

# PROGRAM REVIEW

## Fairmont State Board of Governors

Program with Special Accreditation  Program without Special Accreditation

Date Submitted November 15, 2016

Program Master of Education Degree including emphasis in 1) Professional Studies, 2) Digital Media, New Literacies and Learning, 3) Exercise Science, Fitness & Wellness.

Degree and Title

### INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuation of the Program

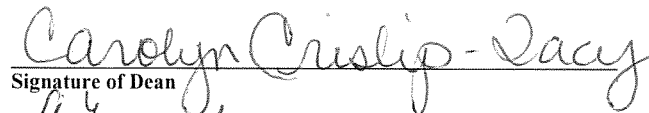
Rationale for Recommendation:



Signature of person preparing report:

11-15-15

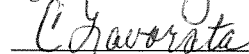
Date



Signature of Dean

11-15-15

Date



Signature of Provost and Vice President for Academic Affairs:

3-23-16

Date



Signature of President:

4-5-16

Date



Signature of Chair, Board of Governors:

4-14-16

Date

# Executive Summary for Program Review

(not to be more than 2-3 pages)

## **Name and degree level of program**

Exercise Science B.S.

## **External reviewer(s)**

Candi Ashley Ph.D. Professor University of South Florida

Dr. Ashley's review can be found in Appendix I.

## **Synopses of significant findings, including findings of external reviewer(s)**

Based on the external reviewers findings (Appendix I), the survey results from Fall 2015 (summary of survey found in Appendix II), and discussions with graduates, the faculty feel that the current curriculum in place is meeting the needs and expectations of the major and it's goals. However, the faculty will begin discussion of if and how to add a Strength and Conditioning course, as per the external reviewers suggestions, and also investigate if a Corporate Wellness Programming course can be added to the major. If one or both of these courses were to be added a decision would have to be made as to whether the major could "handle" this many required hours or would this be made an elective option within the major. The faculty will investigate these options and determine what route they'd like to go with the curriculum.

## **Plans for program improvement, including timeline**

Since the last 5 year review the Exercise Science major underwent a curriculum change that was approved in the spring of 2015. A summary of the curriculum changes that were implemented were

- renumbering of PHED 2216 & 2218 to 3314 & 3315 respectively and also PHED 3312 was added as a pre-requisite for each of these courses.
- Removing PHYS 1101 and add CHEM 1105 as an option to CHEM 1101
- Adding FOSM 1110 as an option to FOSM 1150
- A pre-requisite of C for various courses was implemented for students to progress through the major.

Currently the Exercise Science program undergoes an annual review as required by the University's assessment cycle for HLC. Any results of these changes will be reflected in this annual on-going review.

## **Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

Previous to this year students could make a D in an upper level major course and still graduate as long as they had an overall 2.0 in the major. This weakness has been addressed by the development of a C or above pre-requisite system developed within the major courses. As stated previously the faculty will begin investigating the prospect of adding 1 or 2 more courses, a Strength & Conditioning and Wellness/Health Promotion programming, to enhance the knowledge and potential employability of graduates.

### Five-year trend data on graduates and majors enrolled

| ACAD_YEAR | Majors |  | ACAD_YEAR | Graduates |
|-----------|--------|--|-----------|-----------|
| 2010-2011 | 147    |  | 2010-2011 | 22        |
| 2011-2012 | 149    |  | 2011-2012 | 25        |
| 2012-2013 | 172    |  | 2012-2013 | 20        |
| 2013-2014 | 183    |  | 2013-2014 | 37        |
| 2014-2015 | 164    |  | 2014-2015 | 29        |

### Summary of assessment model and how results are used for program improvement

A survey was administered to Graduates in the Fall of 2015 via US mail and e-mail. 27 surveys were returned and the results compiled. Below is a summary of Graduates views towards future employment and how prepared they felt they were (Questions #3 and 4 within the survey). A complete summary of the survey can be found in appendix II. These results indicate that the current curriculum is preparing students for either entry into the workplace within the field or further Graduate/Professional education. With the development of the new pre-req class flow the faculty feel that the program is improving and serving the interests of the students.

- 3) How would you assess the future employment prospects of this degree program?
- Strong, High Demand \_\_\_ 10
  - Moderate need \_\_\_ 6
  - Decreasing need \_\_\_ 4
  - Not sure \_\_\_ 3

4) When comparing yourself to others with similar education and experience, do you consider yourself:

More Qualified \_\_\_9

About same \_\_\_13

Less qualified \_\_\_1

Not sure \_\_\_

**Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)**

Table below indicates the number of students who have attended graduate school, and what type of graduate school, who graduated between 2010 - 2011 and 2014 - 2015 academic years.

|   |    |
|---|----|
| Physical Therapy  | 20 |
| Graduate School<br>(Various Masters<br>and Doctorate<br>Programs) | 14 |
| Occupational<br>Therapy   | 4  |
| Chiropractic School   | 3  |
| Physician Assistant   | 2  |
| Ph.D. Program   | 2  |
| Medical School  | 2  |
| Law School  | 1  |
| Pharmacy School   | 1  |
| OT/PT Joint<br>Program  | 1  |

Note: One student who graduated in May 2015 has been accepted to WVSOM for the Fall semester of 2016.

Final recommendations approved by governing board

## PROGRAM REVIEW

| FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE |   |
|---|---|
| Program:  | Exercise Science                                |
| School:   | School of Education, Health & Human Performance |
| Date:   |   |

### Program Catalog Description:

The Exercise Science major integrates the theories and practicalities of exercise physiology in preparing graduates for a career in this field. The program relies on a scientific core which allows the student to gain a complete understanding of human physiology and how exercise impacts that physiology. This understanding of the science of human movement/physiology is coupled with essential hands-on experiences that culminate in an internship in a health/fitness/wellness facility.

Graduates of this major are prepared to pursue careers in athletics programs, exercise/fitness centers, hospital wellness programs, corporate fitness programs, rehabilitation centers, and allied health areas. Additionally, the program prepares students for advanced study in related fields such as exercise physiology, physical therapy, occupational therapy, etc. Students also have the opportunity to actively participate in faculty research projects thus expanding their professional knowledge and abilities.

**VIABILITY (§ 4.1.3.1)**

**Enrollments**

| ACAD_YEAR | Applications | Accepted | Rejected | Withdrawn | Incomplete | Registered |
|-----------|--------------|----------|----------|-----------|------------|------------|
| 2010-2011 | 95           | 57       | 14       | 6         | 18         | 50         |
| 2011-2012 | 93           | 58       | 11       | 14        | 10         | 47         |
| 2012-2013 | 123          | 85       | 12       | 2         | 24         | 66         |
| 2013-2014 | 120          | 73       | 11       | 7         | 29         | 52         |
| 2014-2015 | 122          | 81       | 10       | 10        | 21         | 47         |
| Total     | 553          | 354      | 58       | 39        | 102        | 262        |

| ACAD_YEAR | Graduates |
|-----------|-----------|
| 2010-2011 | 22        |
| 2011-2012 | 25        |
| 2012-2013 | 20        |
| 2013-2014 | 37        |
| 2014-2015 | 29        |

|                         |                           |  |  |  |  |  |
|-------------------------|---------------------------|--|--|--|--|--|
| Applicants, graduates   | See Attached appendix III |  |  |  |  |  |
| Program courses         | NA                        |  |  |  |  |  |
| Service courses         | NA                        |  |  |  |  |  |
| Success rates Serv Crs  | NA                        |  |  |  |  |  |
| ext ed/off campus crses | NA                        |  |  |  |  |  |

| cost/student credit hour                         | Cost per Student FTE Major         |          |          |          |          |  |
|--|------------------------------------|----------|----------|----------|----------|--|
|  | 2010-11                            | 2011-12  | 2012-13  | 2013-14  | 2014-15  |  |
| College of Liberal Arts                          | \$4,330                            | \$4,307  | \$4,795  | \$5,030  | \$4,964  |  |
| College of Science & Technology                  | \$4,698                            | \$4,615  | \$4,946  | \$4,841  | \$5,026  |  |
| School of Business                               | \$2,543                            | \$2,852  | \$3,867  | \$4,101  | \$4,364  |  |
| School of Fine Arts                              | \$16,709                           | \$18,530 | \$17,025 | \$17,366 | \$21,710 |  |
| School of Education/Health & Human Performance   | \$2,402                            | \$2,418  | \$3,121  | \$3,593  | \$3,487  |  |
| School of Nursing & Allied Health Administration | \$5,250                            | \$5,403  | \$5,993  | \$13,015 | \$5,719  |  |
|  |                                    |          |          |          |          |  |
|  | Cost per Instructional Credit Hour |          |          |          |          |  |
|  | 2010-11                            | 2011-12  | 2012-13  | 2013-14  | 2014-15  |  |
| College of Liberal Arts                          | \$96.86                            | \$100    | \$94     | \$81     | \$79     |  |
| College of Science & Technology                  | \$163.59                           | \$164    | \$164    | \$153    | \$153    |  |
| School of Business                               | \$167.90                           | \$156    | \$156    | \$123    | \$107    |  |
| School of Fine Arts                              | \$186.38                           | \$166    | \$164    | \$160    | \$156    |  |
| School of Education/Health & Human Performance   | \$198.21                           | \$215    | \$205    | \$156    | \$155    |  |
| School of Nursing & Allied Health Administration | \$240.73                           | \$540    | \$196    | \$182    | \$181    |  |

## Liberal Studies Requirements Met

Form from Liberal Studies Attached here NA

## Assessment Requirements

Format developed by Assessment Committee attached here (program goals, assessment, goals being achieved, results for feedback)

The Exercise Science program faculty has adopted a continuous review/improvement model. This model aligns with the University's model and allows for the utilization of Program Reviewers from the Critical Friends Group. Following is the Review of the Exercise Science Program's Critical Review submitted in December of 2015.



