PROGRAM REVIEW

Bachelor of Science in Exercise Science

Fairmont State University

2007

EXECUTIVE SUMMARY
A brief executive summary of the exercise science program review report.

- The Bachelor of Science in Exercise science Degree is a non-teaching degree, which provides an extended knowledge base in the sciences area related to human performance.

- The program is designed to provide students with the necessary background to pursue careers in the area of physical therapy, occupational therapy, exercise physiology, vocation rehabilitation, corporate or community fitness programs, various recreation-related areas, and to provide an adequate background for graduate research involving human movement.

- The curriculum was revised in spring 2004 to more accurately reflect the education and experience graduates need based on changes that have occurred within the field of fitness/exercise science.

- Entrance and Exit Standards: The requirements for the Bachelor of Science Degree in Exercise Science follows the required institutional admission and graduation standards.

- All graduates surveyed responded that they were satisfied with their degree and the program. The majority of graduates/respondents is currently attending graduate school or has just begun working within the field of exercise science or chose other career fields.

- The Exercise Science degree has 4 courses that are specific to this program of study. With the exception of these courses, all other courses are included in other degree programs. The program blends well with the Physical Education BA degree in sharing the use of equipment, facilities, and faculty.

- Multiple assessment tools are utilized in addition to two capstone projects; one is completion of an internship within the field of exercise science. The other capstone project is to design and conduct a research project, write the report, and produce a presentation of the results and conclusions of the research project.

- Assessment data is reviewed annually by the Department Chair, Program Coordinator, Curriculum Development Committee and the Performance Assessment Committee who make recommendations to the Department as well as individual faculty members concerning the program.

- The underlying foundational goal of the Exercise science degree is to provide a solid scientific background including a research component to prepare students for either entry into a career in the field of exercise science of further study in graduate school.

- As a result of both formal and informal assessment, the program has been modified in the following ways.

    - Graduate surveys and changes in the field of exercise science indicated that there was minimal usage/need of the Physics 1100 course and a need for a fitness assessment course. In the curriculum revision done in 2003 the Physics requirement was replaced with a Chemistry requirement. A Fitness Assessment & Exercise Prescription Course was added. A nutrition course requirement was also added at this time.

- The development of the Human Performance Laboratory has also increased the ability to perform more "hands on" experience in all classes but specifically the Fitness Assessment course and has allowed for a broader range of research topics in the Research Methods – Research Design course sequence.
- The department continues to utilize one advisor for all advisees in the Exercise Science Major to facilitate scheduling.

- Corrective action taken since the last review to re-focus the program to insure the program's adequacy and viability. The corrective actions were to address:

  (a) low number of graduates from 2000 – 2003
  (b) updating of major to reflect changes that have occurred within the field of exercise science since last review

- The department responded by taking the following actions: We have restructured the program to continue the emphasis on a scientific foundation rather than the activity oriented focus to reflect changes within the field of exercise science. This change was encouraged and supported by the faculty.

- The department developed a graduate survey designed to measure the program's effectiveness. The information gathered from this process and other assessment measures were used in determining the program modifications implemented in the curriculum change of 2003-04.

- An advisory committee was formed to review the curriculum change implemented in 2003-04. This committee consisted of professionals from around the North Central Region who were currently working within the field of Exercise Science. The committee approved the curriculum at that time and continues to serve in an advisory role on current program modifications.

Graduate Perceptions of Program Strengths / Weaknesses:

- Program strengths include: Biomechanics and graded exercise classes, personal attention / small class size, interactive classes, educators teaching the classes, the research project as capstone experience

- Weaknesses: Need for an electrocardiogram (ECG) and Interpretation class, more help looking for a graduate program or job upon graduation, personal training certification prep class more fitness Assessment/Exercise Prescription classes more field and hands on requirements /classes

- The revisions generated by the curriculum change have been in place for approximately 2 years. Some of the graduates surveyed are a product of the new curriculum. All graduates surveyed were satisfied with their degree and are currently working as fitness consultants, etc. Many have gone straight on to various graduate schools where they are pursuing specific fields of study.

- Enrollment Projections: The previous Bachelor of Science in Physical Education degree program had a stable number of graduates of approximately 2 to 3 per year but has increased to 10 in 2004-05. The current number of majors is estimated to be approximately 50+, which is a 100+% increase over the past five years.

- Cost Per Student Credit Hour: Estimated cost for 2004-05 is $42.67

- Necessity: Positions of employment are available and there are no similar comparable programs in the immediate area.

- The Bachelor of Science degree in Exercise science supports FSU's mission statement through training specialists in the field or Fitness/Wellness/Exercise Physiology etc. This Major allows graduates to enter the work force, pursue more education, and enhance the quality of their own life. This also aids in allowing people living in and beyond the service area to increase the quality of their life through being educated on how to live a healthier more rewarding lifestyle and a longer life.

