R. (June, 1996). *Perceived physical competence among adolescent males with mild mental retardation.* Poster presentation at the annual meeting of the North American Society of the Psychology of Sport and Physical Activity. Muskoka, Ontario, Canada.

National Conferences


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.

Shapiro, D. R., & Sayers, K. (September, 2001). *Physical therapy, occupational therapy and adapted physical education: Who does what in the public school setting.* Oral presentation at the 2nd World Congress and Exposition on Disabilities, Atlanta, GA.

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, D. R., & Ulrich, D. A. (June, 2000). *Perceived physical competence of students with and without learning disabilities across a continuum of physical activity contexts.* Poster presentation at the annual meeting of the North American Society of the Psychology of Sport and Physical Activity. San Diego, CA.


**Regional/State Conferences**

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.


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.

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


**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.


**Shapiro, D.** (September, 2003). *Status of Sport and Recreation for Individuals with Disabilities*. Keynote presentation at the annual conference for Georgia Therapeutic Recreation Association, Macon, GA.

**Shapiro, D.** (May, 1995). *Sport and recreation for persons with a visual impairment*, Oral presentation at the Michigan School for the Blind Parents Day.

**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.

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**Teaching**

**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)
- 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
• Physical Education for Students with Developmental, Physical and Sensory Disabilities (KH 7650)
• Inclusion through Disability Sport (KH 7655)

Courses Taught at Other Institutions
Indiana University
• Adapted Physical Education (team-taught)
• Motor Development and Learning (course assistant)

Guest Lecturer in Undergraduate Courses
• Motor Development and Learning, Topic: Development of self-concept and achievement motivation in children
• Basic Methods in Teaching Physical Education, Topic: Instructional adaptations for children with disabilities
• Sport in American Society, Topic: Sport for People with Disabilities: Social issues and implications.
• Trends and Issues in Therapeutic Recreation, Topic: The multi-disciplinary team: Role of adapted physical activity, therapeutic recreation, occupational therapy and physical therapy.

Guest Lecturer in Graduate Level Course

Michigan State University
• Swimming I
• Swimming II
• Swimming III
• Volleyball I
• Water Safety Instructors

Course Supervised
• Sport skills program

Guest Lecturer in Undergraduate Course
• Physical Activity for Special Populations, Topic: Americans with a Disabilities Act: Implications for the 1990’s; Topic: Physical Fitness for Persons with a Disability
Courses Developed at Georgia State University

Undergraduate

*Sexuality Education Inclusive of Students with Special Needs (KH 3700).* This course was developed as a required course for undergraduate students majoring in health and physical education. This course focuses on current issues and topics relating to the teaching of social-sexuality education for students with and without disabilities. Course content on students with disabilities is infused throughout the course making it the first course in the Health and Physical Education curriculum to be infused with content relating to teaching students with disabilities.

*Performance and Analysis in Disability Sport (KH 3060).* This course was developed for undergraduate students in the Department of Kinesiology and Health and is open to all undergraduate students across the university. By participating in disability sports, students will learn the fundamental skills, rules, and strategies necessary to develop inclusive sport and physical education programs for individuals with and without disabilities using games and activities derived from the field of disability sport.

*Disability Sport and Physical Activity (KH 3360).* 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 will experience opportunities to work with and participate in a variety of disability sport offerings. This course is an elective course for undergraduate students in the Department of Kinesiology and Health as well as for undergraduate students across the university.

*Curriculum and Assessment in Health, and Physical Education (KH 3400).* Member of a team of health and physical education (HPE) faculty who created and will teach sections of this course. This course was added as a required course to the teacher education program. This course is designed to help HPE majors understand and apply the concepts and techniques of assessment and evaluation of performance for students with and without disabilities.

Graduate

*Physical and Motor Assessment of Students with Disabilities (KH 7665).* This course is designed for K-12 physical educators or recreation professionals who are interested in gaining knowledge and skill regarding the implementation of and effective use of assessment data for their students/clients with disabilities.

*Inclusion through Disability Sport (KH 7655).* This course was developed for graduate students in the Department of Kinesiology and Health and is open to all graduate students across the university. By participating in disability sports, students will learn the fundamental skills, rules, and strategies necessary to develop inclusive sport and physical education programs for individuals with and without disabilities using games and activities derived from the field of disability sport.
Sport and Movement Studies for Athletes with Disabilities (KH 8550). This course is designed to provide graduate students in Kinesiology, Sport Management, Sport Science, and Recreation with an understanding of current research findings underlying the advancement of sport for athletes with disabilities.

Graduate Committees

Ph.D Degree in Kinesiology

Committee Member
Li-Shen, Georgia State University (in progress). Effects of different stroke patterns on Shoulder joint kinematics and electromyography in wheelchair propulsion.

Master’s Degree Collaborative Action Research (CAR) Project

Committee Chairperson
Ann VanLoo, Georgia State University (May 2007). Longitudinal analysis of attitudes of physical education teachers towards teaching students with disabilities.

Tina LaRou, Georgia State University (May 2003). Effects of music on measures of cardiovascular performance of students with mental retardation.

Scott Coleman, Georgia State University (May 2003). Relationship between muscular strength and cardiovascular training and skills of independent living in students with cerebral palsy.

Bronwen Maskell, Georgia State University (May 2001). Effects of brain gym on overhand throwing in first grade students: A preliminary investigation.

Committee Member

Christine Chalberg, Georgia State University (August 2006). Physical plant employees perceptions to benefits and barriers of initiating and maintaining a physical activity plan.


Amy Johnson, Georgia State University (August 2002). An examination of athlete alcohol use at a metropolitan university.

Shannon Jones, Georgia State University (August 2002). Time stress factors and alcohol use in college cheerleaders.

Shapiro CV pp.16
Service

Reviewer/Referee for Professional Journals/ Publisher

Reviewer for book proposal submitted to NASPE June 2007

Editorial Board Member Adapted Physical Activity Quarterly 2007-present

Reviewer for articles submitted to Adapted Physical Activity Quarterly 2000-present

Guest Reviewer for article submitted to Journal of Teaching in Physical Education 2005

Guest Reviewer for article submitted to the International Journal of Sports Medicine 2004

Reviewed 14 chapters of a book titled Adapted Physical Activity, Recreation, and Sport for McGraw-Hill Companies Summer 2001

Reviewed chapter in the book titled Strategies or inclusion: A handbook for physical educators for Human Kinetics 2001

Reviewer/Referee for Professional Associations

A reviewer of abstracts submitted to the Research Consortium for the 2008 AAHPERD National Convention July 2007

Member of the Committee for the review of applicants for the Southern District AAHPERD Taylor Dodson Young Professional Award Summer 2006

Member of Scientific Committee to review abstracts submitted for the 2006 North American Federation of Adapted Physical Activity conference Summer 2006

A Reviewer of abstracts submitted to the Special Populations category of the Research Consortium for consideration of the 2007 AAHPERD convention. Summer 2006

A Reviewer of abstracts submitted to the Special Populations category of the Research Consortium for consideration of the 2006 AAHPERD convention. Summer 2005

Reviewed abstracts submitted for presentation to the 2005 Southern District AAHPERD Convention Summer 2004

Reviewed award nominees for Georgia AAHPERD Summer 2004

Reviewed abstracts submitted for presentation to the 2004 AAHPERD National Convention for Shapiro CV pp.17
• Adapted Physical Activity Council 2003
• Research Consortium 2003

Reviewed abstracts submitted for presentation at the 2002 North American Federation of Adapted Physical Activity Spring, 2002

**Service to the Profession**

**President**, North American Federation of Adapted Physical Activity 2006-2008

**Newsletter Editor**, International Federation of Adapted Physical Activity 2004 - present

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 Spring 2005-2006

**Chair**, Adapted Physical Activity Council of the Southern District of the American Alliance for Health, Physical Education, Recreation, and Dance 2005-2006

**President Elect**, North American Federation of Adapted Physical Activity 2004-2006

**Internet APE expert**, PE Central, Adapted Physical Education section 2002-2005

**University/College Chair**, Georgia Alliance for Health, Physical Education, Recreation and Dance 2003-2004

**Member-at-large**, Adapted Physical Activity Council of the American Alliance for Health, Physical Education, Recreation, and Dance 2002-2004

**University/College Chair Elect**, Georgia Alliance for Health, Physical Education, Recreation and Dance 2002-2003

**Secretary**, North American Federation of Adapted Physical Activity 2000-2002

**Professional Affiliations**

National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) 2007-present

Active Living Alliance for Canadians with a Disability 2007-present

National Disability Sport Alliance (formerly United States Cerebral Palsy

Shapiro CV pp.18
Sport and Recreation Association) 2002-present
Georgia Alliance for Health, Physical Education, Recreation, and Dance 1999-present
International Federation of Adapted Physical Activity 1999-present
North American Society of the Psychology of Sport and Physical Activity 1999-present
North American Federation of Adapted Physical Activity 1998-present
American Alliance of Health, Physical Education, Recreation and Dance 1996-present
- American Association of Physical Activity and Recreation
- Adapted Physical Activity Council
- National Association for Sport and Physical Education
- Research Consortium

**Service to the Community**

School System

**AMIT, Community School Program, Atlanta, GA**
- Chair, SACS accreditation committee 2006-present
- Chair, Assessment and Evaluation Committee 2003-2005
- Member, Board of Directors 2002-present
- Teacher 2000-2004

**“On-Track” Community Preschool Screening, Bloomington, IN** Spring, 1998
- 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**

**U.S. Paralympics Track and Field National Championships** July 2007
- Classifier

**American Association of Adapted Sports Programs, Atlanta, GA** 2004-present
- Member, Board of Directors
  - Chair, Research Committee 2007-present
  - Secretary 2004-present
  - Fundraising Feasibility Study committee member 2004
American Series: North American Elite Wheelchair Racing Tour  July 2004
  • Volunteer

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

Center for the Visually Impaired, Atlanta, GA
  • Host, Goalball Camp  June 2007
  • Volunteer Goalball Coach  2002-2005
  • Researcher, Program impact for children with disabilities for both  2002-2003
  Publication and grant procurement

United States Disabled Athletes Fund, Atlanta, GA
  • Volunteer at Sports Camp  Summer 2003
  • BlazeSports Sport Spectacular, volunteer coach  Fall 2000, 2001

Special Olympics, Atlanta, GA
  • Trainer (aquatics) at State Conference  2000-present
  • Volunteer Coach  2000-2003
  • Aquatics Qualifier Volunteer  Spring 2002
  • Winter Games Rules Committee member  Winter 2002
  • Aquatics Specialist on Sports Council  2003-present

Buddy Baseball, Bloomington, IN  Summer, 1996, 1997
  • Volunteer coach for a summer softball program for children with disabilities.

YMCA Adapted Aquatics, Bloomington, IN  1996, 1997
  • Volunteer swimming instructor for participants with a disability.

Gymnastics Instructor, Michigan Athletic Club, East Lansing, MI  Spring, 1995
  • Volunteer gymnastics instructor for children with Cerebral Palsy.

Special Olympics, Toronto, Ontario  1992-1993
  • Volunteer swim coach

Sports on Wheels Track and Field Day, Toronto, Ontario  Spring, 1991
  • Volunteer coach

Metro Toronto Wheelchair Challenge, Toronto, Ontario  Summer, 1991
  • Volunteer attendant at field event stations
Shapiro CV pp.21

Toronto School for the Blind, Toronto, Ontario

- Volunteer swim instructor

Spring, 1989

Service to the University

GEORGIA STATE UNIVERSITY

Department of Kinesiology and Health

Search Committee

- Chair, Department search committee for Sport Administration 2006-2007
- Chair, Department search committee for Motor Development and Sport Psychology Assistant Professor 2005-2006
- Chair, Department search committee for HPE Associate Professor. 2004- 2005
- Department representative for HPE Search for Assistant Professor. 2003
- Department representative on Sports Administration Search 2002 for Full Professor.
- Department representative on Sports Administration Search for Assistant Professor.

KH Graduate Faculty Committee

- Member Spring 2000-Present

Guest speaker

- KH 2130 Introduction to Allied Fields in Health, Physical Education, and Fitness Spring 2000- present
- KH 4280 Psychology of Physical Activity

Faculty Representative at Convocation

Spring 2001

Spring 2007

KH Committee on Student Code of Conduct

- Member Fall 2001

Presenter at KH Research Symposium

Spring 2005

Spring 2000

College of Education

Academic Affairs Committee

- Chairperson 2007-2008
- Representative for the Department of Kinesiology and Health 2006-2007
Area F Adhoc Committee
  ➢ Represented the Department of Kinesiology and Health in making recommendations to revise Area F core pre-education courses. Spring 2005

Curriculum Committee
  ➢ Represented the Department of Kinesiology and Health 2002-2004
  ➢ Secretary 2002, 2003

Diversity Committee
  ➢ Representative for the Department of Kinesiology and Health 1999-2006
  ➢ Developed survey to assess recruitment and retention of Underrepresented faculty in professional education programs in the College of Education and College of Arts and Sciences for NCATE Certification 2005-2006
  ➢ Co-Developed survey on diversity to be distributed to department chairs of the PEF to assess improvements made to addresses NCATE weaknesses. 2004
  ➢ Co-organized COE Symposium in Diversity Awareness 2001-2002

University

Office of Disability Services
  ➢ Member Scholarship Committee for Students with Disabilities 2004

INDIANA UNIVERSITY

School of Health, Physical Education and Recreation

Teaching, Learning, and Assessment Committee 1997-1998
  ➢ Graduate student representative

Graduate Student Advisory Council 1995-1998
  ➢ Chair
  ➢ Representative for the Department of Kinesiology

Graduate Student Organization 1995-1998
  ➢ Representative for the School of Health, Physical Education and Recreation
  ➢ Member of External Relations Committee
MICHIGAN STATE UNIVERSITY

Department of Kinesiology

Graduate Student Organization 1994-1995
  ➢ Secretary

University

Community Development Assistant, Owen Graduate Center 1994-1995
  ➢ Developed programming for graduate students living in an on-campus graduate residence.
  ➢ Maintained and ensured the safety of a pleasant living environment for graduate students in an on-campus graduate residence.