Fairmont State University – Evaluative Rubric for Degree Program Assessment Cycle

Unit: School of Education, Health & Human Performance Degree Program: Exercise Science (B.S.)  
 Date Completed: 10 December 2015 Reviewer: R. K. Shannon

Note: Questions in bold font are fundamental questions contained in the HLC's statement on Student Learning, Assessment, and Accreditation.

| <p><b>Mission Statement</b><br/>                     Is the mission statement clear? Does it tie to and support the department, college, and university missions? Does it articulate the program's educational objectives? Is it made public?</p>   | <p><b>Absent</b><br/>                     The program's mission statement is not provided.</p> | <p><b>Emerging</b><br/>                     Mission statement is vague or unclear, and/or there is no relation to department, college and university missions, and/or mission is not communicated publicly.</p>             | <p><b>Target</b><br/>                     Mission statement is aligned with the department, college and university mission statements, references goals for student learning, and is published on the program's web site.</p>                            | <p><b>Exemplary</b><br/>                     The program's mission statement is aligned with the department, college, and university mission statements, it provides the basis for program objectives and student learning outcomes, and it is widely communicated.</p> |
|---|--|---|--|---|
| <p><b>Level and comment: Target</b><br/>                     Mission statement is clear and is aligned with school and university missions. It is not published on the program's web site. It is worded to clearly describe goals and outcomes for <i>graduates</i> of the program (e.g., "graduates will develop..."), rather than as a description of the mission of the <i>program</i> itself (e.g., "produce graduates who have...").</p> |  |   |  |   |
| <p><b>Program Goals</b><br/>                     Is the program clear about its goals for improvement? Do the goals address recruitment and retention?</p>  | <p>Program goals are absent.</p>   | <p>Program goals are stated but it is unclear how the goals will improve the program or goals have been confused with program outcomes.</p>   | <p>Program goals are clearly articulated and reflect the needs as determined by the program.</p>   | <p>Program goals are clearly articulated, a reflection of the identified needs of the program, and include recruitment and retention goals.</p>   |
| <p><b>Level and comment: Emerging</b><br/>                     Program goals are clearly stated, and are distinct from program outcomes, but do not specifically address how the goals will improve the program or increase recruitment and retention.<br/>                     Measures, targets, and implementation timeline are given for each goal.</p>   |  |   |  |   |
| <p><b>Program Outcomes</b><br/>                     Is the program clear about what it expects students to know or be able to do at the time of program completion? Are the educational objectives linked to the mission? Are learning outcomes measurable and linked to the objectives?<br/>                     HLC: Do the program outcomes align with mission statement?</p>  | <p>Program has not identified program outcomes or outcomes are not measurable.</p>             | <p>Program outcomes linked to mission, but some appear not to be student centered or do not reflect student achievement. Program outcomes not linked to objectives. The measurability of some outcomes is questionable.</p> | <p>Program outcomes reflect the program's mission. Number of outcomes is manageable. Outcomes are specific and measurable, identifying the essential knowledge, abilities, and dispositions that students are expected to demonstrate at graduation.</p> | <p>Program outcomes are appropriate for the degree level, national discipline standards have been considered in the development of the outcomes.</p>  |
| <p><b>Level and comment: Exemplary</b><br/>                     Wording/format of outcomes should be made consistent.</p>   |  |   |  |   |

|  | Absent  | Emerging  | Target  | Exemplary  |
|--|---|---|---|--|
| <p><b>Assessment Plans</b><br/>Is it clear how and when the program is measuring each SLO against an established targeted performance level? Is there at least one direct measure for each outcome?</p> <p><b>HLC: How do you ensure shared responsibility for assessment of student learning?</b></p> | <p>Measures are not identified, or are not linked to student learning outcomes, or indirect measures are not identified.</p> <p>Level and comments: Target/Exemplary.<br/>All measures are direct but most outcomes have only one measure. Assessment of each outcome is described in detail, and a multi-year assessment plan given.</p> | <p>Measures are linked to specific program outcomes. Direct measures are not used for most outcomes; indirect measures primarily used. Program relies on a single measure for most outcomes. Timetable is not clear.</p> <p>Level and comments: Exemplary</p> | <p>Multiple measures are used and linked to specific outcomes. Both direct and indirect methods used, with at least one direct measure for most outcomes.</p> <p>Targets for student achievement are identified, but maybe too high or low.</p> <p>Implementation timeline is not developed for a three-year cycle.</p> | <p>The program has a fully described, sustainable, multi-year assessment plan that explains when and how each outcome will be assessed. Assessment methods are explained and there is at least one direct measure for each learning outcome.</p> <p>Targets for student achievement are realistic.</p> <p>Implementation timeline is fully developed for a three-year cycle.</p> |
| <p><b>Assessment Findings:</b> Are findings for each outcome reported? Does the program indicate if the targeted performance has been met? Is there</p>  | <p>Findings are not reported or are vague and not linked to specific outcomes. Findings are not reported.</p> <p>Level and comments: Target</p>   | <p>Findings are reported for most outcomes, but are vague or primarily based on indirect measures, and are not</p>  | <p>Evidence collected according to assessment plan. Findings reported and explained. The process for the analysis.</p>  | <p>Assessment data are systematically reviewed by program faculty. Findings for several assessment</p>   |

HLC: In what ways do you inform the public and other stakeholders about what and how well your students are learning?

|  |  |  |   |   |
|--|--|--|---|---|
| evidence of faculty discussions concerning the findings?<br>HLC: What evidence do you have that students achieve your stated SLOs?   | not shared with program faculty for analysis and discussion. | explained. No evidence of faculty discussions of the evidence. | interpretation, and discussion of the findings is clear and documented. | cycles explained, patterns and trends identified. |
| <p>Level and comment: Emerging/Target<br/> A few measures do not have findings. It is not clear whether reflections and recommendations were arrived at through discussion among faculty members or represent the perspective of a single individual. The Program Assessment Report Worksheet is buried within Program Goal 1 (Employment/Education) of the Program Action Plan and Status Report sections in TaskStream. It may be more appropriate to include it in the Additional Documentation section or the Overview section for the 2014-2015 Assessment Cycle.</p> |  |  |   |   |

**Other TaskStream progress:**

| Assessment Task    | Present?           | Comments on progress  |
|--------------------|--------------------|---|
| Curriculum Mapping | No                 |   |
| Action Plan        | Has been initiated | The faculty have completed a Program Assessment Report Worksheet, but it is buried within Program Goal 1 (Employment/Education) of the Program Action Plan and Status Report sections in TaskStream. It may be more appropriate to include it in the Additional Documentation section or the Overview section for the 2014-2015 Assessment Cycle. |
| Status Report      | Has been initiated | The faculty have completed a Program Assessment Report Worksheet, but it is buried within Program Goal 1 (Employment/Education) of the Program Action Plan and Status Report sections in TaskStream. It may be more appropriate to include it in the Additional Documentation section or the Overview section for the 2014-2015 Assessment Cycle. |

Several aspects of the reporting have been improved upon since the previous assessment cycle.

## Adjunct use

Two courses, PHED 3314 and PHED 3315 are taught by an adjunct professor.

## Graduation/Retention Rates

Report using common data base attached here

| <b>TERM</b>           | <b>FIRST_TIME_FULL_<br/>TIME_STUDENTS</b> | <b>RETURNED_NEX<br/>T_FALL</b> | <b>RETENTION<br/>_RATE</b> |
|-----------------------|---|--------------------------------|----------------------------|
| Fall Semester<br>2010 | 11  | 7                              | 64%                        |
| Fall Semester<br>2011 | 14  | 10                             | 71%                        |
| Fall Semester<br>2012 | 21  | 13                             | 62%                        |
| Fall Semester<br>2013 | 17  | 12                             | 71%                        |
| Fall Semester<br>2014 | 21  | 10                             | 48%                        |
| <b>ACAD_YEAR</b>      | <b>Majors</b>                             | <b>Graduates</b>               |                            |
| 2010-2011             | 147                                       | 22                             |                            |
| 2011-2012             | 149                                       | 25                             |                            |
| 2012-2013             | 172                                       | 20                             |                            |
| 2013-2014             | 183                                       | 37                             |                            |
| 2014-2015             | 164                                       | 29                             |                            |

## Previous Program Review Results

Change of PHED 2216 & 2218 to “after” Ex Phys. Also renumbered PHED 2216 to 3314 and 2218 to 3315.