I. Program Description for Exercise Science Degree – Fairmont State University

The Bachelor of Science in Exercise science Degree is a non-teaching degree, which provides an extended knowledge base in the sciences area related to human performance. The program is designed to provide students with the necessary background to pursue careers in the area of physical therapy, occupational therapy, exercise physiology, vocation rehabilitation, corporate or community fitness programs, various recreation-related areas, and to provide an adequate background for graduate research involving human movement.

A. Adequacy

1. Curriculum: (Appendix I)

The B.S. in Physical Education was revised and renamed in the Spring of 2004. The new name given to this major was Exercise Science. The curriculum was overhauled at that time to more accurately reflect what education and experience graduates needed based on changes that have occurred within the field of fitness/exercise science. The new curriculum can be found in Appendix I.

2. Faculty: (Appendix II)

3. Students:

(a) Entrance Standards: The requirements for the Bachelor of Science Degree in Exercise Science follows the required institutional admission standards.

(b) Entrance Abilities: The requirements for the Bachelor of Science Degree in Exercise Science follow the required institutional entrance requirements.

(c) Exit Abilities: The Bachelor of Science Degree in Exercise Science requires 128 hours for graduation (44 hrs General studies, 43 hrs for the major, 18 – 32 hrs hours for minor, 8+ hours free electives). Candidates for graduation must have twice as many quality points as semester hours attempted. The grade point average must be 2.0 on all college work completed.

(d) Graduates: Over the past five years there have been 26 graduates from this degree program. The number of majors entering the program has increased dramatically e.g. approximately 55+ students currently enrolled in this major. The increase in enrollment is attributed to program changes and recruitment efforts since the last program review. Graduates who responded to the survey responded that they are either currently pursuing a graduate degree in this field, currently employed in the field, or currently pursuing other educational field.

4. Graduate and Employer Satisfaction:

All graduates surveyed (See Appendix VII) responded that they were satisfied with their degree and the program. Currently there is no information available on employer satisfaction. The majority of respondents are currently attending graduate school or have just begun working within the field of exercise science or chose other career fields.

5. Resources:

(a) Financial: The Exercise Science degree has 4 courses that are specific to this program of study. With the exception of these courses, all other courses are included in other degree programs. The program blends well with the Physical Education BA degree in sharing the use of equipment, facilities, and faculty.

(b) Facilities: No additional classroom space is required. In January 2005, the department was granted sole occupancy (previously shared with the wellness center) of the former Fitness and Wellness Center space. The Fitness and Wellness Center moved to the new Student Recreation Center upon it's opening. This space has allowed for a permanent location of Physiologic Testing equipment (e.g. treadmills, ergometers, metabolic cart, etc.) which has greatly enhanced course offerings not only in this major but in all majors offered within the Health & Human Performance Department.

6. Assessment Information:

(a) Student performance and program quality: The following assessment tools and techniques have been implemented by the HHP Department: essays, written research papers, selected readings summaries, criterion referenced evaluation, class presentations, term projects, formative evaluation, self evaluation and justification, case study analysis, reaction paper critiques, norm referenced assessments, clinical observations, research article critiques, literature reviews, data collection, and data display. There are currently two capstone projects. One is completion of an internship within the field of exercise science. The other capstone project is to design and conduct a research project, write the report, and produce a presentation of the results and conclusions of the research project.

Assessment and Program Quality: Assessment data is reviewed annually by the Department Chair, Program Coordinator, and Curriculum Development Committee who make recommendations to the Department as well as individual faculty members concerning the program. A student perceptions survey of faculty is administered and reviewed each semester as well. Each instructor receives a summary of findings from this survey as well as being evaluated by the Department Chair through in-class observations. A graduate e-mail, mail and phone survey were conducted to gain feedback from the graduates of the past five years. (Appendix VII)

(b) The underlying foundational goal of the Exercise science degree is to provide a solid scientific background including a research component to prepare students for either entry into a career in the field of exercise science of further study in graduate school.

More specific programmatic goals are:

- To establish a broad body of knowledge in the theoretical areas specific to the study of exercise and sport.
- To establish exercise protocol, develop programs, assess levels of physical functioning of individuals involved in exercise programs.
- To develop and conduct a research project: be able to analyze data, draw conclusions, and report research findings in the study of human performance.

Measures of success are determine through various types of assessments tools throughout the program as listed in section A. The graduate surveys have provided information with regard to the recent graduate's perceptions of the strength and weaknesses of the program.

(c) The essential skills of the program are integrated throughout the programmatic course sequence. The department uses a matrix to identify the level and location of individual and collective skills, knowledge and objectives of the program. The are also specifically identified in the respective master syllabi which control the program. The matrix identifies the level at which the individual skills are to be addressed in the respective course(s). The following delivery code is used to identify the level of progression throughout the program.

Delivery Code

K1 – Knowledge of skill is introduced
K2 – Knowledge of skill is reinforced
K3 – knowledge of skill is applied

The essential programmatic skills are also featured in the Graduate Follow-up instrument and are pertinent in the related follow-up phone call. See Appendix VII.