International Teaching Assistant Training Program Summer, 1994
  ➢ Facilitator, training new graduate teaching assistants to develop effective teaching skills

YORK UNIVERSITY

Department of Kinesiology

Physical Education Student Organization 1991-1993
  ➢ Vice President
  ➢ Orientation Coordinator
  ➢ Newsletter Coordinator
  ➢ Peer Advisor

Committee of Undergraduate Studies 1992-1993
  ➢ Student representative

University

Network Advisor for Faculty of Arts 1992-1994
  ➢ Facilitated and supported the acclimation of first year undergraduate students to the University environment
Professional Development

American Association of Adapted Sports Programs Coaching Certification
- Indoor wheelchair soccer           August 2007
- Wheelchair football               March 2007

Grant Writing, Pre-conference workshop held in conjunction with the North
American Federation of Adapted Physical Activity, Ann Arbor, MI       October 2006

Writing Across the Curriculum Faculty Summer Workshop participant. Georgia
State University               May 2006
VITA

Walter Rolph Thompson    (404) 413-8365 (office)
Professor      (404) 413-8350 (FAX)
Department of Kinesiology and Health   (770) 364-7416 (mobile)
Georgia State University     (770) 860-9945 (home)
Atlanta, GA   30303     E-mail: wrthompson@gsu.edu

EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</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>
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<tr>
<td>Doctor of Philosophy</td>
<td>The Ohio State University</td>
<td>1983</td>
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</tbody>
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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
1994 – Present  Professor (tenured) of Kinesiology and Health (College of Education), Director, Center for Sports Medicine, Science & Technology (1994-2000), Professor of Nutrition (College of Health and Human Sciences), Affiliated Faculty, Institute of Public Health, (College of Health and Human Sciences), Georgia State University, Atlanta, Georgia
2004 – Present  Committee on Accreditation for the Exercise Sciences, Commission on Accreditation of Allied Health Education Programs (Chairman, 2004-2007)
2004 – 2007  Commissioner, Board of Commissioners, Commission on Accreditation of Allied Health Education Programs, Chicago, Illinois
2003 – 2004  Member, Sports Medicine Advisory Board, Bally Total Fitness, Chicago, Illinois
2001 – Present  Founding Advisor, Wellcoaches Corporation, Boston, Massachusetts
1998 - Present  Licensed Clinical Laboratory Director (license #981465R), State of Georgia, Office of Regulatory Services, Georgia Department of Human Resources

1996 - Present  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

1998 - Present  Vice Chairman, Board of Directors, After-School All-Stars Atlanta (aka Greater Atlanta Inner-City Games), Atlanta, Georgia


1992 - Present  Board of Experts, *Exercise Standards and Malpractice Reporter*

1987 - 2006  Certification Director, American College of Sports Medicine Health/Fitness Instructor Certification, Georgia State University, Atlanta, Georgia

1994 - 2006  Certification Director, American College of Sports Medicine Exercise Specialist Certification, Georgia State University, Atlanta, Georgia

2000 – 2002  Chairman, Board of Directors, myfitnessexpert.com, New York, New York

1987 - 2002  Certification Director, American College of Sports Medicine Exercise Leader Certification, Georgia State University, Atlanta, Georgia

1994 - 2002  Certification Director, American College of Sports Medicine Health/Fitness Director and Program Director Certification, Georgia State University, Atlanta, Georgia

1998 - 2001  Associate Editor, *ACSM’s Health & Fitness Journal*

1999 - 2001  Member, Board of Directors, Victory Charter School, Fulton County, Georgia

1995 - 2001  Associate Editor, *Sports Medicine, Training and Rehabilitation* (reviewer since 1994).


1985 - 1994  Associate Professor (promoted to Full Professor and tenured 1991) and Director, Laboratory of Applied Physiology, School of Human Performance and Recreation,

1985 – 1994 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.

1980 - 1985 Program Director, Cardiac Rehabilitation and Health Enhancement Center, 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).


1980 - 1985 Editor, HEART HERALD, monthly publication of the Cardiac Rehabilitation and Health Enhancement Center, Swedish Covenant Hospital, Chicago, Illinois.


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


**Video Format**


**Published Proceedings**


**Articles in International Refereed Journals**


Articles in National Refereed Journals


**Articles in State Refereed Journals**


**Articles in National/International Non-Refereed Journals**


Thompson, W.R.: How to stay fit during an injury.  RUNNING AND FITNEWS, 6(9): 1988, 4-5.


Articles in Non-refereed State Journals


Technical Reports


PRESENTATIONS

Professional Papers at National/International Meetings


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. 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.


Heimdal, J.E., J.N. Heimdal, and W.R. Thompson: Effect of grade (+10% and -10%) on active females’ ventilation, tidal volume, and frequency of breaths during similar relative work rates. Presentation at the annual meeting of the AMERICAN COLLEGE OF SPORTS MEDICINE, May 31 - June 3, 1995, Minneapolis, Minnesota.


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.


Heimdal, J.E., J.T. Heimdal, and W.R. Thompson: Effect of grade (+10% and -10%) on active males' heart rate, stroke volume, systemic vascular resistance during identical relative work rates. Presentation at the annual meeting of the AMERICAN COLLEGE OF SPORTS MEDICINE, June 1-4, 1994, Indianapolis, Indiana.


Heimdal, J.E., J.N. Heimdal, and W.R. Thompson: Effect of grade (+10% and -10%) on active females' heart rate, oxygen pulse, and stride frequency. Presentation at the annual meeting of the AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE, Denver, Colorado, April 13-16, 1994.


Heimdal, J., W.R. Thompson, H. Howe, R. Lindsey, J.N. Heimdal, L. Proctor, and W. Boone: Effect of grade (+10°, 0°, -10°) on active females' blood lactate, stride length, RPE, and DOMS during similar relative work rates. Presentation at the annual meeting of the AMERICAN COLLEGE OF SPORTS MEDICINE, May 27-30, 1992, Dallas, Texas.

Goodwin, C.L., M.P. Foley, Y.A. Lim, and W.R. Thompson: Coagulation effects before and after physical training. Presentation at the annual meeting of the AMERICAN SOCIETY FOR MEDICAL TECHNOLOGY, June 22-26, 1991, 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.


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. Lamberth: 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


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.


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.


Professional Papers at State Meetings


Thompson, W.R. Fitness for life. Presentation at the NATIONAL SPACE TECHNOLOGY LABORATORIES, Department of the Navy, May 3, 1988, Bay St. Louis, Mississippi.


Invited Professional Lectures


Thompson, W.R.: Serum creatine kinase and lactate dehydrogenase activity following a maximal bout of exercise. Presentation at the RESEARCH SEMINAR, DEPARTMENT OF KINESIOLOGY AND HEALTH, Georgia State University, Atlanta, Georgia, November 3, 1994.

Thompson, W.R.: Blood lipid and lipoprotein fluctuations daily, weekly, and monthly. Presentation at the GRADUATE NUTRITION SEMINAR, DEPARTMENT OF NUTRITION AND DIETETICS, Georgia State University, Atlanta, Georgia, November 16, 1994.


Thompson, W.R.: Stepping into spring. Presentation at the FORREST GENERAL HOSPITAL LUNCH FOR LIFE, Hattiesburg, Mississippi, March 8, 1990.


Thompson, W.R.: various radio and television interviews: WKQX-FM (April 28, 1981); WBBM-TV (May 9, 1981); WGN-AM (April 28, 1983); WNIB-FM (April 30, 1983); WCLR-FM (May 8, 1983); WDM-TV (January 30, 1987); WHER-FM (February 24, 1987); WHLT-TV (May 3, 1989); WHER-FM (May 9, 1989); WLOX-TV (May 15, 1989);
WUSM-FM (May 3, 1990) WDAM-TV (June 20, 1990); WDAM-TV (December 31, 1991), CBS-TV (July 22, 1996), CBS-TV (November 12, 1997); CNN (September 21, 2002)


Book Reviews for Professional Journals


Published Abstracts


Thompson, W.R., L. Greene, J.K. Markham, R.L. Roberts: A qualitative analysis of a comprehensive after-school program: the After-School All-Stars. MEDICINE AND SCIENCE IN SPORTS AND EXERCISE.

Benardot, D., W.R. Thompson: Food intake and exercise frequency survey of inner city youth involved in a structured after school program. MEDICINE AND SCIENCE IN SPORTS AND EXERCISE.

Benardot D, Thompson WR, Martin DE, and Roman S. Between-meal energy intake effects on body composition, performance, and total caloric consumption in athletes. MEDICINE AND SCIENCE IN SPORTS AND EXERCISE. 2005; 37(5):S__.


*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 - present, 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).


Georgia Cardiovascular Disease Prevention Initiative (with R.M. Mullis, M. Cody, and S. Rehberg, Chronic Disease Prevention and Health Promotion Branch, Division of Public Health, Georgia Department of Human Resources funded for $67,242).


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

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

After-School All-Stars, support for After-School All-Stars, 2007 for $51,000

The Marcus Foundation, support for After-School All-Stars, 2007 for $1,054,000.

**SERVICE**

_National/International_

Chairman, Committee on Accreditation for the Exercise Sciences, Commission on Accreditation of Allied Health Education Programs (2004 – present)

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 Subcommitte) (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)

American College of Sports Medicine: Vice-Chairman, Ad Hoc Committee on Checklist for Internal and External Review of Cardiac Rehabilitation Programs in Clinics and Hospitals (1983); Government Affairs Committee (1992 - 1997); Healthy People 2000 Committee (1992 - 1995), Certification and Education Committee (1993 - present); Chairman, Certification Subcommittee, 1994 - 1996; Chairman, Examinations Subcommittee, 1996-1998; Chairman, Committee on Certification and Education); Membership Committee (1993 - 1996); ad hoc Committee on Health and Fitness Professional Membership (1998 - 2002); Olympic and Paralympic Sports Medicine Issues Committee (1999 - present); International Relations Committee (2000 – present), Chairman 2002 - present; Workshop and Certification Director, American College of Sports Medicine Exercise Specialist Workshop and Certification, University of Southern Mississippi, Hattiesburg, Mississippi (1987-1993, lecturer and examiner since 1984); State Representative (Mississippi), American College of Sports Medicine, Healthy People 2000 Committee (1992 - 1994); State Representative (Mississippi and Georgia), American College of Sports Medicine; Task Force on ACSM’s National and International Alliances Committee (2000 – 2003); Chairman, Joint Review Committee on Accreditation (2004 - present); Trustee (elected), Board of Trustees, American College of Sports Medicine (2005 – 2008); Administrative Council (2005-2006); Publications Committee (2006-2009)


Certification Director, American College of Sports Medicine Health/Fitness Instructor Certification, Georgia State University, Atlanta, Georgia (1987 - present).

Certification Director, American College of Sports Medicine Exercise Leader Certification, Georgia State University, Atlanta, Georgia (1987 - present)

Certification Director, American College of Sports Medicine Health/Fitness Director and Clinical Program Director Certifications, Georgia State University, Atlanta, Georgia (1995 - present)

Certification Director, American College of Sports Medicine Exercise Specialist Certification, Georgia State University, Atlanta, Georgia (1995 – present)


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); Exercise Test Technologist and Exercise Specialist Certification (Seoul, Korea)


Credentials Reviewer for Tenure and Promotion at other institutions: Dr. Benjamin Johnson (Georgia State University), Dr. Richard Kreider (Old Dominion University), Dr. Michael Dupper (University of Mississippi), Dr. Jeffrey Rupp (Georgia State University), Dr. James Metcalf (George Mason University), Dr. Stan Brown (University of Mississippi), Dr. David Swain (Old Dominion University), Dr. Kathy Campbell (Florida Atlantic University), Dr. Ted Angelopoulos (University of Central Florida), Dr. Avery Faigenbaum (University of Massachusetts), Dr. Jacalyn Robert (Texas Tech University).
Regional

Year 2000 Health Objectives Committee (Mississippi representative, Southeast Chapter, American College of Sports Medicine, 1991-1994).

Advisory Board, Southern Association for Cardiovascular and Pulmonary Rehabilitation (Alabama, Arkansas, Louisiana, and Mississippi, 1990-1994).


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, The 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)

Internal Grants Review Committee, Vice President for Research (2003 – 2006)

Dean of Students Human Relations Consortium (1994 - 1997)

Health Assurance Advisory Committee (1994 - present)

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 – 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, The 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; Chairman, Evangelism Committee; Member, Staff/Parish Relations Committee; Member of the Administrative Board; Member of the Council on Ministries; Member, Staff-Parish Relationship Committee; Member, Youth Council and Youth Counselor, Ebenezer United Methodist Church, Conyers, Georgia (1994 - 2006).