Development of C pre-reqs to progress through program

CHEM 1101 or CHEM 1105 due to # of students attending able to go straight to CHEM 1105 and pre-reqs for further schools/schooling

## **ADEQUACY (§ 4.2.4.2)**

## Program Requirements:

|                 |       |        |  |
|-----------------|-------|--------|--|
| Liberal Studies | 32-42 | 36_hrs | List<br>Attribute IA – Critical Analysis 3<br>Any Course from IA (ENGL 1108<br>Recommended)<br>Attribute IB – Quantitative Literacy 3<br>Any course from IB<br>Attribute IC – Written Communication 3<br>Any Course from IC (ENGL 1104<br>Recommended)<br>Attribute ID – Teamwork 3<br>Any course from ID (RECR 1141<br>Recommended)<br>Attribute IE – Information Literacy X<br>Any Course from IE (ENGL 1108 or<br>EDUC 2201 Recommended)<br>Attribute IF – Technology Literacy 3<br>Any course from IF (EDUC 2201<br>Recommended)<br>Attribute IG – Oral Communication 3<br>COMM 2200 or 2201 or 2202<br>Attribute III – Citizenship 3<br>Any Course from III<br>Attribute IV – Ethics X<br>COMM 2200 or 2201 or 2202<br>Attribute V – Health 2<br>PHED 1100<br>Attribute VI – Interdisciplinary 3<br>Any Course from VI<br>Attribute VIIA – Arts 3<br>Any course from VIIA<br>Attribute VIIB – Humanities 3<br>Any course from VIIB<br>Attribute VIIC – Social Sciences 3<br>Any course from VIIC (PSYC 1101 or<br>SOCY 1110 Recommended)<br>Attribute VIID - Natural Science 4-5<br>CHEM 1101 or 1105 (Major/Required<br>Course)<br>Attribute VIII – Cultural Awareness 3<br>Any Course from VIII<br>Additional General Studies hours X |
|-----------------|-------|--------|--|

|  |         |                 |  |
|--|---------|-----------------|--|
| Major  | 32-65   | <u>48</u> hrs   | List CHEM 1101 General Chemistry I<br>or<br>CHEM 1105 Chemical Principles 4<br>HLTA 1150 Intro. to Health Education 3<br>FOSM 1110 Nutrition<br>or<br>FOSM 1150 Sports Nutrition 3<br>PHED 1100 Fitness & Wellness 2<br>PHED 1121 Intro Sem. 2<br>PHED 2200 Accident Analysis 2<br>PHED 2211 Anatomy & Phys 4<br>PHED 3312 Phys. Of Exercise 3<br>PHED 3313 Biomechanics 3<br>PHED 3314 Group Fitness 2<br>PHED 3315 Adv. Personal Trng 3<br>PHED 3316 fitness Assessment 3<br>PHED 3317 Clinical Applications 3<br>PHED 3318 Sports Social Psych 2<br>PHED 4400 Research methods 3<br>PHED 4410 Research Design 3<br>PHED 4420 Internship 3 |
| Electives  | min 21  | <u>    </u> hrs |  |
| TOTAL  | max 128 | <u>    </u> hrs |  |
| Programs not meeting the above requirements must request a continuation of their exception with a justification below: |         |                 |  |
| Complete description of course attached in Appendix III.   |         |                 |  |

Faculty Data

|                                   |
|-----------------------------------|
| Faculty Data Sheets Attached Here |
|-----------------------------------|

Faculty Data

(No more than TWO pages per faculty member)

Name *Jessica (Brown) Alsup* Rank *Assistant Professor*  
 Check One: Full time  Part Time  Adjunct  Grad. Asst.   
 Highest Degree Earned *PhD* Date Degree Received *August 2013*  
 Conferred by *Springfield College* Area of specialization *Exercise Science*  
 Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution 2  
 Years of employment in higher education 6 Yrs of related experience outside higher ed 4  
 Non-teaching experience  
*Alpine Knee Clinic The Works Family Health and Fitness Center*  
*Holderness, NH Somersworth, NH*  
*2008 – 2009 2006 - 2010*  
*Position: Research Technician Position: NSCA Certified Personal Trainer*

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.

(b)

| <u>Year/Semester</u> | <u>Course Number &amp; Title</u> | <u>Enrollment</u>  |
|----------------------|----------------------------------|--|
| <i>Fall 2013</i>     | <i>PHED 3317</i>                 | <i>Clinical Applications of Exercise Physiology</i>      |
| <i>Fall 2013</i>     | <i>PHED 4400</i>                 | <i>Research Methodology</i>                              |
| <i>Fall 2013</i>     | <i>PHED 4420</i>                 | <i>Exercise Science Internship</i>                       |
| <i>Fall 2013</i>     | <i>PHED 6405</i>                 | <i>Laboratory Techniques of Health Promotion/ Ex Sci</i> |
| <i>Spring 2014</i>   | <i>PHED 3317</i>                 | <i>Clinical Applications of Exercise Physiology</i>      |
| <i>Spring 2014</i>   | <i>PHED 4410</i>                 | <i>Research Design</i>                                   |
| <i>Spring 2014</i>   | <i>PHED 4420</i>                 | <i>Exercise Science Internship</i>                       |
| <i>Spring 2014</i>   | <i>PHED 6480</i>                 | <i>Seminar in Exercise Science</i>                       |
| <i>Summer 2014</i>   | <i>PHED 4420</i>                 | <i>Exercise Science Internship</i>                       |
| <i>Summer 2014</i>   | <i>PHED 1100</i>                 | <i>Fitness and Wellness</i>                              |
| <i>Fall 2014</i>     | <i>PHED 3317</i>                 | <i>Clinical Applications of Exercise Physiology</i>      |
| <i>Fall 2014</i>     | <i>PHED 4400</i>                 | <i>Research Methodology</i>                              |
| <i>Fall 2014</i>     | <i>PHED 4420</i>                 | <i>Exercise Science Internship</i>                       |
| <i>Fall 2014</i>     | <i>PHED 6405</i>                 | <i>Laboratory Techniques of Health Promotion/ Ex Sci</i> |
| <i>Spring 2015</i>   | <i>PHED 3317</i>                 | <i>Clinical Applications of Exercise Physiology</i>      |
| <i>Spring 2015</i>   | <i>PHED 4410</i>                 | <i>Research Design</i>                                   |
| <i>Spring 2015</i>   | <i>PHED 4420</i>                 | <i>Exercise Science Internship</i>                       |
| <i>Spring 2015</i>   | <i>PHED 6480</i>                 | <i>Seminar in Exercise Science</i>                       |

- (b) If degree is not in area of current assignment, explain. *N/A*

- (c) Identify your professional development activities during the past five years.  
*2014 American College of Sports Medicine- National Meeting & World Congress on Exercise Is Medicine- Orlando, FL*

*2012 American College of Sports Medicine- National Meeting & World Congress on Exercise Is Medicine- San Francisco, CA*

2011 New England American College of Sports Medicine - Regional Chapter Meeting- Providence, RI

2011 American College of Sports Medicine- National Meeting & World Congress on Exercise Is Medicine - Denver, CO

2010 New England American College of Sports Medicine - Regional Chapter Meeting- Providence, RI

- (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.  
*Staying up to date on current research that is relevant to the courses I teach in order to develop instructional activities and assessment.*
- (f) List professional books/papers published during the last five years.  
# Refereed Abstracts  
% Poster Presentation  
^ Presentation  
\* FSU Student paper
- # % **Brown, J. C.**, Laamann, L. R., Pollard, N. E., Shultz, S. L., Grannis, D. J., Matthews, T. D. & Paolone, V. J. (2012). The effect of wearing a cooling vest between two heated exercise bouts on core temperature. *Medicine and Science in Sports and Exercise*, 44(5), S322.
- # Pollard, N. E., **Brown, J. C.**, Laamann, L. R., Carmichael, R. D., Matthews, T. D. & Paolone, V. J. (2012). Effects of a carbohydrate containing beverage on thermoregulatory parameters during endurance exercise in a thermoneutral environment. *Medicine and Science in Sports and Exercise*, 44(5), S422 .
- # Van Langen, D., **Brown, J.**, Carmichael, R., Pollard, N., Schultz, S., Sheehan, D., Matthews, T. & Paolone, V. (2012). Menstrual cycle effect on metabolic acidosis during high intensity intermittent exercise. *Medicine and Science in Sports and Exercise*, 44(5), S706.
- ^ **Brown, J.** (2011, October). *Female athletes and amenorrhea: a review*. PowerPoint presented at the Massachusetts Association for Health, Physical Education, Recreation and Dance Conference, Worcester, MA.
- # % **Brown, J.**, Laamann, L., Ward, M., Mertens, E., Matthews, T. & Paolone, V. (2014). The effect of posture on physiological parameters in NCAA division III college field hockey Players. *Medicine and Science in Sports and Exercise*, 46 (5), S539.
- # Mertens, E., D'Eon, S., Stroiney, D., **Brown, J.**, & Paolone, V. (2014). Physiological parameters for the prediction of 5k performance for female endurance runners. *Medicine and Science in Sports and Exercise*, 46(5), S730.
- # Laamann, L., **Brown, J.**, Pollard, N., D'Eon, S., Carney, L., Matthews, T., & Paolone, V. (2014). Barefoot versus shod Versus minimalist shoe effect on performance during a maximal treadmill running test. *Medicine and Science in Sports and Exercise*, 46 (5), S732.
- # Mertens, E., D'Eon, S., Stroiney, D., **Alsup, J.** Matthews, T., & Paolone, V. (2015) Skinfold Thickness as a Predictor of 5k Performance for Trained, Female Runners. *Medicine and Science in Sports and Exercise*.
- #\*Falkenklaus, J., **Alsup, J.**, Ryan, M., & Reneau, P. (2015) . Effect of Caffeine and Rest Time on Repeated Sprint Running Performance. *Medicine and Science in Sports and Exercise*.
- #\*Sena, N., **Alsup, J.**, Kiefer, K., Ryan, M., & Reneau, P. (2015). Fitness Level Changes During an Acrobatic & Tumbling Season. *Medicine and Science in Sports and Exercise*.
- (g) List externally funded research (grants and contracts) during the last five years. N/A



Faculty Data

(No more than TWO pages per faculty member)