(d) As a result of both formal and informal assessment, the program has been modified in the following ways.

- Graduate surveys and changes in the field of exercise science indicated that there was minimal usage/need of the Physics 1100 course and a need for a fitness assessment course. In the curriculum revision done in 2003 the Physics requirement was replaced with a Chemistry requirement. A Fitness Assessment & Exercise Prescription Course was added. A nutrition course requirement was also added at this time.
- The development of the Human Performance Laboratory has also increased the ability to perform more "hands on" experience in all classes but specifically the Fitness Assessment course and has allowed for a broader range of research topics in the Research Methods – Research Design course sequence.
- The department continues to utilize one advisor for all advisees in the Exercise Science Major to facilitate scheduling.

7. Previous Reviews: Corrective action taken since the last review to re-focus the program to insure its adequacy and viability. The corrective actions were to address:

(a) low number of graduates from 2000 – 2003
(b) updating of major to reflect changes that have occurred within the field of exercise science since last review

The department responded by taking the following actions:
We have restructured the program to continue the emphasize the scientific foundation rather than the activity oriented focus to reflect changes within the field of exercise science. This change was encouraged and supported by the faculty. The listed course additions and deletions reflect this change in emphasis.

(a) Strengthened the scientific basis of course requirements along with other curriculum changes which were implemented Fall 2004.

Courses added:

PHED 1100	Fitness & Wellness – 2 hours
PHED 3316	Fitness Assessment & Exercise Prescription – 3 hours
PHED 4420	Exercise Science Internship – 3 hours
FOSM 1110	Nutrition – 3 hours
HLTA 1140	Introduction to Health – 3 hours
SAFE 2200	Accident Analysis & Emergency Care – 2 hours

Courses deleted:

Choice of:	PHED 2232	Basic Aquatics or
	PHED 2233	Advanced Aquatics – 2 hours
Choice of	PHED 2234	Individual & Dual Sports I or
	PHED 2239	Individual & Dual Sports II – 2 hours
Choice of:	PHED 2235	Team Sports I or
	PHED 2236	Team Sports II – 2 hours

Choice of two of the following 4:

BUSN 3310	Statistics – 3 hours
INFO 1100	Computer concepts – 3 hours
PSYC 2230	Social Psychology – 3 hours
SOCY 3301	Ethnology – 3 hours

PHYS 1101 Introduction to Physics – 4 hours

(b) The department developed a graduate survey designed to measure the programs effectiveness. The information gathered from this process was used in determining the program modifications implemented in the curriculum change of 2003-04.

(c) Recruitment.

- Developed a distributed a Departmental recruiting brochure and a information letter specific to the Exercise Science Major.
- Continue to utilize a "display board" at recruiting fairs. This display has pictures and information which showcases the various programs presented by the department.
- Faculty, staff and students participated in all "on-campus" days to promote HHP
- Instituted Phi Epsilon Kappa (PEK) a Physical Education Field honorary
- Developed a HHP school plan (strategic plan) for the next 5 years to ensure the viability and growth of the program.

8. Advisory Committee: An advisory committee was formed to review the curriculum change implemented in 2003-04. This committee consisted of persons from around the North Central Region who were currently working within the field of Exercise Science. The committee

approved the curriculum at that time and continues to serve in an advisory role on current program modifications.

9. **Strengths & Weaknesses:**

One question from the graduate surveys asked if they believed that they were *more qualified, less qualified,* or *about the same* as other co-workers (fellow graduate students) with similar background or experiences. All of the graduates surveyed responded *more qualified* or *about the same*. In addition they were asked to assess the relative strengths and weaknesses of their Physical Education Science/Exercise Science Degree. Accordingly, the responses were as follows:

Strengths:

Biomechanics and graded exercise classes.
Projects that had to be completed.
Personal Attention/Small class size, Interactive classes
Sequence of classes with same professor
Educators teaching the classes
The research project

Weaknesses:

Need for an electrocardiogram (ECG) and Interpretation class
More help looking for a graduate program or job upon graduation
Make a business class a part of the requirements.
Personal training certification prep class
More fitness Assessment/Exercise Prescription class
More field and hands on requirements/classes

The revisions generated by the curriculum change have been in place for approximately 2 years. Some of the graduates surveyed are a product of the new curriculum. All graduates surveyed were satisfied with their degree and are currently working as fitness consultants, etc. Many have gone straight on to various graduate schools where they are pursuing specific fields of study.