President, Heritage High School Band Boosters, Inc., Conyers, Georgia (1997 - 1999)

HONORS AND AWARDS

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, Unites States Department of Health and Human Services, 1991
Clinical or Applied Research and Scholarship Award, The 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
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 Alliance for Health, Physical Education, Recreation and Dance
American Association for Cardiovascular and Pulmonary Rehabilitation
American Alliance for Health, Physical Education, Recreation and Dance
American College of Sports Medicine
American College of Sports Medicine, Southeast Chapter
American Heart Association - High Blood Pressure Council (past)
American Physiological Society
American Public Health Association
Atlanta Sports Council
Georgia Association for Cardiopulmonary Health, Prevention and Sports Medicine
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 August 15, 2007
Personal Background

Present Title and Position

Associate Professor
Director, Graduate Program in Sports Medicine
Director, Doctoral Program in Rehabilitation Science
Director, Musculoskeletal Injury Research Laboratory
Joint appointment in the Department of Physical Therapy
Department of Kinesiology and Health
Georgia State University
Atlanta, GA USA

Work Address

Georgia State University
Department of Kinesiology and Health
P.O. Box 3975
Atlanta, GA 30302-3975

Home Address

2166 Tanglewood Drive
Snellville, GA 30078
Home phone: 770-736-7939
Cell phone: 404-680-8286
Email: l_tis@bellsouth.net

Education

The University of Virginia, Charlottesville, VA
Doctor of Philosophy, Sports Medicine (1992)
Dissertation: "The Effect of Preload and Range of Motion on Average and Peak Torque of the Knee Extensor and Flexor Musculature"
Advisor: Dr. David H. Perrin

The University of Virginia, Charlottesville, VA
Thesis: "The Relationship Between Bone Mineral Content and Isokinetic Strength in Eumenorheic, Oligomenorrheic, and Amenorrheic Females"
Advisor: Dr. Arthur W. Weltman

University of Vermont, Burlington, VT
Bachelor of Science, Physical Education (1987)
minor: Recreation and Sport Management
minor: athletic training (NATA Accredited Undergraduate Program)
Work Experience

Associate Professor with Tenure, Georgia State University, Atlanta, GA: 1998 - present
Coordinator of the Graduate Program in Sports Medicine, Georgia State University: 1993-present
Coordinator of the Musculoskeletal Injury Research Laboratory, Georgia State University, Atlanta, GA: 1996-present
Assistant Professor, Georgia State University, Atlanta, Georgia: 1992 - 1998
Head Athletic Trainer and Graduate Clinical Supervisor, Albemarle High School, Charlottesville, VA: 1988-1992
Graduate Teaching and Research Assistant, University of Virginia, Charlottesville, VA: 1987-1992

Certifications and Licenses

Certified Athletic Trainer (National Athletic Trainers Association) (cert # 000010641)
Licensed Athletic Trainer (Georgia Board of Athletic Trainers) (license #346)
Professional Cardiopulmonary Resuscitation (Red Cross)
Emergency Responder (Red Cross)

Research

Refereed Publications

Journal Articles


Wang, Tai, Laurie L. Tis, Meghana Patil Elizabeth J. Higbie. A new technique for measurement of tibial rotation. Research Quarterly in Exercise and Sport, In review


Tis, Laurie L., Elizabeth J. Higbie, Lynn Chadwick, Benjamin F. Johnson. Orthoses reduce pressure but fall short of biomechanical correction. Biomechanics 7:71-80, 2000. (invited, peer reviewed)


Tis, Laurie L., David H. Perrin. Validity of data extraction techniques on the Kinetic Communicator (KinCom) isokinetic device. Isokinetics and Exercise Science, 3:96-100, 1993.

Perrin, David H., Laurie L. Tis, Evan V. Hellwig, Byron S. Shenk. Relationship between isokinetic average force, peak force, average torque, and peak torque of the shoulder internal and external rotator muscle groups. Isokinetics and Exercise Science. 3:85-87, 1993.


Manuscripts in preparation

Cobb, Steven C, Laurie L. Tis, Elizabeth J. Higbie. A comparison of two types of orthotic use over six weeks on postural control. Clinical Journal of Sports Medicine
Hodgson, Brad, **Laurie L. Tis**, Steven C. Cobb. The effect of a fatigue protocol on vertical drop landing kinetics and kinematics. *Journal of Sport Rehabilitation*

**Tis, Laurie L.**, Elizabeth J. Higbie, Gordon L. Warren. Test-retest reliability of plantar pressure measures collected during normal walking conditions. *Gait and Posture*

**Tis, Laurie L.**, Steven C. Cobb, Brad Hodgson. Validity of center of pressure measures collected during single leg stance by the EMED plantar pressure system. *Journal of Sport Rehabilitation*

**Tis, Laurie L.**, and Elizabeth J. Higbie. Isokinetic angle specific peak torque vs. peak torque IR/ER ratios in the frontal and scapular plane, *Isokinetic and Exercise Science*.

**Book Reviews**


**Book Chapters**


**Published Abstracts**


Note: this abstract was featured as 1/5 abstracts out of several hundred presented at the NATA Annual Symposium in *Biomechanics*, Vol 9, pg 15-16, Sept 2002.


L.L. Tis. “GRA and Research Support”
Funding for graduate assistant athletic trainers from area universities and high schools. 101,933 (80% GRA support, 4% indirects, 16% research support). July 2002


**Grants**

**Received**

Currently received CIRB approval (2006)
Currently received Executive study protocol approval (2006)

L.L. Tis and E.J. Higbie. Comparative research on orthotics, and other prototype devices. Sole Supports Inc. $25, 000 FY 2002, 2003, 2004
L.L. Tis. “GRA and Research Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$170,040 (80% GRA support, 4% indirects, 16% research support). July 2007

L.L. Tis. “GRA and Research Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$170,040 (80% GRA support, 4% indirects, 16% research support). July 2006

L.L. Tis. “GRA and Research Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$109,744 (80% GRA support, 4% indirects, 16% research support). July 2005

L.L. Tis. “GRA and Research Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$109,774 (80% GRA support, 4% indirects, 16% research support). July 2004

L.L. Tis. “GRA and Research Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$109,977 (80% GRA support, 4% indirects, 16% research support). July 2003

L.L. Tis. “GRA and Research Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$101,933 (80% GRA support, 4% indirects, 16% research support). July 2002

L.L. Tis. “GRA Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$82,500. July 2001


L.L. Tis. “GRA Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$60,000. July 2000

E.J. Higbie, L.L. Tis. “Best foot forward project”
Sole Supports Incorporated. $13,000 initial funding with continued support. August 1999


L.L. Tis. “GRA Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$52,500. July 1999

L.L. Tis. “GRA Support”
Funding for graduate assistant athletic trainers from area universities and high schools.
$39,100. July 1998

G.S. Cummings, E.J. Higbie, B.F. Johnson, L.L Tis. Protecting Insensitive Feet.
Georgia State University International Initiatives Project. $5,000. December 1997

L.L. Tis, E.J. Higbie. Orthotic use in the reduction of plantar pressures.  
Georgia State University Research Team Grant $10,563. July 1997

L.L. Tis. “GRA Support”  
Funding for graduate assistant athletic trainers from area universities and high schools.  
$37,000. July 1997

B. LeVeau, L.L. Tis. Active learning of muscle functions.  
Georgia State University Quality Improvement Funds for Major Instructional Equipment.  
$33,780. February 1997

L.L. Tis. “GRA Support”  
Funding for graduate assistant athletic trainers from area universities and high schools.  

E.J. Higbie, B.F. Johnson, L.L Tis. Effects of orthotics on plantar pressure and posture.  
Georgia State University Quality Improvement Fund Program in Research. $10,000. February 1996

L.L. Tis. “GRA Support”  
Funding for graduate assistant athletic trainers from area universities and high schools.  
$42,100. July 1995

B.F. Johnson, L.L Tis, J.A. Doyle. Identifying the coordination of human motion and the prevention of musculoskeletal injury using a telemetric electromyographic measurement system.  
Georgia State University Quality Improvement Fund Program in Research. $42,734. February 1995

L.L. Tis. Clinical site for the PRF ankle study (FDA post-market approval study)  
Electropharmacology, Inc. $12,600. September 1994

L.L. Tis. “GRA Support”  
Funding for graduate assistant athletic trainers from area universities and high schools.  
$29,700. July 1994

L.L. Tis. Enhancement of instructional technology utilization in physical education.  
Georgia State University Quality Improvement Fund for Major Instructional Equipment.  
$9,980. February 1994

L.L. Tis. “GRA Support”  
Funding for graduate assistant athletic trainers from area universities and high schools.  
$3,700. July 1993

L.L. Tis. Multimedia software (Authorware) for enhanced visual learning in anatomy.  
Georgia State University Instructional Improvement Grant Program. $1345. May 1993

L.L. Tis. Effect of preload and range of motion on torque production at the knee.  
National Athletic Trainers Association District Three Research Award. $250. March 1992

L.L. Tis. Effect of preload and range of motion on torque production at the knee.
University of Virginia, Curry School of Education Dissertation Grant. $600. 1991

Select Proposals Currently Not Funded

L.L. Tis, E.J. Higbie. Effects of orthotics on plantar pressures, postural sway, and range of motion on osteoarthritis of the knee.
National Arthritis Foundation, Biomedical Science Grant. $224,743 over 3 yrs. September 2000

L.L. Tis, E.J. Higbie. A comparison between orthotics and postural sway in males and females with forefoot varus.
American Alliance for Health, Physical Education, Recreation, and Dance. $15,000. December 2000

E.J. Higbie, L.L. Tis. Effects of orthotics on peak plantar pressure and toe function.
National Institute of Diabetes and Digestive and Kidney Diseases. $535,000 over 5 yrs. May 2000

L.L. Tis, E.J. Higbie, B.F. Johnson. The effect of orthotics on plantar pressure and postural sway in males and females with forefoot varus.
National Athletic Trainers Associated Research and Education Foundation, $38,799. May 1999

L.L. Tis, E.J. Higbie, B.F. Johnson. The effect of orthotics on plantar pressures, pain, and activity limitation in males and females with chronic lower extremity injury.
National Athletic Trainers Associated Research and Education Foundation, $57,183. September 1999, March 2000

L.L. Tis, E.J. Higbie, B.F. Johnson. The effect of orthotic use on postural sway in males and females with forefoot varus. American Alliance for Health, Physical Education, Recreation, and Dance. $15,000. October 1999

Supervised Research

Doctoral Dissertations

Committee Chair


Stephen Cobb. Inverse dynamic modeling of the foot under varying shoe and orthotic conditions. (co-chair with Dr. Wang, completed, May 2005)

Committee Member

Michael Hales: Inverse dynamic modeling of the shoulder during wheelchair propulsion. (completed, May 2003)

Jeffrey T. Johnson: Kinematic, videographic, and EMG analysis of the utilization of the Back Buddy lifting device in the occupational setting. (completed Nov 2001)
Gary Moore: Selected biomechanical assessment of lifting known and unknown loads (completed Dec 1996)

**Master's Theses**

**Chair**

Samantha Visco: Relationship between bone mineral density, lean mass, and stress fractures runners

Taz Kicklighter: Comparison between Foot Leveller vs. no orthotics in subjects with pre-determined low arch indices. (completed, May 2005)

Felicia Ford: Comparison between Sole Supports vs. no orthotics in subjects with pre-determined low arch indices. (completed, May 2005)

Brad Hodgson: The effect of ankle support on vertical landing forces during landing in Division I volleyball players. (completed May 2002)

Shawn McCarthy: The effects of two different types of custom-molded orthotics on plantar pressures in subjects with forefoot varus greater than seven degrees. (completed May 2001)

Steve Cobb: The effect of forefoot varus on postural sway. (completed July 1999)

Lynn Chadwick: The effect of track spikes on plantar pressures. (completed August 1999)

Sheila Van Saders: EMG and force plate analysis of hamstring recruitment in retro-walking and retro-running. (completed April 1998)

Marvin Trinkaus: The effect of applied magnets on quadriceps strength. (completed August 1997)

Ginger Swann: The effect of increased hamstring flexibility on isokinetic strength. (completed June 1997)

Randy Dillon: Validity of velocity measures on the KinCom isokinetic dynamometer. (completed December 1997)

Jill Fank: The effects of weight-bearing short-term immobilization on ankle strength and range of motion. (completed June 1996)

Anne Felts: The effect of Q-angle on peak and average torque of the knee extensors in females. (completed June 1996)
Committee Member

Leah Nelson: The examination of computer-assisted hip replacement surgical techniques

Li Shan: Inverse dynamic modeling of wheelchair users under varying speed and incline conditions (completed Dec 2003)

Amisha Ghudiban: The effect of soft shell ankle bracing on kinematic variables of forward and lateral running and cutting maneuvers (completed Dec 2003)

Megna Patil: The effect of varying foot conditions on tibial rotation as assessed by 3-d videographic analysis (completed May 2003)

Jennifer Gardner: Fall risk in the elderly. (completed June 2001)

Rajesh Chatkara: Plantar pressure differences between persons of Indian and Caucasian ancestry. (completed November 2000)

Elana Levine: Relationship of foot structure to fall risk. (completed August 2000)

Wen-ling Wang: Effectiveness of plantar pressure reduction using DynaStep insoles. (completed August 2000)

Aagnya Shroff: Differences in plantar pressures during different grades of treadmill walking. (completed December 2000)

Champ Baker: Videographic analysis of elite triathalate bike-run transitions. (completed May 1999)

Yoshi Iwasada: Relationship between 2 systems of static foot measurements and the dynamic plantar pressure measurements during walking. (completed May 1999)

Samatchai Chamnongkich: The effect of shoe type and bench step height on plantar pressures obtained during bench step aerobics. (completed July 1999)

Talal Nofal: The effect of eccentrically induced muscle damage on functional performance measures. (completed July 1999)

Ayo Ayodele: Effects of two different orthotics on plantar pressures in persons with diabetes mellitus. (completed November 1998)

Bela Contractor: Gender differences in plantar pressures. (completed December 1998)