Name Janie M. Leary Rank Assistant Professor

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

Highest Degree Earned PhD Date Degree Received December 2011

Conferred by West Virginia University

Area of specialization Public Health-Social and Behavioral Health Sciences

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution 3  
 Years of employment in higher education 4 Yrs of related experience outside higher ed 10+

Non-teaching experience

- Multi-site, multi-state health research project management
- Grants management for various universities and non-profit agencies
- Graduate Research Assistant coordinating studies related to health promotion

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.

| <u>Year/Semester</u> | <u>Course Number &amp; Title</u>                              | <u>Enrollment</u> |
|----------------------|---|-------------------|
| 2016/Spring          | HLTA 1150 Intro to Health Professions (3 credits)             | 26                |
| 2016/Spring          | HLTA 2210 Disease Etiology (3 credits)                        | 16                |
| 2016/Spring          | HLTA 3360 Communication Tech. for Health Profess. (2 credits) | 20                |
| 2016/Spring          | HLTA 4410 Research Design(3 credits)                          | 8                 |
| 2016/Spring          | HLTA 4451/4452 Internship (4 credits)                         | 7/7               |
| 2015/Fall            | HLTA 1150 Intro to Health Professions (3 sections; 3 credits) | 96                |
| 2015/Fall            | HLTA 2210 Disease Etiology (3 credits)                        | 15                |
| 2015/Fall            | HLTA 4410 Research Methods (3 credits)                        | 8                 |
| 2015/Fall            | HLTA 4451/4452 Internship (4 credits)                         | 5/5               |
| 2015/Spring          | HLTA 1150 Intro to Health Professions (2 sections; 3 credits) | 53                |
| 2015/Spring          | HLTA 2210 Disease Etiology (3 credits)                        | 16                |
| 2015/Spring          | HLTA 1199 Internship (6 credits)                              | 2                 |
| 2015/Spring          | HLTA 4450 Internship (4 credits)                              | 2                 |
| 2014/Fall            | HLTA 1150 Intro to Health Professions (3 sections; 3 credits) | 81                |
| 2014/Fall            | HLTA 2210 Disease Etiology (3 credits)                        | 7                 |
| 2014/Fall            | HLTA 1100 Personal Health (2 credits)                         | 24                |
| 2014/Fall            | HLTA 3360 Communication Tech. for Health Profess. (2 credits) | 6                 |

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

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

- 2016 Allies Supporting Autism Spectrum Diversity training
- 2015 Mental Health First Aid USA training
- 2014 Certified Health Education Specialist
- 2013 Certified Clinical Research Professional
- 2011 Graduated with PhD

- (d) List award/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.
- 2015 Health Promotion: Nutrition and Physical Activity presentations for the WV National Guard's community outreach. July 2015. Fairmont, WV
  - 2013 Communication & Consent: IRB & Clinic Perspectives. Panel presentation for the Office of Adolescent Health, Administration on Children, Youth and Families' and Centers for Disease Control and Prevention/Division of Reproductive Health's Third Annual Teenage Pregnancy Prevention Conference. May 20-22, 2013.
  - 2013 Teen Video Study. Wheeling-Ohio County Annual Public Health Conference. June 28, 2013, Oglebay Resort, WV.
  - 2011 Community-Based Participatory Research: WV Health Needs Assessment. West Virginia State Health Education Council Conference. April 12-14, 2011.
  - 2011 Decide to Care for YOU : A Pilot Study. West Virginia State Health Education Council Conference. April 12-14, 2011.
- (e) Indicate any other activities which have contributed to effective teaching.
- 2015 Campus Collaborative for Recruitment & Retention (CCRR)-Statistical Analysis Subcommittee-opens dialogue with students about how to improve their college experience.
  - 2014 CASA- Court Appointed Special Advocate (advocate for children in the foster care system). Provide additional experience in the local community. Brings real-life information to the classroom.
- (f) List professional books/papers published during the last five years.
- Moilanen, KL, **Leary, JM.**, Watson, S. M., & Ottley, J. (2015). Predicting age of sexual initiation: Family-level antecedents in three ethnic groups. *Journal of Early Adolescence*.
  - Lilly, CL, Bryant, LL, **Leary, JM**, Vu, MB, Hill-Briggs, F, Samuel-Hodge, CD (2014). Evaluation of the Effectiveness of a Problem-Solving Intervention Addressing Barriers to Cardiovascular Disease Prevention Behaviors in 3 Underserved Populations: Colorado, North Carolina, West Virginia, 2009. *Preventing Chronic Disease*, 11, E32.
  - Leary, JM**, Ice, C, Dino, G, Loprinzi, P, Cottrell, L (2013) Parental influences on 7-9 year olds' physical activity: A Conceptual Model. *Preventive Medicine*, 56:5, 341-344.
  - Leary, JM**, Ice, C, Neal, W, Cottrell, L. (2013) Parent and child weight status predict weight related behavior change. *Journal of Communication in Healthcare*. 6(2), 115-121. doi:10.1179/1753807612Y.0000000021
  - Stubbs, VT\*, **Leary, JM**, & Murray, PJ (2013) Adults' Perceptions About Adolescent Health Education Research Participation. *Journal of Adolescent Health* 52: 2, Suppl 1, S94-S95 (published abstract) doi: 10.1016/j.jadohealth.2012.10.223
  - Loprinzi, PD, Schary, D, Beets, MW, **Leary, JM**, & Cardinal, BJ (2013). Association between hypothesized parental influences and preschool children's physical activity behavior. *American Journal of Health Education*. 44:1. 9-18. doi:10.1080/19325037.2012.749685
  - Murphy, E, Ice, C, McCartney, K, **Leary, JM**, & Cottrell, L. (2012). Is parent and child weight status associated with decision making regarding nutrition and physical activity opportunities? *Appetite*, 59(2), 563-569. doi: 10.1016/j.appet.2012.06.006
  - Leary, JM**, Gaines, SK, Baldwin, D, Wold, JL, & Ice, C. (2012) A missing link: Determining population and sample sizes. *Commune Bonum*.2: 30-32.
  - Leary, JM**, Ice, C, & Cottrell, L. (2012) Adaptation and cognitive testing of physical activity measures for use with young, elementary-aged children and their parents. *Quality of Life Research*. 21(10):1815-1828. doi: 10.1007/s11136-011-0095-1
  - Watson, SM\* & **Leary, JM**. (2012) Perceptions of Parent-Teen Communication in Relation to Current Sexual Behavior and Pregnancy Prevention. *McNair Research Abstracts*. <http://mcnair.wvu.edu/research-abstracts>
  - Leary, JM**, Adams, D, Gaines, SK, Wold, JL, & Mink, M. (2008) Measurement of activity preferences of preschoolers and caregivers. *Education & Health* 24(4): 67-68.
- (g) List externally funded research (grants and contracts) during the last five years.

Faculty Data  
(No more than TWO pages per faculty member)

Name Amanda Metcalf Rank Assistant Professor

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

Highest Degree Earned Ph.D. Date Degree Received 5/2010

Conferred by West Virginia University

Area of specialization Kinesiology

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution 2  
 Years of employment in higher education 11 Yrs of related experience outside higher ed 6  
 Non-teaching experience 6

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.

| <u>Year/Semester</u> | <u>Course Number &amp; Title</u>                                   | <u>Enrollment</u> |
|----------------------|--|-------------------|
| 2013/Fall            | PHED 1100 – Fitness & Wellness                                     | 29                |
|                      | PHED 1121 – Introductory Seminar in Human Movement<br>(2 sections) | 49 (27, 22)       |
|                      | PHED 2243 – Teaching of Team Passing Sports                        | 8                 |
|                      | PHED 2244 – Teaching of Net-Wall Sports                            | 6                 |
| 2014/Spring          | PHED 1121 – Introductory Seminar in Human Movement                 | 26                |
|                      | PHED 2243 – Teaching of Striking & Target Sports                   | 7                 |
|                      | PHED 2244 – Teaching of Net-Wall Sports                            | 8                 |
|                      | PHED 3324 – Performance Based Assessment                           | 4                 |
| 2014/Fall            | PHED 1100 – Fitness & Wellness (2 sections)                        | 50 (25, 25)       |
|                      | PHED 2244 – Teaching of Net-Wall Sports                            | 9                 |
|                      | PHED 3356 – Administration of Athletic Coaching                    | 24                |
| 2015/Spring          | PHED 1100 – Fitness & Wellness                                     | 26                |
|                      | PHED 2244 – Teaching of Net-Wall Sports                            | 8                 |
|                      | PHED 3324 – Performance Based Assessment                           | 1                 |

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

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

**Professional Development Workshops & Service Presentations**

**Metcalf, A. A.** (2014, May). *iPad Integration: Using TeacherKit.*

**Metcalf, A. A.** (2014, April). *Integrating Technology in the Classroom and Gymnasium at FSU*

**Metcalf, A. A.** (2012, September). *Fitnessgram Testing Protocol*

**Metcalf, A. A.** (2012, October). *Utilization of Heart Rate Monitors in Physical Education.* Grades 6-8 physical education teachers professional development workshop, presented at Warrensburg Middle School. Warrensburg, MO.

**Metcalfe, A. A.** (2012, February). *Fitnessgram: Concepts in Action*. One-day K-12 physical education teacher professional development workshop, presented at the University of Central Missouri.

**Metcalfe, A. A.** (2011, November). *Physical Best S.M.A.R.T. Goal Setting Workshop*. Workshop presented at Becky-David Elementary School for the Francis Howell School District, St. Charles, MO.