B. Viability

1. Off Campus Classes: appendix III

2. Service courses: Appendix IV

3. Articulation Agreement: This does not apply

4. Course Enrollment: Appendix V

5. Enrollment: Appendix VI

6. Enrollment Projections: The previous Bachelor of Science in Physical Education degree program had a stable number of graduates of approximately 2 to 3 per year. This major was redesigned and renamed Exercise Science and implemented in the Fall semester of 2004. since

this renaming/curriculum updating occurred the number of majors has dramatically increased. As can be seen by the number of graduates (Appendix VI) has increased to 10 in the 2004-05 school year. This plus the full class enrollment in specialty classes i.e. PHED 3316 Fitness Assessment, PHED 4400 Research Methods indicates that this major will continue to have a steady number of majors and graduates. The Department believes strongly that this is a degree program that will continue to show vitality as a result of the continued interest of the general public on overall health. This is reflected in job opportunities that continue to grow as the population and society show a need for educated exercise professionals. This need is indicated in the institution's service region through emerging positions in Health Spa's, YMCA's, nursing homes, hospitals, wellness programs, industry. The department views these opportunities as a growth area for our region. The department also feels that these areas along with other fields available i.e. Physical Therapy, Occupational Therapy, Cardiac Rehabilitation, etc. will show a long term need for this major and graduates of such a major. The current number of majors is estimated to be approximately 50+, Which is a 100+% increase over the past five years.

7. Cost Per Student Credit Hour: Estimated cost for 2004-05 is $42.67

C. Necessity:

1. Job Placement: It is not a problem. Positions of employment are available, in some cases starting salaries are low and graduates choose to pursue other fields.

   Similar Programs: there are no similar comparable programs in the immediate area.

D. Consistency with Mission: Fairmont State University, a comprehensive, multi-site, selective institution, offers a quality education in a diverse and supportive learning environment that fosters individual growth, professional and career development, lifelong learning, global understanding, and a commitment to excellence in academic and community pursuits. Serving the citizenry of north central West Virginia and beyond, Fairmont State University is a student-centered institution of first choice among students who desire a flexible and relevant learning experience. The University provides a well-rounded education, enabling student to gain the knowledge and skills needed for self-fulfilling, responsible citizenship and employability in a rapidly changing global environment.

The Bachelor of Science degree in Exercise science supports this mission statement through training specialists in the field or Fitness/Wellness/Exercise Physiology etc.. This Major allows graduates to enter the work force, pursue more education, and enhance the quality of their own life. This also aids in allowing people living in and beyond the service area to increase the quality of their life through being educated on how to live a healthier more rewarding lifestyle and a longer life.

E. Program of Excellence: this does no apply.

APPENDIX I

Institution: Fairmont State University Person Responsible for Report: Paul Reneau

Degree Program: Bachelor Science – Exercise Science

Courses Required in Major (by title and course Number)	Total Hours	Additional Credit Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/Electives	Total for Degree
PHED 1100 Fitness & Wellness	2			HLTA 1150 Intro to Health	3	**First Year Experience**	
PHED 1121 Int. Sem. Human Mov.	2	2nd Field Required	46	FOSM 1110 Nutrition	3	ENGL 1104 Written English I	3
PHED 2212 Anat & Phys	4			SFTY 2200 Accident Analysis & Em Care	2	ENGL 1108 Written English II	3
PHED 2212 Phys of Ex	3			CHEM 1101 Gen Chem I	4	L.S. Math	3
PHED 3313 Biomechanics	3					INFO 1100 Computer Concepts	3
PHED 3316 Fitness Ases & Ex Presc.	3					SPCH 1100 Intro to Speech	3
PHED 4400 Research Methods	3					**Society/Human Interactions (6 hrs)**	
PHED 4410 Research Design	3					Choice of courses to complete 2 required courses	6
PHED 4420 Ex Sci Internship	3					**Culture/Civilization Exploration (9 hrs)**	
						Choose 1 option from 3 choices to complete 6 hours	6
						Choose one class from list to complete 3 hours	3
						Scientific Discovery (8 hours)	
						Choose two classes from list to complete 8 hours	8
						Artistic/Creative Expression and Interdisciplinary/Advanced Studies Options (6 hours)	
						Appreciation Class	3
						Choose 3 hours form list	3

Professional society that may have influenced the program offering and/requirements: American alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and American College of Sportsmedicine (ACSM)

APPENDIX I

Institution: Fairmont State University

Person Responsible for Report: Paul Reneau

Degree Program: Bachelor Science – Exercise Science

Courses Required in Major (by title and course Number)	Total Hours	Additional Credit Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/Electives	Total for Degree
PHED 1100 Fitness & Wellness	2			HLTA 1150 Intro to Health	3	**First Year Experience**	
PHED 1121 Int. Sem. Human Mov.	2	2nd Field Required	46	FOSM 1110 Nutrition	3	ENGL 1104 Written English I	3
PHED 2212 Anat & Phys	4			SFTY 2200 Accident Analysis & Em Care	2	ENGL 1108 Written English II	3
PHED 2212 Phys of Ex	3			CHEM 1101 Gen Chem I	4	L.S. Math	3
PHED 3313 Biomechanics	3					INFO 1100 Computer Concepts	3
PHED 3316 Fitness Ases & Ex Presc.	3					SPCH 1100 Intro to Speech	3
PHED 4400 Research Methods	3					**Society/Human Interactions (6 hrs)**	
PHED 4410 Research Design	3					Choice of courses to complete 2 required courses	6
PHED 4420 Ex Sci Internship	3					**Culture/Civilization Exploration (9 hrs)**	
						Choose 1 option from 3 choices to complete 6 hours	6
						Choose one class from list to complete 3 hours	3
						Scientific Discovery (8 hours)	
						Choose two classes from list to complete 8 hours	8
						Artistic/Creative Expression and Interdisciplinary/Advanced Studies Options (6 hours)	
						Appreciation Class	3
						Choose 3 hours form list	3