Charles Akomolafe: Plantar pressure differences between persons of Nigerian and Caucasian ancestry. (completed December 1998)
Weerwat Limroongreungrat: Comparison of plantar pressures during treadmill and flat surface walking. (completed November 1998)

Danyse Lichty: The effect of custom-molded orthotics on plantar pressures of the right foot in males. (completed April 1998)

Michael Hale: 3-d videographic analysis of elite powerlifters during competition. (completed December 1997)

**Doctoral Research Projects**

A comparison of Sole Support orthotics versus Foot Levellers on plantar pressure measures in subjects with and without orthotics during a six month intervention (completed, Dec 2004)

Prototype device analysis (Bohr’s Flexometer) to determine inter-rater, intra-rater, and test-retest reliability, validity, and make device re-design recommendations across multiple generations of device design changes (completed Dec 2003)

Balance strategies under varying foot conditions as determined by videographic analysis (completed Dec 2003)

Correlational analysis between center of pressure measures obtained on the force platform versus the EMED Plantar Pressure measurement system (completed Dec 2003)

The effect of custom-molded orthotics on plantar pressure measures and postural sway variables in subjects with and without orthotics during a 12 week intervention (completed May 2001)

The effect of custom-molded orthotics on postural sway variables in subjects with forefoot varus (completed December 2000)

**Master’s Research Projects**

Kinematic examination of the softmill windmill pitch (anticipate completion date, May 2008)

Examination of relative shoulder ROM values between baseball positions and age (anticipated completion date, May 2008)

The effect of the PEP Program on functional performance measures (anticipated completion date, May 2008)

Gender and height matched comparison of the Q-angle. Is it really different in females? (anticipated completion date, May 2008)

Validity of the figure-8 tape measure vs. submersion measures for assessment of ankle volume (completed May 2007)
Accuracy of plantar pressure measures utilizing the current software and system changes (completed May 2007)

Plantar pressure measures values in subjects with forefoot varus greater than seven degrees, when using low-dye taping techniques (anticipated completion date, Aug 2008)

Comparative and kinematic analysis of football helmet removal tools (completed May 2004)

The effect of varying military backpack loads on plantar pressures values in the anterior tibialis and medial gastrocnemius (completed May 2004)

The effect of temperature change on strength and blood indices of local muscle damage over a 14-day period.

The effect of a double Wingate protocol to induce fatigue on kinetic and kinematic vertical drop landing forces during a hanging drop landing in Division 1 volleyball players (completed May 2004)

Validity between center of pressure measures obtained during standardized balance data collection on a force platform versus the EMED plantar pressure system (completed June 2004)

Correlation between clinical measures of foot structure and Bohrs flexometer measures (May 2003)

The effect of varying treadmill velocities on plantar pressures and EMG values while carrying a standard military backpack load (May 2003)

Isokinetic angle specific average and peak IR/ER ratios in the frontal and scapular plane (May 2003)

The difference between ACL laxity in females of varying ethnicity (completed Dec 2002)

The effect of fatigue on postural sway in collegiate golfers (completed May 2002)

The difference between trigger point thresholds in subjects with and without active trigger points (completed May 2002)

The difference between adolescent athletes with no history of ankle sprains, one sprain, and repetitive sprains on clinical measures of ankle instability (completed May 2002)

The effect of a 3-week balance program on clinical measures of balance (completed May 2002)

The effect of ankle bracing on isokinetic peak and average force production in females (completed August 2000)

The effect of low-dye taping on plantar pressures (completed June 1999)

Isokinetic angle specific peak torque vs. peak torque quadriceps/hamstring ratios (completed June 1999)

The differences between plantar pressures obtained on the right vs. left foot (completed June 1998)

The effect of sprint training vs. patterned muscle stimulation on 40m sprint time (completed Aug 1998)
The effect of prefabricated orthotics on plantar pressures obtained in males and females with forefoot varus (completed Aug 1998)

The effect of patterned muscle stimulation on 40m sprint time (completed June 1997)

The effect of volleyball footwear on plantar pressures and force platform measures (completed May 1997)

Evaluation of PCL ruptures at 1 year post-Injury for ligament reconstitution, joint stability, isokinetic strength, and range of motion (completed June 1996)

EMG analysis of hamstring recruitment in retro-walking and retro-running (completed June 1996)

The effect of wrestling weight loss procedures on strength and power measures and recovery in Division I collegiate wrestlers (completed June 1996)

The effect of ankle bracing on functional performance and agility in Division I collegiate women’s softball players (completed June 1996)

The test-retest reliability of closed kinetic chain isokinetic assessment of the knee (completed June 1995)

Presentations

**Invited Presentations**

Current Technologies in Therapeutic Modalities. Emory University Sports Medicine Series. February 2005


What is athletic training? (keynote address)
4th Annual Student Trainer Workshop, Pinnacle Rehabilitation, Atlanta, Georgia. May 1995

Women in athletic training (keynote address)
Student Athletic Trainer Workshop, NovaCare Inc., Atlanta, Georgia. May 1995

Pediatric and Adolescent Sport Injuries.
Emory University, School of Nursing, Atlanta, Georgia. December 1993

Management of Diabetes and Asthma in the Adolescent Athlete.

**Symposium Presentations**

B. Hodgson and L. L. Tis. Lasers in Therapeutic Modalities.
Georgia Athletic Trainers Association Annual Meeting, Jan 2004 (invited)
S.C. Cobb and L.L. Tis. Contemporary Principles of Ultrasound Use in Therapeutic Settings
Georgia Athletic Trainers Association Annual Meeting, Jan 2004 (invited)

E.J Higbie, L.L. Tis, B.F. Johnson. Foot and Lower Extremity Injuries: Utilization of in-shoe plantar
pressure and force measurements to assess treatment interventions.

T. Stratta, L.L. Tis. Issues affecting women in athletic training.
Session Title: Barriers facing women in sports and fitness: interdisciplinary and cross-cultural
perspectives.
AAHPERD National Meeting, April 1998.
Proceedings of the American Alliance of Health, Physical Education, Recreation and Dance,
National Meeting, pg 121

Session Title: Impact of the games on Atlanta and Georgia State University.
AAHPERD National Meeting, April 1996.

Professional Conference Presentations

B.T. Hodgson, L.L.Tis, S.C. Cobb, J.T. Johnson. The effect of fatigue on vertical drop landing ground
reaction forces. National Athletic Trainers Association Annual Symposium. June 2005


B.T. Hodgson, L.L.Tis, S.C. Cobb. The effect of two custom molded orthotics on plantar pressure during

T.Y. Wang, A. Gudibanda, E. Higbie, L.L.Tis, and D. Xu. Angular kinematics of an ankle
stabilizing othosis during forward and sideward lateral cutting. American College of Sports
Medicine. May 2004

S.C. Cobb, W. Limroongreungrat L.L. Tis, E.J. Higbie: The effect of extended custom molded orthotic
use on plantar pressure temporal characteristics. American College of Sports Medicine. May
2003

B. Hodgson, L.L. Tis, S.C. Cobb, E.J. Higbie, B.F. Johnson: Kinematic analysis of the hanging

B. Hodgson, L.L. Tis, S.C. Cobb, E.J. Higbie, B.F. Johnson: The effect of ankle bracing on vertical
ground reaction forces during drop landing. Southeast American College of Sports Medicine,
February 2003.

S.P. McCarthy, S.C. Cobb, L.L. Tis, E.J. Higbie. The effects of two different custom fabricated
corrective orthotics on plantar pressure measures. National Athletic Trainers Annual
Symposium, June 2002


J. Holte, L.L. Tis. The effect of scapular plane vs. frontal plane positioning on bilateral peak torque, total work, and average power of the shoulder rotator musculature. Sport Rehabilitation Conference, February 1994 (poster).

L.L. Tis. Lis Franc fracture in a female rugby player. Georgia Athletic Trainers Association, January 1994 (slide).

L.L. Tis, D.H. Perrin. Effect of range of motion and preload on isokinetic average and peak torque of the knee musculature (slide)

♦ Mid-Atlantic Athletic Trainers Association Annual Meeting, March 1993 (slide, invited).

♦ National Athletic Trainers Association Annual Meeting and Clinical Symposia, June 1994


Teaching

Courses Taught

Graduate

Applied Anatomy for Sports Medicine (KH 7530, KH753). *Lecture and gross anatomy lab dissection (taught at Georgia State from 1992-present, assisted at the graduate level at University of Virginia as a graduate teaching assistant)*

Concepts of Rehabilitation (KH 7580). *Lecture and case-study based learning*

Therapeutic Modalities in Sports Medicine (KH 7590). *Lecture, lab, case studies*

Orthopedic Basis of Sports Medicine (KH 7600). *Lecture, lab, case studies*

Seminar in Sports Medicine (KH 8960)

Practicum in Sports Medicine (KH 7660)

Scientific Inquiry in Sports Medicine (KH 8820)

Gross Anatomy I and II (PT 8810, PT 8820) *Assistant lab instructor, lecturer (1996-present)*

Athletic Training (KH 754)

Rehabilitation of Athletic Injuries (KH 760)

Evaluation and Management of Athletic Injuries (KH 758)

Workshop in Care Prevention of Athletic Injuries (KH 694E)

Undergraduate

KH 3500 Athletic Training and Conditioning

KH 2220 Musculoskeletal Function in Human Performance (undergraduate human anatomy course, with equivalent lecture experience for five years at the University of Virginia)

PT 314/315 Human Anatomy I, II (assistant lab instructor, lecturer)

Curriculum Development

Physical Rehabilitation Science Concentration (Ph.D. in Sport Science): Initiated, designed and proposed this new concentration as a joint effort between the Department of Kinesiology and Health, and the Department of Physical Therapy. Included the development of Special Topics in Rehabilitation Science. Approved March 2001.


Semester Conversion for M.S. Program in Sports Medicine: Principal author of proposal for academic program conversion from quarters to semesters. Proposal included substantial review of program objectives, significant restructuring of courses, including the development of new courses. Approved March 1996.

Applied Anatomy for Sports Medicine (KH 7530): Responsible for developing a collaborative relationship between the Department of Kinesiology and Health and the Department of Physical Therapy which led to the inclusion of a gross lab dissection component in this course (implemented Fall 1996)
Orthopedic Basis of Sports Medicine (KH 7600): Responsible for developing a collaborative effort to design a cross-registered, co-taught orthopedics class with the Department of Physical Therapy for certified athletic trainers and practicing physical therapists. (implemented Spring 1995)

Musculoskeletal Factors in Human Performance I, II (KH 2220, KH 2230): As part of semester conversion, the human anatomy component of the undergraduate degree programs was restructured to include a complete year of human anatomy and physiology, specific to students involved in physical education and exercise science.

M.S. Program in Sports Medicine: Completely revised the graduate program. Changes included new admissions criteria, policy and procedure, the addition of a research project or thesis for all graduate students, development of new program objectives and goals, and expansion of graduate funding for all qualified students. Additionally, several new classes were added to the curriculum and the remaining courses were restructured. Approved May 1994.

Doctoral Advising

Chair, Doctoral Advisory Committee

Brad Hodgson (completed May 2004)
Stephen Cobb (co-chair with Ben Johnson, completed May 2003)

Member, Doctoral Advisory Committee

Li-Shan Chang
Weerwat Limroongreungrat (completed, December 2004)
Michael Hales (completed December 2000)
Victor Wang (completed August 2000)
Gary Moore (completed January 1996)

Service

Honors

Fellow, American College of Sports Medicine (nominated June 2001)
nominated to the Advancement for Women/Professional Leadership Program, GSU (2002)

Professional Memberships

National Athletic Trainers Association (1984- present)
American College of Sports Medicine (1987-present)
Southeast Athletic Trainers Association
Georgia Athletic Trainers Association
College Athletic Trainers Society
American Alliance of Health, Physical Education, Recreation, and Dance
Professional Service

Education Liaison, Georgia Athletic Trainers Association (appointed August 2003)
♦ responsible for educational issues and acting as the liaison between the Georgia Legislature, Department of Education, Professional Standards Commission, and the State Association
♦ member, Employment Enhancement Committee, Georgia Athletic Trainers Association

Science Board Member, Boslet Foundation (appointed Jan 2004)

Guest Reviewer:
Journal of Athletic Training (1998-present)
Journal of Sport Rehabilitation (2003-present)
Research Quarterly in Exercise and Sport (2005-present)
Medicine and Science in Sport and Exercise (2000-present)
Biomechanics (2000-present)
Clinical Medicine and Research (2002-present)

Moderator, National Athletic Trainers Association National Meeting and Clinical Symposium. Session Title: Gait and Orthotics (thematic poster session), June 2001.