#### **Professional Development Activities Attended**

|                 |   |
|-----------------|---|
| February, 2015  | Using Technology to Motivate Physical Activity Webinar  |
| April, 2015     | Teaching with Technology Series: Checking for Understanding with Technology In and Out of The Classroom |
| July, 2014      | Critical Friends Faculty Assessment Academy   |
| February, 2013  | Central Degree Training (Degree Audit Programs of Study)  |
| October, 2012   | Missouri Educator Evaluation System Workshop  |
| September, 2012 | Presidential Youth Fitness Program 101: Understanding the Basics  |
| September, 2012 | ACE Integrated Fitness Training (ACE IFT) Model for Exercise Program Design                             |
| September, 2012 | The Impact of New and Social Media on College Athletic Communications                                   |
| June, 2012      | Fascia Training: New Assessments and Strategies for Optimal Mobility and Strength                       |
| March, 2012     | NASPE/NCATE Program Reviewer Training   |
| April, 2012     | The Educators Tablet  |
| February, 2012  | Strength Training in High School Settings   |
| February, 2012  | Archery in the Schools Instructor Trainer Course  |
| September, 2011 | Xtender Training for Advisors   |
| May, 2011       | Helping Your Students Become Their Physical Best  |
| March, 2011     | Physical Best/FITNESSGRAM Instructor Certification Training   |
| February, 2011  | Data Driven Decision Making (Part 2)  |

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

-Faculty Research Day Award – 2<sup>nd</sup> Place (2013). Juried selection of *History, Philosophy, and Sociology Recommendations for Physical Education Teacher Education* in the category of Education, Health, and Human Service. University of Central Missouri Center for Teaching and Learning.

-(2012, April 9). Fitness data input and analysis (presentation to senior undergraduate physical education majors). University of Central Missouri: Warrensburg, MO.

-(2011, March 24). Panel Member: Pursuing advanced degrees, master's and beyond (presentation to McNair Scholars). University of Central Missouri: Warrensburg, MO.

-(2010, April 1). Job interview skills (presentation to senior undergraduate physical education majors). West Virginia University: Morgantown, WV.

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

I incorporate the information gained from the following into my course lectures: attending professional conferences, remaining updated on current research, my personal research studies, and reading scholarly books.

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

#### **Peer Reviewed**

Ross, S. M., **Metcalfe, A. A.**, Bulger, S. M., & Housner, L. D. (2014). Modified Delphi investigation of motor learning and development in physical education teacher education. *Research Quarterly for Exercise and Sport*, 85:3 (312-329).

**Metcalfe, A. A.** (2013). *History, Philosophy, and Sociology Recommendations for Physical Education Teacher Education*. University of Central Missouri, Center for Teaching and Learning.

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

Faculty Data

(No more than TWO pages per faculty member)

Name Paul Reneau Rank Professor

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

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

Conferred by University of Alabama

Area of specialization Exercise Physiology

Professional registration/licensure \_\_\_\_\_

Years of employment at present institution 13

Years of employment in higher education 24

Years of related experience outside higher ed 5

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.

| <u>Year/Semester</u> | <u>Course Number &amp; Title</u>     | <u>Enrollment</u> |
|----------------------|--------------------------------------|-------------------|
| Spring 2015          | PHED 3312 Physiology of Exercise     | 33                |
|                      | PHED 4400 Research Methods           | 22                |
|                      | PHED 6406 Graduate Statistics        | 8                 |
| Fall 2014            | PHED 3312 Physiology of Exercise     | 25                |
|                      | PHED 4410 Research Design            | 8                 |
|                      | PHED 6412 Graduate Physiology of Ex. | 10                |
| Spring 2014          | PHED 3312 Physiology of Exercise     | 30                |
|                      | PHED 3313 Biomechanics               | 18                |
|                      | PHED 4400 Research Methods           | 10                |
|                      | PHED 6406 Graduate Statistics        | 5                 |
| Fall 2013            | PHED 3312 Physiology of Exercise     | 26                |
|                      | PHED 3313 Biomechanics               | 36                |
|                      | PHED 4410 Research Design            | 13                |
|                      | PHED 6412 Graduate Physiology of Ex. | 3                 |

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

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

Attended National American College of Sportsmedicine Meeting 2011, 2012, 2013

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

Recipient "Harold & Roslyn Williamson Straight Teaching Award" Spring 2015, nominated by student.

Nominated for:

"William A. Boram Teaching Award" Spring 2015, nominated by student

"Faculty Recognition Teaching Award" Spring 2015, nominated by 3 students.

"Boram Teaching" Award Spring 2013, nominated by colleague.

Guest Lecturer Anatomy & Physiology Class Grafton High School, Spring 2011, 12, 13.

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

While attending conferences I have attended sessions that have given me the latest research on the field of Ex. Phys. and I've incorporated this knowledge into my classes.

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

Publications:

Bice, Matthew; Hanson, Nicholas J.; Eldridge, James A.; Reneau, Paul; and Powell, Douglas W. (2011) "Neuromuscular Adaptations in Elderly Adults Are Task-Specific during Stepping and Obstacle Clearance Tasks.," *International Journal of Exercise Science*: Vol. 4: Iss. 1, Article 9.  
Available at: <http://digitalcommons.wku.edu/ijes/vol4/iss1/9>

Pierce, R. & Reneau, P. (2011). Playing Catch Up 2.0: How a Professional Learning Community Instructional Model Assists Adult Students. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 3322-3327). Chesapeake, VA: AACE.

National Presentations and/or Published Abstracts:

\***Falkenklaus, J.**, Alsup, J., Ryan, M., Reneau, P. (2015) Effect of Caffeine and Rest Time on Repeated Sprint Running Performance. American College of Sports Medicine Meeting, San Diego, CA.#

\***Sena, N.**, Alsup, J., Kiefer, K., Ryan, M., Reneau. (2015) Fitness Level Changes During an Acrobatic & Tumbling Season. American College of Sports Medicine Meeting, San Diego, CA.#

\***Delawder, V.**, Reneau, P., Ryan, M. J., (2014) The Optimal Gear for Recreational Cyclists Using Equal Power Outputs. American College of Sports Medicine Meeting, Orlando, FL.#

**Bold Print** indicates Fairmont State University Graduate or Undergraduate student

\* Student Author

# Published Abstract

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

Faculty Data

(No more than TWO pages per faculty member)

Name Susan M. Ross

Rank: Assistant Professor

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

Highest Degree Earned: PH.D

Date Degree Received: August, 2010

Conferred by: West Virginia University

Area of specialization: Physical Education Teacher Education

Professional registration/licensure Health Education Teaching Licensure, Physical Education Teaching Licensure

Yrs. of employment at present institution 1

Years of employment in higher education 5 years full-time; 2 years graduate teaching; 2 years adjunct

Yrs of related experience outside higher ed 15

Non-teaching experience: 2 years

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.

| <u>Year/Semester</u> | <u>Course Number &amp; Title</u>                    | <u>Enrollment</u> |
|----------------------|---|-------------------|
| Fall, 2014           | PHED 1121-01: Intro Seminar in Human Movement       | 23                |
| Fall, 2014           | PHED 1121-02: Intro Seminar in Human Movement       | 26                |
| Fall, 2014           | PHED 3313-01: Biomechanics                          | 24                |
| Fall, 2014           | PHED 1100-06: Fitness and Wellness                  | 24                |
| Spring, 2015         | PHED 1121-01: Intro Seminar in Human Movement       | 24                |
| Spring, 2015         | PHED 3313-01: Biomechanics                          | 25                |
| Spring, 2015         | PHED 3318: Sport Social Psychology                  | 27                |
| Spring, 2015         | PHED 6419: Impact of Exercise on Health and Disease | 5                 |

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

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

- **Ross, S. M.** (2012). *Pathways to HLC accreditation: Evidence-based requirements for departmental programs*. Professional development session for undergraduate and graduate program coordinators presented at the University of Central Missouri.

- **Ross, S. M.** (2012). *Motor development and learning: Concepts in Action*. One-day K- 12 physical education teacher professional development workshop presented at the University of Central Missouri
- *NASPE PIPEline Workshop: PE Metrics*. Workshop Session 117 (March, 2012). AAHPERD National Convention, Boston, MA.
- *Video on Demand (April, 2012)*. Center for Information Technology and Instruction. UCM sponsored event.
- *NASPE/NCATE Workshop: Program Report Reviewer Training (March, 2011)*. AAHPERD National Convention, San Diego, CA.
- *NASPE/NCATE Workshop: Initial PETE Standards Program Report Preparation (March, 2011)*. AAHPERD National Convention, San Diego, CA.
- *NASPE/NCATE Workshop: Aligning Assignments, Assessments, and Rubrics for Initial PETE Standard (March, 2011)*. AAHPERD National Convention, San Diego, CA.

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

- Scholar Award (October, 2014). WV Association for Health, Physical Education, Recreation, & Dance Award presented for outstanding scholarly work, presentations, and active service to the areas of health, physical education, recreation and dance.
- Nominated by colleagues and administration for the Governor's Award for Excellence in Teaching Candidate in recognition of an outstanding faculty member in higher education at a 4-year institution (Fall, 2012)
- Nominated by the chair for the outstanding Scholarship Faculty Award Candidate in recognition of outstanding scholarship/creativity by a faculty member in the College of Health, Science, and Technology. (Spring, 2013)

(e)

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

**Ross, S. M., Metcalf, A. A., Bulger, S. M., & Housner, L. D.** (2014). Modified Delphi investigation of motor learning and development in physical education teacher education. *Research Quarterly for Exercise and Sport*, 85(3), 316-329.