Professional society that may have influenced the program offering and/requirements: American alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and American College of Sportsmedicine (ACSM)

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name Robert J. Cable Rank Instructor

Check One: Full time _x___ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned Masters Date Degree Received Aug. 15 1986

Conferred by West Virginia University

Area of specialization Exercise Physiology / Emphasis in Athletic Training

Professional registration/licensure National Athletic Trainers Association
American College of Sports Medicine
College Athletic Association

16 Yrs. Of employment at present institution
24 Years of employment in higher education
0 Yrs of related experience outside higher ed
1 Non-teaching experience

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
1992		
To / 1st and 2nd	2200-01	40 max
2006	2200-02	25 max

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.

I currently serve as the President of the West Virginia Athletic Trainer Assoication . I am the past Chair of the WVIAC Athletic Trainer Committee and I served as the Director of Athletic Training for the 2006 WVIAC Basketball Tournament. I am on the planning committee for the 2006 NATA District #3 Meeting in Virginia Beach, VA. I have attend the NATA National and District meeting for the last 15 years. I also maintain a current CPR/ AED instructors card by the American Red Cross and a current First Aid Card by the National Safety Council.

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

In the last five years I have had the pleasure of speaking at the WVAFERD meeting. My topic the first year was "SAFE KIDS". It explain the Safe Kids Campaign and some of the ways to start a local chapter. My second presentation topic was " Athletic Training in West Virginia". We focused on the state of Athletic Training in West Virginia. I have the pleasure of speaking to a group of runner prior to the Grater Clarksburg 10K concerning running injuries and their prevention

(e) Indicate any other activities which have contributed to effective teaching.

My work as an Athletic Trainer and the practical aspect of my job have allow me to be more effective in my teaching.

(f) List professional books/papers published during the last five years.

Co-Author of the Sun Rise Application for Athletic Training in the State of West Virginia

(g) List externally funded research (grants and contracts) during the last five years.

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name James Elliott Rank: Instructor

Check One: Full time ___X_ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned Masters Date Degree Received 6/1/88

Conferred by West Virginia University

Area of specialization Motor Development

Professional registration/licensure ____ Yrs. Of employment at present institution ___19__
Years of employment in higher education __19__ Yrs of related experience outside higher ed _26___
Non-teaching experience

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2004/2005	Fitness/Wellness	40
2004/2005	Flag Football	20
2005/2006	Fitness / Wellness	35
2005/2006	Weight Lifting	35

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.
National Conference on Training

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.
Spoke at Pittsburgh on Performance Movement

(e) Indicate any other activities which have contributed to effective teaching.

Speak to high schools about the importance of fitness and wellness

(f) List professional books/papers published during the last five years.

(g) List externally funded research (grants and contracts) during the last five years.

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name Randy Hess Rank Associate Professor

Check One: Full time X Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned MS Date Degree Received August 1982

Conferred by West Virginia University

Area of specialization Physical Education

Professional registration/licensure ____ Yrs. Of employment at present institution 23
Years of employment in higher education 26 Yrs of related experience outside higher ed 3
Non-teaching experience

Interscholastic and Intercollegiate Coaching
Academic Advising

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2004 Fall	PHED 1121 Intro Seminar	21
2004 Fall	PHED 1100 Fitness & Wellness	23
2005 Spring	PHED 1121 Intro Seminar	24
2005 Spring	PHED 1100 Fitness & Wellness	28
2005 Fall	PHED 1121 Intro Seminar	29
2005 Fall	PHED 1100 Fitness & Wellness	10
2005 Fall	PHED 3318 Sport Psychology	29

(b) If degree is not in area of current assignment, explain.

N/A

(c) Identify your professional development activities during the past five years.

Attendance at seminars

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

N/A

(e) Indicate any other activities which have contributed to effective teaching.

Self evaluations of classes.
Peer evaluations.

(f) List professional books/papers published during the last five years.

N/A

(g) List externally funded research (grants and contracts) during the last five years.

N/A

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name Kristi A. Kiefer Rank Assistant Professor

Check One: Full time __X__ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned M.S. Date Degree Received 1989

Conferred by West Virginia University

Area of specialization Motor Development

Professional registration/licensure ____ Yrs. Of employment at present institution __16___
Years of employment in higher education __16__ Yrs of related experience outside higher ed _12___
Non-teaching experience

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2005 and 2006-Spring	PHED 3320- Motor Development	36

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.