Guest lecturer:
ACSM Health and Fitness Instructor Workshop (1996-present)(primarily teach anatomy)
ACSM Exercise Specialist Workshop (1997-present)
Examiner, ACSM Exercise Specialist practical exam (1997- present)

Web site host and coordinator, Georgia Athletic Trainers Association (1998-present)

Book Reviewer, Williams and Wilkins (1998-present)
Reviewer for anatomy textbooks, and proposed anatomy textbooks (preliminary manuscripts)
Reviewer for musculoskeletal injury textbooks


Athletic training medical volunteer, United States Olympic Training Center, Colorado Springs (August 1998)


Volunteer Athletic Trainer for Volleyball, 1996 Olympic Games, Atlanta, Georgia (summer 1996)

Athletic Trainer, 1995 Freestyle Wrestling World Championship (summer 1995)

Medical Liaison, 1995 Centennial Volleyball Invitational (summer 1995)


Member, Advisory Committee on Athletic Training. Health Professions Magnet Program, Atlanta City School System (1995-1998)
Academic Service

University

Football Feasibility Study Committee (2006-2007)
NCAA Certification Committee, Member (2006-2008)
  Chair, Subcmte on Gender Equity, Minority, and Athlete Wellness
Colonial Athletic Conference Academic Review Committee (2006-2007)
Volunteer Athletic Trainer, Georgia State University Athletics Association (ongoing)
Member, NCAA Interim Report Committee (Aug 2003-Jan 2004)
Member, Athletics Department Appeals Committee (2002-present)
Member, Professional Sports Advisory Council (Aug 2000- present)
Mentor, tenure-track professors (1999-2005)
Member, University Faculty Senate (April 2001- present)
  ♦ committee assignments: Research committee and the Athletics Committee
  ♦ Vice-chair, Senate Athletics Committee (2003)
  ♦ Chair, Senate Athletics Committee (2004-2006)
  ♦ Chair, Senate Research IRB Subcommittee (2003)
  ♦ Chair, Senate Research Compliance Subcommittee (2004-06)
    responsible for policy development and oversight for Research Compliance activities including IRB, IACUC, BioSafety, and other federal compliance concerns
Medical Director, National Rehabilitation Network Site for the United States Olympic Committee (1995-present).
Member, Search committee, Dept of Physical Therapy, College Of Health Sciences (AY 1997-98)
Member, Academic Program Review Committee (Faculty Senate subcommittee to the Academic Program Accreditation Committee), (Fall 1998-Spring 2000)
Member, Search Committee for the Director of the Center for Sports Medicine (1993-1994)
Member, Intellectual Property Committee (2007-present)

College

Member, Ad-hoc curriculum committee (EPRS 7900) (Aug 2003-May 2004)
Member, Deans Evaluation Committee (Spring 2003)
Member, Ad-hoc committee evaluation Masters degree curriculum core (Spring 2003)
Member, Deans Advisory Committee (Fall 2001-Spring 2004)
Chair, Faculty Appeals Committee (Fall 1998-Spring 2000)
Chair, Hearing Panel (Fall 1998)
Chair, Hearing Committee (Fall 1998)
Chair, Faculty Affairs Committee (1995-1997)
Secretary, Faculty Affairs Committee (1993-1995)
Member, Semester Conversion Steering Committee (1995-1998)
Member, Faculty Executive Advisory Committee (1997-1999)

Department

Chair, Sports Medicine Faculty Search Committee (2006-2007)
Chair, Biomechanics Faculty Search Committee (Fall 2002-Fall 2003)
Member, Graduate Faculty (1997-present)
Library liaison, Pullen Library (Fall 1998-present)
Member, Search Committee for Sport Administration faculty positions (2) (Fall 2000-Fall 2001)
Member, Promotion and Tenure Committee (Fall 1998-present)
Member, Search Committee for Exercise Science faculty position (1998-99)
Member, Graduate Committee (1993–1997)
Member, Physical Education Building Buildout Committee (1995-1997)
Member, Search Committee for Therapeutic Recreation (Fall 1994-Spring 1994)

**Consultancies**

Legal expert witness: Case of The Ellison Family vs. Gary Schmidt, OrthoLink, Cobb County et al. (July 2000-Aug 2001)
CURRICULUM VITAE

November 2007

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: Biomechanics Laboratory
Department of Kinesiology and Health
College of Education, Georgia State University
125 Decatur Street, Atlanta, GA 30303

II. EDUCATION

Doctor of philosophy, November 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, P.R.China.

Bachelor of Engineering, July 1995
Zhejiang Sci-Tech University, Textile Engineering
Hangzhou, Zhejiang, P.R.China

III. PROFESSIONAL EXPERIENCE

2007 – present
Assistant Professor
Department of Kinesiology and Health
College of Education, Georgia State University
Atlanta, GA 30303

2003-2007
Postdoctoral Research Fellow
Division of Kinesiology, University of Michigan
Ann Arbor, MI 48109
2006-2007  Lecturer
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


V. GRANTS


Project No. S04-CD03
Agency: National Textile Center, Department of Commerce, USA
Period: 07/01/04 – 06/30/07

VI. PROFESSIONAL PRESENTATIONS


**VII. EDITORIAL RESPONSIBILITIES FOR JOURNALS**

**Reviewer:**
Textile Research Journal
Journal of The Textile Institute

**VIII. TEACHING EXPERIENCE**

MVS423 (Sensorimotor development), University of Michigan. Winter 2007 (~15 students). Guest speaker on the topic of “Effect of different treadmill interventions on walking onset and gait development in infants with Down syndrome”.

PE/AT310 (Applied Human Anatomy and Physiology), University of Michigan. Winter 2007 (5 students). Instructor for laboratory section. The lecture covers the content of human physiology, and the laboratory section covers the content of human anatomy.

MVS330 (Biomechanics of Human Movement), University of Michigan. Fall 2006 (36 students). Instructor for discussion sections.


**XI. ACADEMIC AWARDS**

Student Travel Award for the 27th Annual Meeting of the American Society of Biomechanics, Toledo, Ohio, September 25-27, 2003.
Jianhua Wu’s C.V.     Page 6 of 8


Jastro-Shields Research Scholarship at the University of California, Davis, 2000-2003.

The Summer Research Fellowship at the University of California, Davis, 2001, 2003.

Outstanding Research Paper in the Competition of undergraduate research in science and technology at Zhejiang Institute of Science & Technology, Hangzhou, Zhejiang, P. R. China, 1994.

X.  ACADEMIC AND UNIVERSITY SERVICES

Mentor for undergraduate student independent research in the Division of Kinesiology, University of Michigan (2003-2007)

Mentor for undergraduate students in the Undergraduate Research Opportunity Program (UROP), Division of Kinesiology, University of Michigan (2003-2007)

Mentor for undergraduate student in the Summer Research Opportunity Program, University of Michigan (2006)

Mentor for undergraduate student research in the Department of Biological and Agricultural Engineering, University of California, Davis (2001-2003)

Department Representative, the Graduate Student Association of the University of California, Davis (2000–2003)

Coordinator of the Mechanical Testing Laboratory, Division of Textiles and Clothing, University of California, Davis (2002–2003)

Organizer Assistant, the Fiber Society Annual Conference, October 30–November 1, 2001. Lake Tahoe, Nevada

XI.  PROFESSIONAL ORGANIZATIONS

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
XII. REFERENCES

Rosa Angulo-Barroso, Ph.D.
University of Michigan
Associate Professor in the Division of Kinesiology
Director, Brain and Behavior Program, Center for Human Growth and Development
Research director, Center for Motor Behavior in Pediatrics Disabilities
Relationship: Primary postdoctoral supervisor
Phone: 734-647-9851
Email: rangulo@umich.edu

Ning Pan, Ph.D.
University of California, Davis
Professor in the Department of Biological and Agricultural Engineering
Relationship: Doctoral thesis advisor
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Email: npan@ucdavis.edu

Dale A. Ulrich, Ph.D.
University of Michigan
Professor in the Division of Kinesiology
Director, Center for Motor Behavior in Pediatrics Disabilities
Relationship: Co-postdoctoral supervisor
Phone: 734-615-1904
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Beverly D. Ulrich, Ph.D.
University of Michigan
Professor and Dean in the Division of Kinesiology
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Keith R. Williams, Ph.D.
University of California, Davis
Associate Professor in the Exercise Biology Program
Relationship: Doctoral thesis committee member
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Fadi A. Fathallah, Ph.D.
University of California, Davis
Associate Professor in the Department of Biological and Agricultural Engineering
Relationship: Doctoral thesis committee member
Phone: 530-752-1612
Email: fathallah@ucdavis.edu
Appendix F4: Description of faculty’s involvement in developing, approving self study

Faculty in the Department of Kinesiology and Health were extensively involved in the development of this Academic Program Review (APR) Self-Study. An Academic Program Review Committee was initially developed with Dr. Chris Ingalls as Chair. The Committee consisted of the Program Coordinators of each academic program in the department (see Appendix B2: KH Organizational Chart by Committee). The entire faculty had input into certain aspects of the process, such as the consideration and development of additional questions for the student, alumni, and faculty surveys. Once data and resource materials were gathered for the self-study, APR committee members from each of the program areas convened meetings of program faculty to develop draft responses for each sections of this report. Draft responses were edited into a single document by the APR Committee Chair and the Department Chair and were distributed to the APR Committee for their review. Committee responses were used to edit the APR report and were distributed to the entire KH faculty for review. The Academic Program Review Self-Study was then approved by vote by the department faculty for submission to the Dean of the College of Education and the Academic Program Review Office.
Appendix F5: Analysis of Student Evaluation of Instructor for KH Courses
Memo

To: KH Faculty

From: J. Andrew Doyle, PhD
Associate Professor and Chair
Department of Kinesiology and Health

Date: December 2, 2007
Re: Teaching Effectiveness – Analysis of SEI for 2005

Thanks to the compiling efforts of the front office staff, I have been able to analyze the Student Evaluation of Instructor (SEI) results for 2005 (combined for Spring, Summer and Fall).

The results are presented in the table below for all faculty and broken out by faculty rank.

Item #13 is the traditional analysis of "overall teaching effectiveness." Additional analysis has been suggested by the Center for Teaching and Learning by combining responses for other items into two broad categories of Instructional Management and Instructional Factors. Within these categories are item descriptors:

Instructional Management: Clarity (Item 3), Consistency (Items 1, 2, 9, and 10), Time Management (Items 4 and 5)

Instructional Factors: Presentation (Items 6 and 7), Related to Students (Item 11), Effectiveness (Items 8, 12, and 13).

http://www2.gsu.edu/~wwwctl/resources/COE%20course%20eva-cluster.htm

<table>
<thead>
<tr>
<th>Department of Kinesiology and Health</th>
<th>Student Evaluation of Instructor 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 13</td>
<td>All Faculty</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>4.469</td>
<td>4.600</td>
</tr>
<tr>
<td>Clarity</td>
<td>4.516</td>
</tr>
<tr>
<td>Time Management</td>
<td>4.553</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>4.543</td>
</tr>
</tbody>
</table>
To:        KH Faculty

From:     J. Andrew Doyle, PhD
Associate Professor and Chair
Department of Kinesiology and Health

Date:     December 2, 2007

Re:       Teaching Effectiveness – Analysis of SEI for 2006

Thanks to the compiling efforts of the front office staff, I have been able to analyze the Student Evaluation of Instructor (SEI) results for 2006 (combined for Spring, Summer and Fall).

The results are presented in the table below for all faculty and broken out by faculty rank.

Item #13 is the traditional analysis of “overall teaching effectiveness.” Additional analysis has been suggested by the Center for Teaching and Learning by combining responses for other items into two broad categories of Instructional Management and Instructional Factors. Within these categories are item descriptors:

Instructional Management: Clarity (Item 3), Consistency (Items 1, 2, 9, and 10), Time Management (Items 4 and 5)

Instructional Factors: Presentation (Items 6 and 7), Related to Students (Item 11), Effectiveness (Items 8, 12, and 13).

http://www2.gsu.edu/~wwctl/resources/COE%20course%20eva-cluster.htm

<table>
<thead>
<tr>
<th>Student Evaluation of Instructor 2006</th>
<th>All Faculty</th>
<th>PTI</th>
<th>Clinical</th>
<th>Assoc Prof</th>
<th>Assoc Prof</th>
<th>Prof</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>4.518</td>
<td>4.571</td>
<td>4.512</td>
<td>4.677</td>
<td>4.476</td>
<td>4.277</td>
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<tr>
<td>Related</td>
<td>4.361</td>
<td>4.334</td>
<td>4.531</td>
<td>4.808</td>
<td>4.264</td>
<td>3.835</td>
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<tr>
<td>Effectiveness</td>
<td>4.444</td>
<td>4.413</td>
<td>4.560</td>
<td>4.780</td>
<td>4.364</td>
<td>4.096</td>
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</table>
Appendix G1: Student/faculty ratios and credit hour generation

Faculty/Student Ratios
Credit Hour Generation

<table>
<thead>
<tr>
<th>TABLE G-1</th>
<th>KINESIOLOGY</th>
</tr>
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<tr>
<td># TT Faculty</td>
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</tr>
<tr>
<td># Undergraduate Majors</td>
<td>485</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>162</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>37.3</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>12.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY 2005</th>
<th>FY 2006</th>
<th>FY 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduate Faculty</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td>0.9</td>
<td>0.8</td>
</tr>
</tbody>
</table>
Appendix G2: University Library Report
Summary: Strengths and Weaknesses of the University Library Collection and Services

Currently, the University Library’s kinesiology and health holdings adequately support the research areas of the faculty and undergraduate/graduate/doctoral degree candidates in that discipline. Notable strengths in the kinesiology and health monographs collection include physiological aspects of movement, kinesiology and nutrition; sports medicine; exercise; and first aid and emergency care. Subject heading searches on kinesiology-related topics in library catalogs of three peer institutions – George Mason University, University of Illinois at Chicago, and University of South Florida – show that Georgia State University’s library has one of the more comprehensive kinesiology and health collections. Collection development for related departments, including Nutrition and Physical Therapy, contributes to the library’s strong kinesiology collection.

In addition to monographs, the University Library has a strong collection of electronic databases and journals to support the needs of Kinesiology and Health faculty and students. The electronic databases used by the department are made available via GSU Library subscription and GALILEO, a state-wide initiative to provide access to electronic resources. The University Library provides access to the major databases in the field.