**Ross, S. M.** (2013). Pre-K physical education: Universal initiatives and teacher preparation recommendations. *Quest*, 65(1), 1-13.

**Ross, S. M.** (2010). *Recommendations for biomechanics in the physical education teacher education curriculum*. (Doctoral dissertation, West Virginia University, Morgantown, WV). 225 pp.

**Ross, S. M., & Metcalf, A. A.** (2009). *Introduction to the theme areas: Research on teaching physical education and teacher and student cognition*. In L.D. Housner, M.W. Metzler, P.G. Schempp, & T.J. Templin (Eds.), *Historical Traditions and Future Directions for Research on Teaching and Teacher Education in Physical Education*. West Virginia University Fitness Information Technology: Morgantown, WV.

### **Peer Reviewed Presentations**

**Ross, S. M., Talifiarro, A., & Metcalf, A. A. (2014, October)**. Integrating movement analysis technology in the physical education teacher education curriculum. General Session



presented at the annual state convention of the *West Virginia Association for Health, Physical Education, Recreation, and Dance* (WVAHPERD). Flatwoods, WV.

Metcalf, A. A., & Ross, S. M. (2013, April). *History, Philosophy, and Sociology Recommendations for Physical Education Teacher Education*. Poster Session presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). Charlotte, NC.

Ross, S. M. (2012, November). *Stages of skill acquisition: Implications for practitioners*. Session presented at the Missouri Alliance for Health, Physical Education, Recreation and Dance (MOAPHERD) State Convention. Lakes Ozarks, MO.

Ross, S. M. (2012, March). *Writing winning NASPE proposals for convention*. Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) National Convention. Boston, MA. [Accepted, Convention cancelled]

Ross, S. M., & Metcalf, A. A. (2012, January). *A multidisciplinary approach to identifying a biomechanics core for PETE*. Paper presented at the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). San Diego, CA.

Metcalf, A. A. & Ross, S. M. (2012, January). *Identifying a history, philosophy, and sociology of sport core for PETE: A multidisciplinary approach*. Paper presented at the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). San Diego, CA.

Ross, S. M., Metcalf, A. A., Bulger, S. M., & Housner, L. D. (2011, April). *Recommendations for motor development and learning in physical education teacher education*. Poster session presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). San Diego, CA.

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

Talifiarro, A., & Ross, S. (2014). Integrating movement analysis technology in the physical education teacher education curriculum. Submitted to the *WV College of Physical Activity and Sport Sciences*, Dr. Sara Cree Endowment (Funded, \$6,418.38)

Faculty Data

(No more than TWO pages per faculty member)

Name - Michael J. Ryan Rank - Associate Professor of Exercise Science

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

Highest Degree Earned Ph.D. Date Degree Received - May 2010

Conferred by West Virginia University

Area of specialization – Exercise Physiology

Professional registration/licensure \_\_\_\_\_

Yrs. of employment at present institution 6

Years of employment in higher education 6

Yrs of related experience outside higher ed 3

Non-teaching experience Women's Cross Country and Track & Field Coach at George Mason University

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.

| <u>Year/Semester</u> | <u>Course Number &amp; Title</u>                          | <u>Enrollment</u> |
|----------------------|---|-------------------|
| Fall 2013            | PHED 1100 Fitness & Wellness -2hrs- Honors                | 12 students       |
| Fall 2013            | PHED 1100 Fitness & Wellness-2hrs– Co-taught/mentored     | 31 students       |
| Fall 2013            | PHED 2211 Anatomy & Physiology -4hrs                      | 37 students       |
| Fall 2013            | PHED 2211 Anatomy & Physiology-4hrs - Honors              | 2 students        |
| Fall 2013            | PHED 3316 Fitness Assessment & Exercise Prescription-3hrs | 20 students       |
| Fall 2013            | PHED 6416 Advanced Strength/Conditioning-3hrs             | 5 students        |
| Fall 2013            | PHED 6490 Internship in Exercise Science-3hrs             | 1 students        |
| Spring 2014          | PHED 1100 Fitness & Wellness-2hrs– Co-taught/mentored     | 32 students       |
| Spring 2014          | PHED 2211 Anatomy & Physiology-4hrs                       | 38 students       |
| Spring 2014          | PHED 3316 Fitness Assessment & Exercise Prescription-3hrs | 20 students       |
| Spring 2014          | PHED 4410 Research Design -3hrs                           | 9 students        |
| Spring 2014          | PHED 4410 Research Design-3hrs - Honors                   | 2 students        |
| Spring 2014          | PHED 6413 Neuromuscular Exercise Physiology II-3hrs       | 4 students        |
| Spring 2014          | PHED 6490 Internship in Exercise Science-3hrs             | 5 students        |
| Fall 2014            | PHED 1100 Fitness & Wellness-2hrs- Honors                 | 21 students       |
| Fall 2014            | PHED 2211 Anatomy & Physiology -4hrs                      | 40 students       |
| Fall 2014            | PHED 2211 Anatomy & Physiology 4hrs- Honors               | 1 students        |
| Fall 2014            | PHED 3316 Fitness Assessment & Exercise Prescription-3hrs | 21 students       |
| Fall 2014            | PHED 6416 Advanced Strength/Conditioning-3hrs             | 3 students        |
| Spring 2015          | PHED 2211 Anatomy & Physiology-4hrs                       | 40 students       |
| Spring 2015          | PHED 3316 Fitness Assessment & Exercise Prescription-3hrs | 20 students       |
| Spring 2015          | PHED 4410 Research Design -3hrs                           | 7 students        |

|             |   |            |
|-------------|---|------------|
| Spring 2015 | PHED 4410 Research Design-3hrs - Honors             | 2 students |
| Spring 2015 | PHED 6413 Neuromuscular Exercise Physiology II-3hrs | 9 students |
| Spring 2015 | PHED 6490 Internship in Exercise Science-3hrs       | 1 students |

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

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

I have attended the National meeting of the American College of Sports Medicine (ACSM) in 2011, 2013, 2015  
I attended the Mid-Atlantic Chapter meeting of the American College of Sports Medicine in 2011

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

Invited Guest Lecturer at in the WVU College of Physical Activity and Sport Sciences - ACE 359 Techniques of Coaching: Track Fall 2013

Invited to the kindergarten classes at Suncrest Primary School in Morgantown WV to explain the physical activity section of the Food Pyramid and to lead the class in examples of types of physical activity that could be performed indoors during the winter months February 2011 & 2012

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

Peer Reviewer for the International Journal of Exercise Science 2012-present

Attending ACSM meetings helped to keep me up to date on the latest research in the field and allowed me to discuss course and program materials with other professionals/professors.

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

Durbin SM, Jackson JR, Ryan MJ, Gigliotti JC, Alway SE, Tou JC. Resveratrol supplementation preserves long bone mass, microstructure, and strength in hindlimb-suspended old male rats. J Bone Miner Metab. 2014 Jan;32(1):38-47. Epub 2013 May 19 PMID: 23686002

Durbin SM, Jackson JR, Ryan MJ, Gigliotti JC, Alway SE, Tou JC. Resveratrol supplementation influences bone properties in the tibia of hindlimb-suspended mature Fisher 344 × Brown Norway male rats. Appl Physiol Nutr Metab. 2012 Dec;37(6):1179-88. doi: 10.1139/h2012-099. Epub 2012 Oct 10. PMID: 23050779

Ryan MJ, Jackson JR, Hao Y, Leonard SS, Alway SE. Inhibition of xanthine oxidase reduces oxidative stress and improves skeletal muscle function in response to electrically stimulated isometric contractions in aged mice. Free Radic Biol Med. 2011 Jul 1;51(1):38-52. Epub 2011 Apr 7.

Jackson JR, Ryan MJ, Alway SE. Long-term supplementation with resveratrol alleviates oxidative stress but does not attenuate sarcopenia in aged mice. J Gerontol A Biol Sci Med Sci. 2011 Jul;66(7):751-64. Epub 2011 Mar 31.

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

### Accreditation/national standards

The Exercise Science Major's current curriculum is based on the American College of Sports Medicine's Knowledge/Skills/Attributes.

### NECESSITY (§ 4.1.3.3)

Placement and success of graduates

Similar Programs in WV

Table below indicates the number of students who have attended graduate school, and what type of graduate school, who graduated between 2010 and 2015 academic years.

|  |    |
|--|----|
| Physical Therapy                                 | 20 |
| Graduate School<br>(Various Masters<br>Programs) | 14 |
| Occupational<br>Therapy                          | 4  |
| Chiropractic School                              | 3  |
| Physician Assistant                              | 2  |
| Ph.D. Program                                    | 2  |
| Medical School                                   | 2  |
| Law School                                       | 1  |
| Pharmacy School                                  | 1  |
| OT/PT Joint<br>Program                           | 1  |

### CONSISTENCY WITH MISSION (§ 4.1.3.4)

This major supports the mission of the university through the promotion of physical fitness and wellness. Additionally this program works in conjunction with the biology and chemistry departments in preparing students for further careers and education in various science fields.

### Signatures and Recommendations

The required sheet with signatures and recommendation should be used as a cover sheet.

Appendix I  
Review of Bachelor of Science degree in Exercise Science  
At Fairmont State University

The Bachelor of Science degree in Exercise Science at Fairmont State University is a balanced program that includes the optimal combination of introductory and advanced courses as well as theoretical and applied courses in the study of exercise science.