AAHPERD conference 2002-San Diego, CA
Presented at WVAHPERD conference July 23, 2002
SUNRAY conference Spring 2002 Puerto Rico
AAHPERD conference April 1-5, 2003- Philadelphia, PA
Presented at WVAHPERD, October, 2003
Attended the National AAHPERD conference in New Orleans LA- April 2004
AAHPERD conference 2005-Chicago, IL

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

West Virginia Association for Health, Physical Education, Recreation, and Dance-
Dance Educator of the Year-2003
Dance Chair of WVAHPERD 2002-03
Guest Presenter at Fairmont East High School- Spring 2003
Guest Presenter at Lincoln and Bridgeport High Schools- Spring 2002,2003, 2004
Guest Presenter at Bridgeport High School- Spring 2005

(d) Indicate any other activities which have contributed to effective teaching.

Work collaboratively with the Child Development Center at Fairmont State and Kinderskills-Motor Development Center at West Virginia University-Providing observational experiences for students.

Work with Nutter Fort Elementary, Dunbar Middle School, and Bridgeport High School-Providing observational opportunities for students.

Work with Sunbeam Child Card Center, bringing children to campus for students to teach and observe.

Set up individual arrangements for infant and toddler toddler observations.

(f) List professional books/papers published during the last five years.

Currently working on writing dissertation-area of study includes Motor Development and Behavioral Analysis

(g) List externally funded research (grants and contracts) during the last five years.

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name ____Tina Mascaro_____ Rank_____

Check One: Full time ____ Part Time ____ Adjunct _X__ Grad. Asst. ____

Highest Degree Earned ____MS Exercise Physiology__ Date Degree Received ____Dec. 1993_____

Conferred by ____West Virginia University_____

Area of specialization _____Cardiac Rehab / Personal Training_____

Professional registration/licensure _yes___ Yrs. Of employment at present institution __13___
Years of employment in higher education _13__ Yrs of related experience outside higher ed _17___
Non-teaching experience

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	**Course Number & Title**	**Enrollment**
2005 / Fall	PE 2299 Advanced Personal Training	20

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.

American Fitness Professional Association Conference – attended C.E.C.
Nutrition – The Next Generation Symposium – lecturer / instructor / attended C.E.C.'s

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

Gear-Up Speaker for both fitness and nutrition.

(e) Indicate any other activities which have contributed to effective teaching.

Personal training at Fairmont State.

(f) List professional books/papers published during the last five years.

(g) List externally funded research (grants and contracts) during the last five years.

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name: Stephen McDonald Rank: Temp. Instructor

Check One: Full time __x_ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned: M.ED. Date Degree Received: 1989

Conferred by: West Virginia Wesleyan College

Area of specialization: Physical Education

Professional registration/licensure ____ Yrs. Of employment at present institution __12__
Years of employment in higher education __15__ Yrs of related experience outside higher ed ___9_
Non-teaching experience

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 05	PHED 121	25
Fall 05	PHED 1100	30
Fall 05	PHED 1100 – Honors	5
Spring 06	PHED 121	25
Spring 06	PHED 1120	30

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.
I have attended various workshops at FSU as well as extended training in Online Course Development.

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

(e) Indicate any other activities which have contributed to effective teaching.

(f) List professional books/papers published during the last five years.

Appendix II - Faculty Data

Name : Beverly Michael Rank: Instructor

Check One: Full time __X__ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned: M.S. in Health and Physical Education Date Degree Received: Ph.D. student - degree in progress

Conferred by: West Virginia University

Area of specialization: Health Education & Physical Education

Professional registration/licensure: WV public school teaching licence for *K-12 Physical Education, *5-9 Social Studies, *5-12 Health Education
Years of employment at present institution almost 2 1/2
Years of employment in higher education 10
Yrs of related experience outside higher ed 3 ½ yrs public school teaching
Non-teaching experience: 6-7 yrs. retail, 2 yrs. banking

To determine compatibility of credentials with assignment:
(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Sp 2006	HLTA 1100	32
Sp 2006	HLTA 4415	30
Sp 2006	HLTA 3310	21
Sp 2006	HLTA 4400-01/02	27/20
Fl 2005	HLTA 4415	30
Fl 2005	HLTA 3310	15
Fl 2005	HLTA 4400-01/02	25/25
Fl 2005	HLTA 1100	31
Sp 2005	HLTA 4415	30
Sp 2005	HLTA 3310	25
Sp 2005	HLTA 1150	30
Sp 2005	HLTA 4400-01/02	30/27

(b) If degree is not in area of current assignment, explain. It is

(c) Identify your professional development activities during the past five years. I am a member of both state and national level professional health education organizations (state: WV State Health Education Association, WVAHEPERD – WV Alliance of Health, Physical Education, Recreation & Dance; national: American School Health Association, American Alliance for Health Physical Education & Dance). I regularly present at both levels and have done so since the early 1990's. I briefly loved in TX while pursuing my Ph.D. and was active as a member and officer (secretary) in the TX School Health Association and their state's TAHPERD. I am a member of the development committee for the National Professional Health Education Teaching Standards which was a 3 year appointment where I traveled to DC 4 times a year and worked electronically on monthly basis to develop these standards. I have attended the national conference "Clearing the Air: Advocacy for Tobacco-Free America" and am a member of the National Foundation for Non-Smokers'. I have attended several workshops and trainings here on the FSU campus; some were to improve my teaching skills, others to improve my knowledge of the campus- wide computing system.