The journals are available in both print and online formats, with increasing emphasis on electronic access as many databases increase their full-text content. While there have been no journals or databases added in the last 3 years, only 2 journals and 0 databases were cancelled in the same time period. Furthermore, one of the 2 journals canceled, Physical Education Index, is now provided as an electronic resource. This indicates that the library is maintaining its solid collection in this subject area.

No significant weaknesses were identified in the library’s kinesiology and health collection.

In terms of library service to the department in the form of instruction and individual consultations, there is moderate usage of services provided by the librarian for Kinesiology and Health. With continued outreach efforts, usage of these services should increase.
### Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
| Number of related journal titles cancelled in last three fiscal years | 2         | Canceled titles:  
  - Journal of the philosophy of sport  
  - Physical education index (now available electronically)  
  In addition, 5 journal titles ceased publication:  
  - International sports journal  
  - Teaching elementary physical education: TEPE  
  - Sports medicine reports  
  - Sports medicine digest  
  - NAGWS volleyball rulebook: official rules & interpretations/officializing |
| Number of related databases added in last three years | 0         |                                                                                                                                             |
| Number of related databases cancelled in last three years | 0         |                                                                                                                                             |
| Number of monograph titles supporting program     | 33,132    |                                                                                                                                             |
| Number of monograph titles in key call number ranges added in last two years (01/2005-01/2007) | 215       |                                                                                                                                             |
| Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year. | GV191-GV558 (38%); GV557-GV1202 (18%); HF5410-HF5418 (22%); LB1-LB1029 (37%); LB1050-LB1593 (29%); |
Services

| Number of library instruction courses taught for department during previous fiscal year. | 5 |
| Number of library consultations held with students from department during previous fiscal year. | 8 |

Electronic Resources

Students and faculty in the Department of Kinesiology and Health rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Kinesiology and Health research.

<table>
<thead>
<tr>
<th>GSU Library Subscription Databases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINAHL Plus with Full Text: Nursing and Allied Health</td>
<td>Provides indexing for 3,001 journals from the fields of</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>ERIC (at EBSCOhost)</td>
<td>Covers all aspects of education and educational research, including physical education, nursing and allied health, with indexing back to 1937. Covers consumer health, health promotion/education, nutrition, pain and pain management, sports medicine and 17 allied health disciplines. Offers access to selected conference proceedings, educational software, audiovisuals, and book chapters.</td>
</tr>
<tr>
<td>Health and Psychosocial Instruments (HAPI)</td>
<td>Features material on unpublished information-gathering tools that are discussed in journal articles, such as questionnaires, interview schedules, tests, checklists, rating and other scales, coding schemes, and projective techniques. Presents tests used in health related disciplines.</td>
</tr>
<tr>
<td>SPORTDiscus</td>
<td>Contains citations to over 250,000 journal articles, books, theses, conference papers and other published research from around the world. Includes HERACLES (1975-1992). Covers sport medicine, exercise physiology, biomechanics, and sport psychology.</td>
</tr>
<tr>
<td>Web of Science</td>
<td>Includes Social Sciences Citation Index and the Science Citation Index. Indexes more than 8,000 high quality, peer-reviewed journals. Covers all aspects of science and social science, including kinesiology, physical education, and recreation. Also effective for faculty to use in obtaining times cited statistics for tenure review preparation.</td>
</tr>
</tbody>
</table>

**GALILEO Databases**
<table>
<thead>
<tr>
<th><strong>Library Resource</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>athletics, sports medicine, etc.</strong></td>
<td>Includes both abstracts of published and unpublished sources. EBSCOhost version of the ERIC database includes the searchable Thesaurus of ERIC Descriptors.</td>
</tr>
<tr>
<td><strong>Health Source: Nursing/Academic Edition (at EBSCOhost)</strong></td>
<td>Provides abstracts and indexing for over 550 journals and full text of 520 scholarly journals focusing on many medical-related disciplines including kinesiology, sports medicine, and physical education.</td>
</tr>
<tr>
<td><strong>MEDLINE with Fulltext (at EBSCOhost)</strong></td>
<td>Combines the National Library of Medicine's bibliographic database (MEDLINE) with the complete text of articles from nearly 90 leading medical journals. Covers all aspects of biomedicine, allied health fields, and biological and physical sciences, including sports medicine, physiology, biomechanics, etc.</td>
</tr>
<tr>
<td><strong>Physical Education Index</strong></td>
<td>Provides citations and abstracts on a wide variety of content such as physical education curricula, sports medicine, sport law, kinesiology, motor learning, recreation, standardized fitness tests, sports equipment, business and marketing, coaching and training, health education, physical therapy, and sport sociology/psychology. Indexes peer-reviewed journals, report literature, conference proceedings, trade magazines, patents, articles from the popular press, and many other publications.</td>
</tr>
<tr>
<td><strong>PsycINFO (at EBSCOhost)</strong></td>
<td>Contains citations and abstracts of journal articles, book chapters, books, and technical reports, as well as citations to dissertations, in the field of psychology and</td>
</tr>
</tbody>
</table>
psychological aspects of related disciplines, including education and sports.
Appendix G3: KH Space Inventory
<table>
<thead>
<tr>
<th>Room</th>
<th>Category</th>
<th>Current Use</th>
<th>Occupant</th>
<th>Dimensions</th>
<th>Size (sq ft)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Lab</td>
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<td></td>
<td>24.5 x 53</td>
<td>1299</td>
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<tr>
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<td>Lab</td>
<td>Musculoskeletal Injury Research Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>Office</td>
<td>AfterSchool AllStars</td>
<td></td>
<td>10.3 x 12.5</td>
<td>129</td>
</tr>
<tr>
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<td>Office</td>
<td>AfterSchool AllStars</td>
<td></td>
<td>10.3 x 12.5</td>
<td>129</td>
</tr>
<tr>
<td>116</td>
<td>Office</td>
<td>PTI</td>
<td></td>
<td>10.3 x 11.5</td>
<td>118</td>
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<td>118</td>
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<td>PTI</td>
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<tr>
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<td>Physical Education Pedagogy Laboratory</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>123</td>
<td>Office</td>
<td>G. Rankin Cooter Office for Sport Business Research</td>
<td></td>
<td>23 x 26</td>
<td>598</td>
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<td>135</td>
<td>Instructional</td>
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<td></td>
<td>21.5 x 26.25</td>
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<td>Office</td>
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<tr>
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<td>McCoy</td>
<td>8.3 x 13.5</td>
<td>112</td>
</tr>
<tr>
<td>141</td>
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<td>112</td>
</tr>
<tr>
<td>143</td>
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<td>Computer Room</td>
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<td>108</td>
</tr>
<tr>
<td>147</td>
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<td>Garner</td>
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<tr>
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<td>Calloway</td>
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<td>Metzler</td>
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<td>162</td>
</tr>
<tr>
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<td>Thompson</td>
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</tr>
<tr>
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<td>9.5 x 12</td>
<td>114</td>
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<tr>
<td>171</td>
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<td>Faculty</td>
<td>Owen</td>
<td>9.5 x 12</td>
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<tr>
<td>172</td>
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<td>HVAC</td>
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<td>173</td>
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<td>Faculty</td>
<td>Brandon</td>
<td>11 x 14.25</td>
<td>157</td>
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<tr>
<td>176</td>
<td>Office</td>
<td>Faculty</td>
<td>Appleberry</td>
<td>12 x 12</td>
<td>144</td>
</tr>
<tr>
<td>177</td>
<td>Office</td>
<td>Faculty</td>
<td>Ellis</td>
<td>12 x 12</td>
<td>144</td>
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<tr>
<td>178</td>
<td>Office</td>
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<td>Pitts</td>
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<td>Faculty</td>
<td>Shapiro</td>
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<td>144</td>
</tr>
<tr>
<td>180</td>
<td>Office</td>
<td>Faculty</td>
<td>Tis</td>
<td>12 x 12</td>
<td>144</td>
</tr>
<tr>
<td>181</td>
<td>Office</td>
<td>Faculty</td>
<td>Gurvitch</td>
<td>12 x 12</td>
<td>144</td>
</tr>
<tr>
<td>182</td>
<td>Conference</td>
<td>Large Conference Room</td>
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<td>Dance</td>
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<td>60</td>
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<td>260b</td>
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<tr>
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<td>Storage</td>
<td>Storage</td>
<td>HPE</td>
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</tr>
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<tr>
<td>G05</td>
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<td>Faculty</td>
<td>Ingalls</td>
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<td>G10</td>
<td>Lab</td>
<td>Body Composition Laboratory</td>
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<td>Storage</td>
<td>Storage</td>
<td></td>
<td>6 x 7</td>
<td>42</td>
</tr>
<tr>
<td>G12</td>
<td>Mechanical</td>
<td>HVAC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G13</td>
<td>Office</td>
<td>Staff</td>
<td>Wu</td>
<td>12 x 12</td>
<td>144</td>
</tr>
<tr>
<td>G14</td>
<td>Office</td>
<td>Faculty</td>
<td></td>
<td>12 x 12</td>
<td>144</td>
</tr>
<tr>
<td>G15</td>
<td>Lab</td>
<td>Biomechanics Laboratory</td>
<td></td>
<td>33 x 38</td>
<td>1254</td>
</tr>
<tr>
<td>G16</td>
<td>Office</td>
<td>Faculty</td>
<td>Geil</td>
<td>16 x 18.5</td>
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</tr>
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<td>G17</td>
<td>Office</td>
<td>GRA</td>
<td></td>
<td>12 x 13</td>
<td>156</td>
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<tr>
<td>G18</td>
<td>Lab</td>
<td>Applied Physiology Laboratory</td>
<td></td>
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<td>G19</td>
<td>Lab</td>
<td>Muscle Biology Laboratory</td>
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<td>G20</td>
<td>Office</td>
<td>GRA</td>
<td>Green</td>
<td>5.67 x 8</td>
<td>45</td>
</tr>
</tbody>
</table>

Total square footage = 14687
### Appendix G4: KH Student Technology Fee Awards

Student Technology Fee Awards  
Department of Kinesiology and Health

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Title</th>
<th>Principal Investigator(s)</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2003</td>
<td>Computer-assisted and Inquiry-based Instruction and Learning in Kinesiology</td>
<td>Doyle</td>
<td>$49,080</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Computer-assisted and Video-based Instruction and Learning in Kinesiology</td>
<td>Johnson, Doyle</td>
<td>$70,500</td>
</tr>
<tr>
<td>FY 2005</td>
<td>Putting the Movement in Kinesiology Labs</td>
<td>Doyle</td>
<td>$13,160</td>
</tr>
<tr>
<td>FY 2006</td>
<td>Learning to Teach with Portable Multimedia Laboratories</td>
<td>Gurewicz</td>
<td>$76,319</td>
</tr>
<tr>
<td>FY 2007</td>
<td>Enhancing Instructional Technology in Kinesiology Courses</td>
<td>Rupp, Doyle</td>
<td>$21,250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$230,309</strong></td>
</tr>
</tbody>
</table>
Appendix H1: Goals and Objectives
Strategic Plan
Department of Kinesiology and Health
Georgia State University

Mission Statement
Recognizing that physical activity is vital for all people, the Department of Kinesiology and Health at Georgia State University seeks to:

- discover new knowledge and advance the understanding of the role of physical activity in attaining optimal health and well-being,
- educate members of society and prepare future professionals, and
- promote healthy lifestyles through life-long activity and learning.

Vision Statement
The Department of Kinesiology and Health will be a global model for developing leaders who advance the understanding of the role of physical activity in attaining optimal performance, health and well-being.

Strategic Planning Themes

Theme: Research Initiatives and Support
Goal: Discover, apply, and disseminate new knowledge.

Theme: Academic Programs
Goal: Expand and strengthen high quality academic programs, leadership roles of faculty and students within the College and University, and of international prominence.

Theme: Urban Focus
Goal: Maximize the potential that is in the Georgia State University urban setting in a way that is congruent with the university’s mission by promoting research, academic programs, and outreach activities that improve the quality of life in urban communities.