This program has several strengths. The requirement of Anatomy and Physiology as well as General Chemistry provides the scientific background necessary for full comprehension of exercise principles. Offering the Anatomy and Physiology course in-house is a major strength of the program as the course focus can be more on the physiological systems associated with exercise which is necessary for many other courses in the curriculum including Advanced Personal Training, Fitness Assessment and Exercise Physiology, Clinical Applications of Exercise Physiology, and the Exercise Science Internship. In addition, Sports Nutrition is an emerging field in exercise science, and General Chemistry is needed to fully understand the principles of Sport Nutrition. It is my understanding that an in-house Sport Nutrition course is being developed which would also be a strength.

The inclusion of Research Methodology and Research Design Seminar provides excellent preparation for students wanting to pursue graduate education. It also facilitates the understanding and application of the knowledge gained in the scientific literature in exercise science. This aspect of the program is highly commendable and is rarely seen in undergraduate exercise science programs.

The website states that graduates with the BS degree in exercise science are prepared to pursue careers in corporate fitness, but it appears that there are no required courses that cover health and fitness programming. (There is a course in Health Promotion and Program Planning, but it is not clear whether this is a course that can be included in the students' plans of study.) With the increased interest in the field of strength and conditioning, the program might be strengthened by the addition of a course focusing on strength and conditioning if not already covered in an existing course. This would increase preparation for a career in athletics programs thus increasing the marketability of the graduate. Also, increasing the internship hours might provide greater practical experience prior to entering the workforce and also increase marketability.

In conclusion, the Exercise Science Program at Fairmont State University provides students with a strong and comprehensive program with the theoretical knowledge and practical applications that will enable them to be successful in exercise/fitness professions and, specifically, in post-baccalaureate studies.

Candi D. Ashley, PhD  
Professor and Undergraduate Coordinator of Exercise Science  
University of South Florida

Appendix II Summary of Exercise Science Graduates Survey

Fairmont State University  
Exercise Science Graduates Survey Instrument

Name:

Year graduated from FSU:

- 1) Are you currently employed in a position that requires use of your Exercise Science degree? 8 Yes 12 No

Where?

Job Title?

If not employed within the field, is this by your choice? Yes No

If no, explain?

Did you attend graduate school or are you currently enrolled in graduate school?

18 Yes 3 No

Field of study?

Degree earned and date or anticipated completion date?

University attended for graduate school?

Would you mind if we contact your current employer?

Name & phone number:

Salary Range?

< 20,000 \_\_\_ 4  
20,000 – 30,000 \_\_\_ 0  
30,001 - 40,000 \_\_\_ 4  
40,001 - 50,000 \_\_\_ 1  
> 50,000 \_\_\_ 8

Years Experience?

- 2) Please list any professional certifications you have attained.

- 3) How would you assess the future employment prospects of this degree program?

Strong, High Demand \_\_\_ 10

Moderate need \_\_\_ 6

Decreasing need \_\_\_ 4

Not sure \_\_\_3

4) When comparing yourself to others with similar education and experience, do you consider yourself:

More Qualified \_\_\_9

About same \_\_\_13

Less qualified \_\_\_1

Not sure \_\_\_

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

Class sizes allow for 1 on 1 contact.

Hands on learning activities, small sized classes, research program

Hands on experience

Excellent teachers who make the classes fun

Applications of the labs

Research – I felt very prepared for research class/project in P.T. school

Strong in Biomechanics and Exercise Physiology

Very hands on approach of classes

Ex Phys and Biomechanics were extremely helpful, Helped me prepare for P.T. School

Taught many aspects of the human body which are helpful in my current job.

Small class sizes, professors were all very helpful and had good availability. Ex Phys and Clin Apps have many things I'm currently using in Nursing school.

Good major to have to enter Health field.

Professors are very knowledgeable and take the extra time to make sure students understand the subject matter.

Encouragement for active participation within the classroom and to strive to be the best student you can & Knowledgeable staff. Research Methods and design really prepared me for research/statistics portion of PT program.

Excellent statistics, Ex Phys, and Biomechanics background.

The faculty member were excellent at teaching and the exercise physiology class was good preparation for my field

Exercise Prescription (ACSM cutoffs & Guidelines). Anatomy & Physiology

I retained a lot of information from Anatomy & Kinesiology and use it every day. Also, the class that taught special tests and how to find Max HR has served me well. Those classes seemed hard to me at the time and I am so grateful now that they were. That knowledge base has served me in my present classes.

It is a great launching pad for several careers, more specifically Healthcare related. The foundation of knowledge I received through this program allowed me to excel in my post graduate studies and now career.

The professors are excellent. The small class sizes makes learning easier.

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

Option for more off-campus learning

Need for assistance in getting jobs after graduation.

Lab Component in Anatomy

Increase content in Anatomy and Physiology

Job opportunities without further schooling were very slim.

Lab incorporated with anatomy course.

There aren't a lot of jobs w/ an Ex. Sci degree, especially in this area.

Post Graduate education is needed to obtain a job.

Could offer more classes online and/or later in the day for individuals who work full time.

More in depth Anatomy & Physiology.

It's hard to find employment with just a BS degree in Ex Science – a higher degree or certification is almost always required

Anatomy & Physiology should be 2 different classes, because the combined classes don't transfer when applying to other universities or grad school.

I can't say it's a weakness of this specific program but I have found that the number of jobs for "Exercise Physiologists" are smaller than I imagined. It seems crucial that Ex Phys program students are either planning to go to graduate school or have a place lined up for when they graduate.



7) Other comments?

Encourage the students of this program to explore the many options they have past earning their degree.

I very much appreciate the base education that I obtained through the program. As hard as the classes were, it was the best thing that prepared me for future schooling. All professors made us work hard and learn a lot which is what great teachers do. Thank you very much for being great teachers.

I believe my time at FSU with the Exercise Sci. department was a success. It provided me with the tools and wisdom that was needed in graduate school and life.

None, except that I miss the professors teaching styles and enthusiasm for what they do.

Overall I had a great experience in this field.

Loved my Ex Sci classes as well as the wonderful professors.

I believe this degree can help in the health care aspect more than what's being taught. It's a growing and never ending field but there needs to be more classes offered to help with that. Ex Sci needs to have a required Medical Terminology and Anat/Phys II type of classes in order to compete (not just something offered if you want to go into PT or PTA school or even OT School). I think they would have been helpful to me in the field. I feel I would have been more educated in the applications of Ex. Sci.

Very thankful for attending SRU and the have a close knit exercise science program with accessible and supportive professors. I would not trade my time there.

Ex Phys and Biomechanics were extremely helpful. It made me understand a lot of what I am learning in school now.

Even though nursing is a very different field there are many things I've learned in this program that carry over to my new classes (mostly from Ex Phys and Clinical Apps).

Overall great program, I would definitely recommend to anyone who is deciding where to attend college.

Research Methods and Design really prepared me for research/statistics portion of PT program.

The education received is top notch compared to similar degrees from other institutions. It is pertinent knowledge for continuing education.

Love the field and love my degree that I got at Fairmont. You come out more than ready to get a job from all the good teaching that you get. I teach a lot of people aspiring to be strength coaches and can say we have one of the top programs in the country.

Appendix III

| Course Enrollments by Academic Year, Course # (PHED courses only included) |                  |                        |                        |                       |                        |                        |
|--|------------------|------------------------|------------------------|-----------------------|------------------------|------------------------|
|  |                  | Fall '10 -<br>Spr. '11 | Fall '11 -<br>Spr. '12 | Fall '12 -<br>Spr.'13 | Fall '13 -<br>Spr. '14 | Fall '14 -<br>Spr. '15 |
| PHED 1100  | Total Enrollment | 458                    | 431                    | 463                   | 494                    | 478                    |
|  | # of Sections    | 18                     | 19                     | 22                    | 20                     | 20                     |
|  | Avg. Enrollment  | 25.4                   | 22.7                   | 21                    | 24.7                   | 23.9                   |
| PHED 1121  | Total Enrollment | 98                     | 93                     | 90                    | 90                     | 81                     |
|  | # of Sections    | 3                      | 3                      | 3                     | 3                      | 3                      |
|  | Avg. Enrollment  | 32.7                   | 31                     | 30                    | 30                     | 27                     |
| PHED 2200  | Total Enrollment | 77                     | 84                     | 87                    | 56                     | 51                     |
|  | # of Sections    | 3                      | 3                      | 3                     | 2                      | 2                      |
|  | Avg. Enrollment  | 25.7                   | 28                     | 29                    | 28                     | 25.5                   |
| PHED 2211  | Total Enrollment | 76                     | 87                     | 83                    | 77                     | 81                     |
|  | # of Sections    | 2                      | 2                      | 3                     | 3                      | 3                      |
|  | Avg. Enrollment  | 38                     | 43.5                   | 27.7                  | 25.7                   | 27                     |
| PHED 3312  | Total Enrollment | 44                     | 63                     | 63                    | 60                     | 60                     |
|  | # of Sections    | 2                      | 2                      | 3                     | 2                      | 2                      |
|  | Avg. Enrollment  | 22                     | 31.5                   | 21                    | 30                     | 30                     |
| PHED 3313  | Total Enrollment | 50                     | 55                     | 46                    | 60                     | 53                     |
|  | # of Sections    | 2                      | 2                      | 2                     | 2                      | 2                      |
|  | Avg. Enrollment  | 25                     | 27.5                   | 23                    | 30                     | 26.5                   |
| PHED 3314<br>(PHED 2216)   | Total Enrollment | 58                     | 36                     | 49                    | 45                     | 41                     |
|  | # of Sections    | 2                      | 1                      | 2                     | 2                      | 2                      |
|  | Avg. Enrollment  | 29                     | 36                     | 24.5                  | 22.5                   | 20.5                   |
|  |                  |                        |                        |                       |                        |                        |
|  |                  |                        |                        |                       |                        |                        |
|  |                  |                        |                        |                       |                        |                        |