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.
I was selected and appointed by the Vice-Chancellor of Texas A&M University Systems to the National board for the Development of Professional Health Education Teaching Standards (2000-2004); As executive assistant for the

TAMU Schools/University Partnership, I located and brought exemplary "master" teachers into university teacher-training programs as visiting lecturers (2000-2002) . I have been invited and spoken as a Keynote at Maine's State Teacher Comprehensive School Health Education Summer Institute VI, Aug 6-7, 2002, SugarLoaf Resort, MN; I was asked to present at both Mid-winter and Summer Institutes for the State of Kansas 2001, 2002, 2003.

(e) Indicate any other activities which have contributed to effective teaching.

(f) List professional books/papers published during the last five years.

(g) List externally funded research (grants and contracts) during the last five years.

- I wrote and was awarded a $5000 Grant from the WV Bureau of Public Health to develop a Student Sponsored Tobacco Prevention Education Coalition on the FSU campus (June 2005-2006. I will reapply for the 2006/7 academic year.

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name Tim Murphy Rank Asst. Professor

Check One: Full time ✓ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned Masters Degree Date Degree Received December 1992

Conferred by Salem Teikyo University

Area of specialization Master of Arts - Physical Education

Professional registration/licensure — Yrs. Of employment at present institution 6
Years of employment in higher education 6 Yrs of related experience outside higher ed 20
Non-teaching experience

To determine compatibility of credentials with assignment: yes

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
1999/Present 1st & 2nd Semester	Fitness & Wellness 1100-04/1100-05	20

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.
GEAR UP Program

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

(e) Indicate any other activities which have contributed to effective teaching.
Speaking at Civic organizations, Church, etc.

(f) List professional books/papers published during the last five years.

(g) List externally funded research (grants and contracts) during the last five years.

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name Mike Lopez Rank Instructor

Check One: Full time __X__ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned Masters Date Degree Received December 2000

Conferred by West Virginia University

Area of specialization Physical Education / Athletic Coaching Education

Professional registration/licensure __Yes__ Yrs. Of employment at present institution _4____
Years of employment in higher education ___4_ Yrs of related experience outside higher ed ___6_
Non-teaching experience

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2005	PE 2236 Team Sports II	30+
Fall 2005	PE 1100 Fitness & Wellness	25
Spring 2006	PE 2235 Team Sports I	30
Spring 2006	PE 1100 Fitness & Wellness	30

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.
I have attended and received a professional development series certifications each of the past 4 years. Obtaining this certification requires me to attend seminars on the different aspects of and related to human movement for example, psychological aspects of sport injury, hydration of the body during training, flexibility, developing life skills and many more. It is required that I attend 7 60 minute seminars in a two day period.

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.
I was honored as one of the 20 defensive coordinators in the nation. I have spoke on various subjects surrounding human movement at many banquets, camps, clinics, and groups.

(e) Indicate any other activities which have contributed to effective teaching.
As a athletic coach that is surrounded by nearly 50 student / athletes a day, I have developed a great appreciation of the different types of students / athletes. By recognizing the many differences in individuals, it allows me to utilize different methods of teaching to enhance the learning environment.

(f) List professional books/papers published during the last five years.
I submitted a paper on preparing athletes "mentally" for the American Football Coaches Association.

(g) List externally funded research (grants and contracts) during the last five years.

Appendix II
Faculty Data

(No more than TWO pages per faculty member)

Name Paul Reneau Rank Associate Professor

Check One: Full time __x_ Part Time ____ Adjunct ____ Grad. Asst. ____

Highest Degree Earned Ph.D. Date Degree Received May 1995

Conferred by The University of Alabama

Area of specialization Exercise Physiology

Professional registration/licensure _no___ Yrs. Of employment at present institution __3___
Years of employment in higher education _10___ Yrs of related experience outside higher ed __5__
Non-teaching experience Wellness Program/Fitness Center Director, City Government of Nashville TN, 1986-1991.

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2005	PHED 2211 Anat & Phys	31
	PHED 2212 Phys of Ex.	22
	PHED 3313 Biomechanics	35
	PHED 4400 Research Methods	16
Spring 2005	PHED 2211 Anat & Phys	32
	PHED 2212 Phys of Ex	30
	PHED 3316 Fitness Assess.	13
	PHED 4410 Research Design	12
Fall 2004	PHED 2211 Anat & Phys	28
	PHED 2212 Phys of Ex	15
	PHED 3313 Biomechanics	27
	PHED 4400 Research Methods	16

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.