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
Theme: Research Initiatives and Support

Goal: Discover, apply, and disseminate new knowledge.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase record of disseminating research discoveries</td>
<td>Increase the number of peer-reviewed research publications</td>
<td>Number of research publications (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td>Increase the number of research publications in high quality journals</td>
<td>Average journal impact factor rating by tenure and tenure track faculty (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td>Increase the number of research presentations at international, national, and regional professional meetings</td>
<td>Number of presentations at professional meetings (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Increase extramural research funding</td>
<td>Increase total amount of external research funding</td>
<td>Amount of external research funding (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td>Increase the number/percentage of department faculty participating in external funding research activities</td>
<td>Percentage of tenured and tenure track faculty funded or applying for funding as a principle investigator or co-investigator (compared 3-year rolling average)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of submitted external grant proposals (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Strengthen research climate for faculty and students</td>
<td>Review and update faculty mentoring program</td>
<td>Survey of faculty being mentored to determine effectiveness and needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revision of current faculty mentoring program to include formal research mentoring</td>
</tr>
</tbody>
</table>

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review and update faculty research release policy</td>
<td>Adoption of faculty research policy to clarify criteria for release and to insure appropriate return on investment (by 2009)</td>
</tr>
<tr>
<td>Increase research emphasis and productivity in Masters programs</td>
<td>Number of research presentations and publications by Masters students (compared 3-year rolling average)</td>
<td>Amount of funding to support Masters students (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Develop undergraduate research program</td>
<td>Program developed, proposed, implemented (by 2010)</td>
<td>Number of undergraduate students involved in research projects (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Attract, retain, and graduate outstanding doctoral students</td>
<td>Review admissions criteria for doctoral program</td>
<td>Establish criteria that reflect the appropriate caliber of doctoral students (by 2009)</td>
</tr>
<tr>
<td>Increase the caliber of doctoral student applications, admissions, and enrollment</td>
<td>Average GRE score of admitted/enrolled doctoral students (annual comparison)</td>
<td></td>
</tr>
<tr>
<td>Increase the number of high caliber doctoral students</td>
<td>Number of doctoral students admitted/enrolled (by 2009, increase by 50%)</td>
<td></td>
</tr>
<tr>
<td>Increase financial support for doctoral students</td>
<td>Number of doctoral students supported by GRA/GTA/GLA and average amount of stipend</td>
<td>Amount of doctoral student funding (compared 3-year rolling average)</td>
</tr>
<tr>
<td>Objectives</td>
<td>Action Plan</td>
<td>Outcome Measure/Performance Target</td>
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<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Increase prominence of faculty scholarship</td>
<td>Use department website to promote and feature research of all tenure and tenure-track faculty</td>
<td>Number of tenure and tenure-track faculty that maintain a current website illustrating their scholarly activities (by 2009, increase to 100%)</td>
</tr>
<tr>
<td></td>
<td>Identify other venues/outlets for promotion of faculty scholarship</td>
<td>Number of media contacts</td>
</tr>
<tr>
<td>Enhance interdisciplinary collaboration</td>
<td>Identify and organize faculty special interest research groups</td>
<td>Establishment of active special interest research groups</td>
</tr>
<tr>
<td></td>
<td>Identify and develop interdisciplinary research themes to enhance collaboration</td>
<td>Submit proposal(s) for federal funding to support research in research theme areas (by 2011)</td>
</tr>
<tr>
<td></td>
<td>Identify and cultivate collaborative research partners (e.g. faculty in other departments, colleges and institutions)</td>
<td>Number of grants and research publications with other faculty (compared 3-year rolling average)</td>
</tr>
</tbody>
</table>

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
Theme: Academic Programs

**Goal:** Expand and strengthen high quality academic programs, leadership roles of faculty and students within the College and University, and of international prominence.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance the doctoral program (also see Objectives related to doctoral students in Research Theme)</td>
<td>Evaluate existing concentrations for growth potential</td>
<td>Programs prepare feasibility report and submit to Graduate Faculty Committee and Chair by 2009</td>
</tr>
<tr>
<td></td>
<td>Determine the potential for establishing additional doctoral concentrations: (e.g. Sports Administration, Health &amp; Physical Education, Psychology of Physical Activity, etc.)</td>
<td>Programs prepare feasibility report and submit to Graduate Faculty Committee and Chair by 2009</td>
</tr>
<tr>
<td>Maintain or obtain relevant accreditation for all academic programs</td>
<td>Maintain NCATE accreditation and compliance with PSC standards for the Health and Physical Education programs.</td>
<td>Current NCATE accreditation</td>
</tr>
<tr>
<td></td>
<td>Obtain and maintain CAAHEP accreditation for the undergraduate and graduate Exercise Science programs.</td>
<td>Response to recommendations from spring 2007 accreditation visit by Exercise science faculty (December 2007)</td>
</tr>
<tr>
<td></td>
<td>Maintain current program approval and obtain accreditation when available for MS in Sports Administration</td>
<td>Current program approval, application for accreditation (when available)</td>
</tr>
<tr>
<td></td>
<td>Monitor NATA accreditation transition and development of graduate program accreditation for MS in Sports Medicine</td>
<td>Annual review of NATA accreditation status for graduate programs</td>
</tr>
<tr>
<td>Enhance academic programs through systematic assessment and review of learning outcomes.</td>
<td>Review annually syllabi, objectives, student learning outcomes, and standards and use results to inform curriculum and program changes</td>
<td>LOA reported via WEAVEonline Academic program evaluation meeting</td>
</tr>
<tr>
<td></td>
<td>Integrate Learning Outcomes Assessment with appropriate program standards and individual accrediting agency requirements</td>
<td>Accreditation agency reports Annual program reports; program meetings to inform program, curriculum changes, etc.</td>
</tr>
<tr>
<td></td>
<td>Establish process to track placement of graduates</td>
<td>Annual report of student placement</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
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<tbody>
<tr>
<td>Reinforce the importance of physical activity in the university academic</td>
<td>Examine the feasibility of developing a university-wide course emphasizing physical activity to be</td>
<td>Proposal for Physical Activity and Health course by 2009</td>
</tr>
<tr>
<td>community</td>
<td>available as an elective (or requirement) for all GSU majors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a perspectives course (PERS 2002 Perspectives on Global Problems) to be offered in Area B:</td>
<td>Proposals for PERS course(s) by 2008</td>
</tr>
<tr>
<td></td>
<td>Institutional Options.</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>Expand the accessibility of courses by considering course content delivery</td>
<td>Develop strategies and resources for delivering current or new courses and course content in non-</td>
<td>Number of courses and percentage of course content offered</td>
</tr>
<tr>
<td>in non-traditional format</td>
<td>traditional formats.</td>
<td></td>
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</tr>
<tr>
<td>Develop academic “areas of expertise”</td>
<td>Examine the potential of developing areas of emphasis in selected KH programs. (e.g. Disability Sport)</td>
<td>Proposal for academic area of emphasis by 2010</td>
</tr>
<tr>
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</tr>
<tr>
<td>Promote/support the infusion of technology into appropriate courses in all</td>
<td>Examine the use of effective technology in developing the learning goals for classes to determine if</td>
<td>Number of technology-enhanced courses</td>
</tr>
<tr>
<td>programs</td>
<td>appropriate for achieving learning outcomes and enhancing student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Increase academic rigor in undergraduate programs</td>
<td>HPE and Exercise Science programs will offer honors courses.</td>
<td>Proposal for development of or designation of course(s) as honors course(s) (by 2010)</td>
</tr>
<tr>
<td></td>
<td>Initiate an undergraduate research program (see Research objective)</td>
<td>(see Research outcome measure/performance target)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop department resources to maintain and enhance academic programs</td>
<td>Examine existing programs for growth potential</td>
<td>Report on growth projections for current programs and proposed programs by 2008</td>
</tr>
<tr>
<td></td>
<td>Determine personnel and space resources needed for program growth</td>
<td>Space inventory with future projected space and resource needs by 2008</td>
</tr>
<tr>
<td>Objectives</td>
<td>Action Plan</td>
<td>Outcome Measure/Performance Target</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Develop a departmental enrollment management process</td>
<td>Implement department enrollment management process</td>
<td>Reduction of number of student on course registration overflow lists</td>
</tr>
<tr>
<td>Develop Clinical Instructor/Sabbatical/MEd student program with local school districts</td>
<td>Proposal for Clinical Instructor/Sabbatical/MEd student program by 2009</td>
<td></td>
</tr>
<tr>
<td>Improve Teaching Effectiveness</td>
<td>Develop and implement a departmental Teaching Effectiveness Plan based on the scholarship of teaching</td>
<td>Adoption, implementation, and faculty participation in Teaching Effectiveness Plan by 2008</td>
</tr>
<tr>
<td></td>
<td>Examine LOA/Weave on-line results to improve teaching effectiveness</td>
<td>Review of LOA and course evaluations (annual)</td>
</tr>
<tr>
<td>Enhance efficiency of departmental course delivery and the professional development of doctoral students</td>
<td>Identify courses that might be regularly taught by doctoral students (GTA) with faculty mentoring</td>
<td>Number of courses taught by doctoral students (GTA)</td>
</tr>
<tr>
<td>Promote critical thinking through writing in the undergraduate curriculum</td>
<td>Identify, develop, and implement appropriate Critical Thinking Through Writing courses</td>
<td>Meet university CTW requirements by 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student performance on critical thinking assessments</td>
</tr>
</tbody>
</table>

Approved by the KH Faculty 11/30/2007 to take effect January 1, 2008
**Theme: Urban Focus**

**Goals:** Maximize the potential that is inherent in the Georgia State University urban setting in a way that is congruent with the university’s mission by promoting research, academic programs, and outreach activities that improve the quality of life in urban communities.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
</table>
| Make a positive impact on quality of life in urban communities | Strengthen and expand partnerships with urban P-16 schools, agencies, and businesses | Number of partnerships, activities with urban P-16 schools, agencies, and businesses  
Annual report of activities |
| | Establish formal relationships with community-based organizations that have the same or similar mission | Number of partnerships, activities with community-based organizations  
Annual report of activities |
| | Develop relationships with local and state agencies for the promotion of healthy living | Number of partnerships, activities with local and state agencies  
Annual report of activities |
| | Support the Health and Physical Education Coordinator position within the Georgia Department of Education | Annual report of activities and support |
| | Contribute to the effort towards building of environments within the urban setting that assist the development and maintenance of healthy living | Annual report of activities |
| Establish a national and international reputation in applicable areas of expertise related to urban environments | Promote the placement of faculty on strategic organization committees of national and international organizations | Number of faculty serving on committees of national and international professional organizations (compared 3-year rolling average) |
| | Publish research in relevant national and international journals (see Research objective) | Increase the number of peer-reviewed research publications (compared 3-year rolling average)  
Increase the number of research publications in high quality journals (compared 3-year rolling average) |

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<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure external funding to support research and service initiatives (see Research objective)</td>
<td>Amount of external research funding (compared 3-year rolling average)</td>
<td>Percentage of tenured and tenure track faculty funded or applying for funding as a principle investigator or co-investigator</td>
</tr>
<tr>
<td>Seek national and international platforms for discussing relevant urban initiatives</td>
<td>Number of presentations at professional meetings (compared 3-year rolling average)</td>
<td></td>
</tr>
<tr>
<td>Establish cooperative relationships with appropriate professional, college, and other sport organizations within the Atlanta area to enhance academic and professional development of our students</td>
<td>Number of partnerships and activities</td>
<td>Annual report of activities</td>
</tr>
<tr>
<td>Advocate for legislation that promotes and improves an active lifestyle within the urban setting</td>
<td>Assist legislators to draft legislation that promotes active lifestyles</td>
<td>Annual report of activities</td>
</tr>
<tr>
<td>Advocate for legislation that would require minimal competencies for health and fitness professionals</td>
<td>Annual report of activities</td>
<td></td>
</tr>
<tr>
<td>Collaborate with other agencies that support physical activity legislation</td>
<td>Annual report of activities</td>
<td></td>
</tr>
<tr>
<td>Sustain the recruitment and retention of minority students (including students with disabilities) with an emphasis on those who come from the urban environment</td>
<td>Develop and implement a retention, progression, and graduation plan for our graduate students, with an emphasis on the needs of our diverse student population</td>
<td>Adoption and implementation of retention, progression, and graduation plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention, progression, and graduation annual statistics, by gender and ethnicity</td>
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</tbody>
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<tr>
<th>Objectives</th>
<th>Action Plan</th>
<th>Outcome Measure/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examine current curricula and courses for inclusion of appropriate culturally-relevant content</td>
<td>Number/percentage of courses with appropriate culturally-relevant content Establishment of and endowment amount for scholarships for minority, low SES students</td>
</tr>
</tbody>
</table>
Exercise Science: Goals and Objectives

Goal #1: To become one of the leading doctoral granting programs in Kinesiology in the country

Rationale: High quality doctoral students can enhance faculty research quality and productivity, supporting a major mission of the Department, College, and University.

Resources: Funds for graduate student research assistantships (GRAs) will need to be increased to be competitive with other research institutions. Additional dedicated research laboratory space is also needed.

Implementation Plan:

Faculty will increase external and internal grant proposal submissions that include significant GRA support. To identify and use space that can be dedicated for pedagogical purposes, thus freeing up dedicated research laboratory space. Participate in the American Academy of Kinesiology and Physical Education (AAKPE) survey of Doctoral Programs. Review research productivity of doctoral students on annual basis. To explore the development of new research emphasis areas.

Magnitude of New Effort to Implement Goal:

This is a long-term goal that will require significant effort. Progress toward goal will be assessed by annual review of research productivity of doctoral students and results of the AAKPE survey.

Goal #2: Increase research emphasis and productivity in Masters programs

Rationale: Increasing research productivity in the Masters program will enhance the visibility of the Department and University, and support the research mission of the Department, College, and University

Resources: The number of faculty and research laboratory equipment resources is adequate to support increased research emphasis, however additional laboratory space and funds to support the research are needed.

Implementation Plan:
To identify and use space that can be dedicated for pedagogical purposes, thus freeing up dedicated research laboratory space. Faculty will increase internal and external grant proposal submissions that include graduate student support.

Magnitude of New Effort to Implement Goal:

Progress toward goal will be assessed by annual review of research productivity of Master’s students.

Goal #3: Enhance the BS and MS Exercise Science programs through systematic assessment and review of learning outcomes.

Rationale: Need to insure that students are prepared to not only make a meaningful contribution to their respective fields, but to optimize their potential to be leaders in their field.

Resources: Faculty and staff resources are adequate. Administrative release may be needed.

Implementation Plan:

Review annually syllabi, objectives, student learning outcomes, and standards and use results to inform curriculum and program changes. Integrate Learning Outcomes Assessment with appropriate program standards and individual accrediting agency requirements.

Magnitude of New Effort to Implement Goal:

Implement assessment plan by 2009.

Goal #4: Develop an undergraduate research honor’s program

Rationale: Developing an undergraduate research honor’s program will create an academic environment that facilitates learning by stimulating critical thinking and problem solving.

Resources: The number of faculty and research laboratory equipment resources is adequate to support increased research emphasis, however additional laboratory space and funds to support the research are needed.

Implementation Plan:
Develop a curriculum proposal that incorporates a research honor track within the BS Exercise Science program. Faculty will increase internal and external grant proposal submissions that include undergraduate student support.