|                          |                  |      |      |     |      |      |
|--------------------------|------------------|------|------|-----|------|------|
| PHED 3315<br>(PHED 2218) | Total Enrollment | 30   | 22   | 52  | 41   | 46   |
|                          | # of Sections    | 1    | 1    | 2   | 2    | 2    |
|                          | Avg. Enrollment  | 30   | 22   | 26  | 20.5 | 23   |
| PHED 3316                | Total Enrollment | 35   | 36   | 40  | 40   | 41   |
|                          | # of Sections    | 2    | 2    | 2   | 2    | 2    |
|                          | Avg. Enrollment  | 17.5 | 18   | 20  | 20   | 20.5 |
| PHED 3317                | Total Enrollment | 46   | 32   | 40  | 24   | 37   |
|                          | # of Sections    | 2    | 2    | 2   | 2    | 2    |
|                          | Avg. Enrollment  | 23   | 16   | 20  | 12   | 18.5 |
| PHED 3318                | Total Enrollment | 60   | 61   | 62  | 63   | 53   |
|                          | # of Sections    | 2    | 2    | 2   | 2    | 2    |
|                          | Avg. Enrollment  | 30   | 30.5 | 31  | 31.5 | 26.5 |
| PHED 4400                | Total Enrollment | 35   | 26   | 44  | 35   | 47   |
|                          | # of Sections    | 1    | 1    | 2   | 3    | 3    |
|                          | Avg. Enrollment  | 35   | 26   | 22  | 11.7 | 15.7 |
| PHED 4410                | Total Enrollment | 30   | 24   | 27  | 26   | 30   |
|                          | # of Sections    | 2    | 2    | 3   | 3    | 5    |
|                          | Avg. Enrollment  | 15   | 12   | 9   | 8.7  | 6    |
| PHED 4420                | Total Enrollment | 23   | 19   | 25  | 37   | 32   |
|                          | # of Sections    | 2    | 2    | 3   | 2    | 3    |
|                          | Avg. Enrollment  | 11.5 | 9.5  | 8.3 | 18.5 | 10.7 |

• Exercise Science Curriculum ..... 48 SEM. HRS.

Required Courses (48 hrs.)

|      |      |  |   |
|------|------|--|---|
| PHED | 1100 | FITNESS & WELLNESS .....                     | 2 |
| PHED | 1121 | INTRO. SEM. IN HUMAN MOVEMENT.....           | 2 |
| PHED | 2200 | ACCIDENT ANALYSIS & EMERGENCY CARE.....      | 2 |
| PHED | 2211 | ANATOMY AND PHYSIOLOGY.....                  | 4 |
| PHED | 3314 | GROUP FITNESS.....                           | 2 |
| PHED | 3315 | ADVANCED PERSONAL TRAINING.....              | 3 |
| PHED | 3312 | PHYSIOLOGY OF EXERCISE.....                  | 3 |
| PHED | 3313 | BIOMECHANICS .....                           | 3 |
| PHED | 3316 | FITNESS ASSESSMENT & EXERCISE PRESCRIPTION   | 3 |
| PHED | 3317 | CLINICAL APPLICATIONS OF EXERCISE PHYSIOLOGY | 3 |
| PHED | 3318 | SPORTS SOCIAL PSYCHOLOGY .....               | 2 |
| PHED | 4400 | RESEARCH METHODS .....                       | 3 |
| PHED | 4410 | RESEARCH DESIGN SEMINAR .....                | 3 |
| PHED | 4420 | EXERCISE SCIENCE INTERNSHIP .....            | 3 |
| HLTA | 1150 | INTRODUCTION TO HEALTH.....                  | 3 |
| FOSM | 1150 | SPORTS NUTRITION .....                       | 3 |
| -OR- |      |  |   |
| FOSM | 1110 | NUTRITION .....                              | 3 |
| CHEM | 1101 | GENERAL CHEMISTRY I.....                     | 4 |
| -OR- |      |  |   |
| CHEM | 1105 | CHEMICAL PRINCIPLES 1.....                   | 5 |

Students who have attended further education and where

| Name                  | Area  | School                                      | Year Grad From FSU   |
|-----------------------|---|---|----------------------|
| 2015                  |   |   |                      |
| Nate Arnold           | Ph.D.   | Accepted at U. New Mexico                   | 2015 M.Ed.           |
| Breanna Nestor        | Physical Therapy                                    | Wheeling Jesuit                             | 2014                 |
| Walter Cyphers        | Medical   | WV Osteopathic                              | 2014 (Dec)           |
| David Bannister       | Chiropractic  | Palmer (Iowa)                               | 2015                 |
| Kara Crabill          | Chiropractic  | Palmer (Iowa)                               | 2014 (Dec)           |
| Doug Renshaw          | Ph.D.   | University of Saskatoon                     | 2014 M.Ed.           |
| Katelyn Gates         | Law School  | Accepted at PITT/WVU /St. Louis/ Texas Tech | 2015                 |
| Haley Garrett         | Pharmacy School                                     | WVU   | 2015                 |
| Kayla Sisson          | Physical Therapy                                    | Accepted into WVU                           | 2014                 |
| Haley Baird           | Physician Assistant                                 | Univ. of Charleston                         | 2014 (Fall)          |
| Kristina Hickenbottom | Physical Therapy                                    | WVU (Early Admission)                       | 2014 (Fall)          |
| Amanda Morgan         | Physical Therapy                                    | Campbell U.                                 | 2014                 |
| Keri Sims             | Physical Therapy                                    | WVU (Early Admission)                       | 2014 (Fall)          |
| Nikki Sena            | Physical Therapy                                    | NYIT  | 2014                 |
| 2014                  |   |   |                      |
| Brian Coleman         | Physical Therapy                                    | Wheeling Jesuit/Marshall                    | 2014                 |
| Julia Falkenkous      | Physical Therapy                                    | Shenandoah Univ.                            | 2014                 |
| Rae Roberts           | Physical Therapy                                    | Marshall                                    |                      |
| Nathalie Barnes       | Occupation Ther. Asst.                              |   | 2014                 |
| 2013                  |   |   |                      |
| Sara Giebell          | Physical Therapy                                    | WVU   | 2010                 |
| Alana George          | Physical Therapy                                    | Wheeling Jesuit                             | 2013                 |
| Doug Hornak           | Physical Therapy                                    | WVU   | 2012                 |
| Chris Robey           | Chiropractic  | Palmer                                      | 2012 (Dec)           |
| Brittany Tallhamer    | OT/Physical Therapy                                 | St. Augustine                               | 2011 B.S. 2013 M.Ed. |
| Ryan Watts            | Ex Phys   | FSU   | 2013                 |
| Holly Frampton        | Ex Phys   | FSU   | 2013                 |
| Nate Arnold           | Ex Phys   | FSU   | 2013                 |
| 2012                  |   |   |                      |
| Nic Domico            | Sport & Exercise Psych                              | Chatham U.                                  | 2012                 |
| Ginger Delawder       | M.Ed. Ex Sci  | FSU   | 2012                 |
| Megan Midkiff         | M.Ed. Ex Sci  | FSU   | 2012                 |
| Cortni Kisamore       | M.Ed. Ex Sci  | FSU   | 2012                 |
| Paige Peters          | M.Ed. Ex Sci  | FSU   | 2012                 |
| Chelsea Simon         | Physical Therapy<br>-attending PTA at Blue Ridge CC | Shenandoah (accepted)                       | 2012                 |
| Kilee Jackson         | Occupation Therapy                                  | WVU   | 2012                 |
| Dale Childs           | Nursing Fast Track                                  | WVU   | 2012                 |
| Amanda Weaver         | Occupational Therapy                                | St. Augustine                               | 2012                 |
| Nathan Tomasik        | Physical Therapy                                    | WVU   | 2011                 |

|                |                  |     |      |
|----------------|------------------|-----|------|
| Kayla Schrader | Physical Therapy | WVU | 2011 |
| Garrett Fetty  | Physical Therapy | WVU | 2012 |

2011

|                   |                       |   |       |
|-------------------|-----------------------|---|-------|
| Jon Adams         | M.Ed. Ex Sci          | FSU   | 2010  |
| Vic Slate         | M.Ed. Ex Sci          | FSU   | 2010  |
| Theresa Zapach    | M.Ed. Ex Sci          | FSU   | 2011  |
| Britanny Talhamer | M.Ed. Ex Sci          | FSU   | 2011  |
| Greg Rangel       | M.Ed. Ex Sci          | FSU   | 2011  |
| Lauren Gilbert    | Physical Therapy      | WVU   | 2011  |
| Brandon Starcher  | Physical Therapy      | WVU   | 2011  |
| Rachel Bright     | Doctor of Naturopathy | Washington Institute<br>of Natural Medicine | 2011? |

2010

|               |                      |                |      |
|---------------|----------------------|----------------|------|
| Ashley Vavrek | Physician Assistant  | Marietta       | 2010 |
| Pete O'Connor | Medical School       | WV Osteopathic | 2010 |
| Alex Ashley   | Physical Therapy     | WVU            | 2010 |
| Melissa Henry | Physical Therapy     | WVU            | 2010 |
| Jamie Merinar | Occupational Therapy | WVU            | 2010 |
| Matt Ceran    | Occupational Therapy | WVU            | 2010 |
| Josh Shiosaky | PTA                  | Fairmont State | 2010 |