Have attended and presented 5+ papers at the National American College of Sportsmedicine Meeting. Have also attended and presented at the Regional ACSM meeting over the same time period. Attained Health Fitness Instructor Certification. Have served as a reviewer for various textbooks and referred journals.

(d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

Invited speaker at Grafton High School Anatomy & Physiology Classes Spring semester of 2003, 2004, and 2005.

(e) Indicate any other activities which have contributed to effective teaching.

(f) List professional books/papers published during the last five years.

Ashley,C.D., Reneau,P.D., Roy, J.P., Bishop, P.A. (2006) Effects of a short, submaximal run at different times of day on heat strain. Journal of Exercise Physiology online, 9(1).

*Ison,J. Reneau,P.D., Mayhew,J.L. (2005, June)Assessing upper body muscular endurance performance in small-college football players. Medicine & Science in Sports & Exercise Vol 37 (5).

Reneau, P.D., *Volpe, J., *Hill, M. (2005, June)A field based descriptive pilot study of the childrens omni RPE scale for children age 9 to 12. Medicine & Science in Sports & Exercise Vol 37 (5).

Reneau, P.D., *Lockhart, A. (2004, June) Impact of cycling rates on heart rate & rate of perceived exertion while performed at same work rate. Medicine & Science in Sports & Exercise Vol 36 (5).

Reneau, P.D., *Dierking, J. (2003, May) A comparison of two different water temperatures on heart rate and thermal responses at same RPE. Medicine & Science in Sports & Exercise Vol 35 (5).

Reneau, P.D., Pujol, T.J., Moran, M.K., Bergman, R.J., Barnes, J.T. (2001, June). A comparison of two submaximal cycle ergometer tests predictive capabilities of Max VO2. Medicine & Science in Sports & Exercise Vol 33 (5).

Pujol, T.J., Xiong, C., Reneau, P.D., Wagganer, J., Moran, M.K., Barnes, J.T. and Langenfeld, M.E. FACSM. (2001, June). A comparison of two versions of the ACSM prediction equations for leg ergometry. Medicine & Science in Sports & Exercise Vol 33 (5).

(g) List externally funded research (grants and contracts) during the last five years.

Appendix III

Off Campus Classes

Required courses:

PHED 1100	Fitness and Wellness
CHEM 1101	General Chemistry I

Appendix IV

Service Courses

CHEM 1101	General Chemistry I	4 hours
HLTA 1150	Introduction to Health	3 hours
FOSM 1100	Nutrition	3 hours
PHED 1100	Fitness & Wellness	2 hours
PHED 1121	Introduction to Human Movement	2 hours
PHED 2211	Anatomy & Physiology	4 hours
PHED 2212	Physiology of Exercise	3 hours
PHED 3313	Biomechanics	3 hours
PHED 3318	Sport Social Psychology	3 hours
PHED 3320	Lifespan Motor Development	3 hours
SAFE 2200	Accident Analysis & Emergency Care	2 hours

APPENDIX V

BACCALAURETE PROGRAM

UPPER DIVISION COURSES:

Course No.	2000-01		2001-02		2002-03		2003-04		2004-05	
	Fall/Spring		Fall/Spring		Fall/Spring		Fall/Spring		Fall/Spring	
PHED 3313	7	30	19	30	15	26	13	0	27	0
*PHED 3316	0	0	0	0	0	0	0	7	0	13
PHED 3318	13	27	19	33	16	31	25	30	12	34
PHED 3320	0	10	0	11	0	14	0	14	0	16
PHED 4400	7	0	8	0	7	0	4	0	16	0
PHED 4410	0	5	0	6	0	6	0	2	0	12
*PHED 4420	0	0	0	0	0	0	0	0	1	11

* Indicates course added since last curriculum revision.

APPENDIX VI

PROGRAM GRADUATES

AND

MAJORS ENROLLMENT

	2000-01	2001-02	2002-03	2003-04	2004-05
Graduates	4	8	2	2	10

	Freshman	Sophomore	Junior	Senior	Total
Majors	13	18	13	7	51

Appendix VII

Exercise Science Graduate Survey Instrument

Name:

1) Are you currently employed in a position that requires use of your Exercise Science degree?

   Where?

   What Capacity?

   If not is this by your Choice?

      Explain?

   Would you mind if we contact your current employer?
      Name & phone number:

   Salary Range?

2) How would you assess the future employment prospects of this degree program?
   Strong, High Demand ___
   Moderate need ___
   Decreasing need ___
   Not sure ___

3) When comparing yourself to others with similar eduation and experience, do you consider yourself:
   More Qualified ___
   About same ___
   Less qualified ___
   Not sure ___

   Are you satisfied with the education that you received at FSU? Yes No

      Other Comments?

4) What do you consider the strengths of the Exercise Science Program?

5) What do you consider the weaknesses of the Exercise Science Program?

6) Other comments or concerns?