Magnitude of New Effort to Implement Goal:

Implement program by 2009.
Health and Physical Education Program Goals

I. Teaching

Goal #1: Further improve the quality of the BS HPE program through maintenance and enhancement of the longitudinal database through systematic assessment and learning outcomes.

Rationale: These data are necessary for reporting program quality to university officials as well as making curricular and policy changes for the program. The HPE faculty works constantly to improve program effectiveness. Data also are used for research on teaching and represent an extensive longitudinal data base on a teacher education program.

Resources: The number of faculty is adequate to support the development and implementation of an assessment plan. Research laboratory space is inadequate. Funds to support the research are needed.

Implementation Plan: Faculty will develop a program matrix that incorporates an assessment and research tract.

Magnitude of New Effort to Implement Goals: This is a long-term on-going goal. Progress toward goal will be assessed annually by LOA’s and other program data.

Goal #2: Develop a systematic assessment and review process for the HPE Med program.

Rationale: The HPE program faculty wish to initiate an extensive study of graduate level teacher education. Through systematic assessment and review of learning outcomes HPE MEd program can begin a data-base unlike any other in the nation to study graduate level teacher education. These data are necessary for reporting program quality to university officials and are potential sources for research on teaching in physical education.

Resources: The number of faculty is adequate to support the development and implementation of an assessment plan. Research laboratory space is inadequate. Funds to support the research are needed.

Implementation Plan: Faculty will develop a program matrix that incorporates an assessment and research tract.

Magnitude of New Effort to Implement Goals: This is a long-term on-going goal. Progress toward goal will be assessed annually by LOA’s and other program data.

Goal #3: Expand accessibility of BS and MEd HPE courses by considering course content delivery in non-traditional formats.

Rationale: Non-traditional formats will facilitate recruitment of full time working students within Georgia and nationally. Teachers within Georgia and the nation will receive high quality and competent training in HPE from a Research 1 institution.
This goal supports the academic mission of the Department, College and University.

Resources: Develop resources to support training in delivering online classes and developing course material to implement and support online classes.

Implementation Plan: This is a long term goal that will require significant effort, funding and technology. Progress toward goal will be assessed annually on a course by course basis and by examination of program matrix.

Magnitude of New Effort to Implement Goals: Develop resources to support faculty with training, planning for effective implementation.

Goal #4: **Enhance the doctoral program by establishing a concentration in HPE/APE.**

Rationale: High quality doctoral candidates are needed to meet the needs of HPE programs nationwide and enhance faculty research quality and productivity. This goal supports a major mission of the Department, College, and University.

Resources: Funds for graduate student research assistantships (GRA’s) and graduate teaching assistantships (GTA’s) will need to be increased to be competitive with other research institutions. Additional research laboratory space is also needed.

Implementation plan: To explore the development of new research emphasis areas.

Magnitude of New Effort to Implement Goals: This is a long term goal that will require significant effort.

II. Creative and Scholarly Work

Goal #5: **Increase record of disseminating research discoveries**

Rational: Increasing research productivity in the HPE program will continue to enhance the international reputation and visibility of the program and Department and University and support the research mission of the Department, College and University.

Resources: The number of faculty is adequate to support increased research emphasis. Research laboratory space is inadequate. Funds and appropriate technology to support the research are needed.

Implementation Plan: Faculty will continue to publish manuscripts and monographs of the HPE program assessment project. Identify space that can be dedicated for research purposes.

Magnitude of New Effort to Implement Goals: Progress of the goal will be assessed by annual review of research productivity of faculty.
I. Teaching

A. Goal One: Maintain and strengthen current outstanding program status.

   Objective 1: Develop faculty, space, and student support resources necessary to maintain current quality of program.

   Rationale: The program has the distinction of being one of only 27 approved masters programs (out of approximately 180) in the USA, the distinction of being the first program in Atlanta, and, until last year, the ONLY program in Atlanta. Moreover, in a program review by the Provost in 2004, we received the highest rating from the review committee – who reported that the program is of “high quality” and recommended that the program “…be enhanced with additional resources from the university.” However, the program has experienced incredible enrollment and demand growth in the past six years -- today, enrollment averages 80 students annually. As a beginning to address the growth and demand, the program was given a clinical faculty member in 2006 and uses two part-time instructors. The clinical faculty teaches two classes a semester, supervises the internship program, supervises practicum students, and advises 80% of the students. The part-time instructors teach four classes that faculty can’t, but have no other duties to help operate the program. In addition, as the program has grown, administration and management of the program has also increased. However, the current program director receives no workload adjustment for this management time, requiring the director to be spread “thin” in all areas: program management, contract supervision, advising, funding and fund management, curriculum design, and all other duties with a regular full teaching load, service commitments, and research agenda.

   To maintain and strengthen the current quality of the program, the following needs to be done. More sections of current courses are needed to meet the demand for courses to be offered each semester and especially in the summer. All of the five concentrations need to be overhauled and this needs to involve adding more courses taught by sport management faculty. The program needs full time tenure track faculty with expertise content areas in Sport Law, Sport Finance & Economics, Sport Governance, and Sport Organizational Behavior & Human Resources – they would teach courses in those areas, meet student advising needs, and conduct research in those areas. More faculty are needed to help maintain current external and internal contract and grant funding and agencies. More space is needed for faculty research – the current research office space has become a student space, an occasional classroom, a meeting space, and an event space, squeezing out any space for faculty research. More travel funds are needed to support student and faculty travel – such a small amount has been offered to students to go and present at a conference that they could not attend; faculty are limited in productivity because of limits and restraints on travel funds. More funds are needed to support faculty research expenses.

   Resources Required: To meet the current needs of the program, the following resources are needed: additional full time tenure track faculty lines; additional facility space to house faculty and student research projects; additional research funds support to
meet research expenses; additional travel funds to meet and support faculty level of productivity.

**Plan for Implementation**: Develop a proposal to get an increase in faculty lines, space, and travel funds. Work with department chair in increasing support for faculty research expenses.

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**B. Goal Two**: Explore potential for growth in additional high-demand program areas that meet the mission of the university.

**Objective 1**: Evaluate the demand and potential for a Ph.D. program in Sport Management.

**Objective 2**: Evaluate the demand and potential for an undergraduate program in Sport Management.

**Rationale for Ph.D. Program**: There is an incredible need for doctoral programs in sport management. The number of undergraduate and masters programs in the U.S. has skyrocketed to nearly 400 while the increase in the number of doctoral programs has been miniscule. The increase in undergrad and masters programs has impacted the number of sport management faculty lines announced annually. Last year, there were over 140 faculty positions in sport management. However, the current number of programs does not meet the demand for doctoral students needed in professor positions in sport management at colleges and universities. There is an estimated 19 doctoral programs in sport management in the U.S. There is NO doctoral program in the state of Georgia.

Current faculty in the current program want to have a doctoral program that will be the first and eventually the premier doctoral program in the state in order to address the national need for faculty.

**Rationale for Undergraduate Program**: Metro Atlanta does not have a premier undergraduate program in sport management. Surrounding communities such as Kennesaw and Carrolton are the closest universities with the program. Both Georgia State University and the Atlanta metro sport business industry needs undergraduate students in sport management. Georgia State University Athletics is asking for an undergraduate program in sport management to have qualified students working in and for their multi-faceted program (they report losing good student workers to other universities). The Atlanta sport business industry needs lower level sport management workers and low level management people. Currently, these businesses report having to hire students who graduate from other universities and from out of state programs. GSU could meet this need with an undergraduate program in sport management. Additionally, we get a lot of inquiries about having an undergraduate program. We estimate that with an undergraduate program, we could have an enrollment of approximately 200 within the first 3 years, and that has the potential to grow to over 400 in 5-6 years.

**Resources Required**: To meet this goal, the following resources are needed: workload time, faculty, space, and the typical support funds.

**Plan for Implementation**: Conduct study; develop the proposals for a doctoral and an undergraduate program and the resources needed to submit by end of the Spring 2008 semester.
D. Goal Three: Enhance international experiences for sport management students.
   **Objective:** Evaluate possibilities for international experiences through current program.
   **Rationale:** Sport is a global business. There is a need for students to have international experience, both for cultural reasons and sport business management purposes.
   **Resources Required:** Time and some funding.
   **Plan for Implementation:** If international experiences are possible, begin to implement by academic year 2009.

II. Research
A. Goal One: Become a leader in sport management research.
   **Objective:** Position faculty to increase research activities and productivity toward achieving research awards for junior faculty, and national and international attention for the program.
   **Rationale:** The Georgia State University sport management program should seek to improve its research activity and productivity.
   **Resources Required:** Workload time, research resources.
   **Plan for Implementation:** Evaluate current state of faculty productivity and develop a five-year plan for research activity by end of Spring 2008 semester.

III. Service
A. Goal One:
   Maintain mutually beneficial partnerships with Atlanta and state sport business industry, professional groups, institutions, and communities.
   **Objective:** Continue good relationships with sport business individuals, companies, and communities.
   **Rationale:** GSU is lucky to be sitting in the middle of a multi-billion dollar sport business industry in Atlanta. We currently enjoy a mutually beneficial relationship with several local and surrounding sport businesses. Industry professionals and their businesses, GSU students, and faculty all benefit in a number of ways from these working partnerships. The businesses are “living classrooms” for our program – we hold classes on-site at many sport businesses, and industry professionals work with our students providing them with valuable experiences in their companies. We want to continue this important aspect of the program.
   **Resources Required:** Time, travel support, and continued course flexibility to provide these experiences.
   **Plan for Implementation:** Continue with current activities.

B. Goal Two:
   Support faculty service to scholarly associations.
   **Objective:** To help faculty with service activities for sport management associations.
**Rationale:** Service for associations is good professional experience for young faculty; and associations benefit greatly from wisdom and experience of mature faculty. It is important to support faculty members’ desires to serve their associations.

**Resources Required:** Workload time, travel support, typical resources support.

**Plan for Implementation:** Assess current state of faculty service, evaluate faculty members’ desires for service activities, and develop a plan to help them get started by the end of Fall 2008 semester.
Sports Medicine: Goals and Objectives

A. Teaching

Goal 1. Expansion of the lab-clinical teaching space to accommodate the program growth

Rationale:
Given the expansion, as aforementioned in the program, we are now utilizing a lab-clinical teaching that was assigned to the program in 1996. At that time, the program had approximately 10-12 students enrolled, and at any given time, 6 students were either in class or conducting research. We now average 22-25 students per year total, with class enrollments of 12-13 students, and an equal number conducting research of some type. Although the lecture portion is being accommodated through new technological advances (the installment of an overhead mounted media device, SmartBoard, and computer), the teaching of the clinical portion, utilizing 6 treatment tables with paired students has become challenging and not all students received adequate attention with a 12:1 student:teacher ratio in such a crowded environment. In addition, the teaching space has to be utilized as flex space because it is also the research space, so almost all of the tables need to be removed, and placed out of the way for the ongoing research. This limits the amount of ongoing practice a student can engage in, on a daily basis.

Resources Required:
We will required either additional facility space to accommodate either lab space or teaching space. Our current mixed use space has been outgrown. To accommodate growth needs, a minimum of 1000 sq feet plus a moderate amount of equipment will be required.

Implementation Plan:
Facilities will need to be enhanced by 2009

Goal 2. To continue the strong tradition of excellent student performance, and outstanding clinical outcomes.

Rationale:
Student learning and professional development is clearly on an upward trend, and this is demonstrated in multiple ways. First, the student assessment process demonstrates that students are performing both in the classroom and in their clinical setting. Through continual monitoring, it also facilitates early interventions to continue the strong tradition of student excellence. The tradition of student excellence is also clearly demonstrated in a 100% employment rate upon graduation, and in the quality of jobs our graduates obtain in their first position.

Resources Needed:
As the peer and aspirational institutional data was analyzed, it was clear that the faculty:student ratio was closer to 4:1 or less versus our current ratio 12:1. In order to continue our model of student performance, we will require additional faculty resources and dedication.

Plan for Implementation:
The dedication of the clinical instructor into greater teaching responsibilities, or a team-teaching approach within the Graduate Sports Medicine program could start immediately, thereby accomplishing a reduction in faculty:student ratios, particularly in lab courses, and expanding student learning experiences. The hiring of additional tenure track faculty will be consistent with goals stated elsewhere in this section.

B. Research
Goal. Increased faculty resources

Rationale:
It is clear through comparisons to both peer and aspirational institutions that both the student numbers are smaller, the faculties are larger, the outreach work to community partnerships is less, yet they maintain a much lower student: faculty ratio. Specifically, University of Pittsburg has 5 faculty members while maintaining a full time enrollment of 10 students, and Temple maintains a core student enrollment of 8 students with 3 full time faculty. This enables a continued tradition at those respective schools of research excellence, more hands-on clinical teaching, and also facilitates the beginnings of a doctoral program. These are things, at this stage of this program’s growth, which should be actively considered. A doctoral program concentration exists, but needs more faculty, and cannot be fostered without new faculty contribution to the program. In addition, a faculty ratio ranging from 1:25 or 2:12 is simply too large for a clinical program. Similarly, since the last APACE review, the Sports Medicine program has sustained growth by over 40%, and in response to that growth, has only added a clinical faculty to assist with supervision, administration, and teach 4 credit hours per year in the graduate program. The growth in the program is not only justification for new faculty dedicated to sports medicine, but the program is anticipating the potential for continued growth as there is a waiting list for additional clinical sites due to the growing reputation of the program.

Plan for Implementation:
To align ourselves with peer and aspirational institutions, the expansion of faculty lines should be explored to allow for increased research, service and teaching.