

# **Program Review**

**Division of Exercise Science, Sport, and Recreation –  
M. S. in Health and Physical Education**

**College of Education and Human Services**

**October 2005**



**MARSHALL UNIVERSITY**

**M. S. Program**

# Program Review

Marshall University

October 2005

Date: October 2005

Program: MS in Health and Physical Education  
Degree and Title

Date of Last Review: 1999-2000

## Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

### Recommendation

- Code(#):
1. Continuation of the program at the current level of activity; or
  2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
  3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
  4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
  5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1. R. Daniel Martin Recommendation: Signature of person preparing the report: Feb. 21, 2006  
Date:

1. R. Daniel Martin Recommendation: Signature of Program Chair: Feb. 21, 2006  
Date:

1. Deborah Ann Siple Recommendation: Signature of Academic Dean: Feb. 21, 2006  
Date:

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council: Date:

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: Date:

Recommendation: Signature of the President: Date:

Recommendation: Signature of Chair, Board of Governors: Date:

## College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Continue the MS in Health and Physical Education (HPE) at its current level of activity.

**Rationale:**

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

The MS in Health and Physical Education degree prepares students in sport management and marketing careers and related positions. The emphasis areas in HPE are athletic training, athletic administration, and physical education.

The program has 14 full time faculty and 7 part-time faculty who are diverse and well-prepared. Program faculty are professionally involved in a variety of presentations, published articles, and books. They also hold numerous offices in professional organizations and regularly attend state, regional, and national professional organization meetings.

The HPE program has a strong clinical internship, where students can apply knowledge learned and put theory into practice. The health and physical education emphasis results in licensure from the West Virginia Department of Education and fulfills a need for P.E. teachers in the state and in the US.

Employer and graduate feedback about HPE is positive. The program has a comprehensive assessment system which provides data for program modification and improvement.

**IMPORTANT CHANGES TO THE PROGRAM:** During this 5-year reporting period, this program also prepared the student for master's level teaching positions in health and physical education, as well as for athletic training careers. ESSR Graduate Faculty voted to make some significant changes in this program. These changes were approved by the appropriate college and university committees. The timing of the changes coincided exactly with the end of the 5-year program. These changes will be in effect for the NEXT 5-year program review. Changes include:

1. The name of the degree specialty was changed from Health and Physical Education to Sport Administration, with Sport Management and Recreation/Physical Activity as the two areas of emphasis and
2. Athletic Training was moved from "Health and Physical Education" to "Exercise Science," which is where it should be as a scientific discipline.

The MS in HPE will continue to be productive in the future.

Signature of the Dean Rosalyn Ann Templeton Date: 2/21/06

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**Marshall University**  
**Program Review**  
October 2005/January 2006

**Program: M.S. in Health and Physical Education**

**College: College of Education and Human Services**

**Date of Last Review: 1999-2000 (Five-year Program Review)**

**PROGRAM DESCRIPTION**

The Division of Exercise Science, Sport, and Recreation (ESSR) offers the Master of Science in Health and Physical Education with four graduate options. These four program options (areas of emphasis) include: Athletic Training, Athletic Administration, Park Resources and Leisure Services and Physical Education. The areas of emphasis offered by the M.S. in Health and Physical Education create a strong attraction to students. Graduates of this program complete primarily ESSR courses but also courses from the College of Business, College of Education and Human Services, as well as the College of Science are utilized. All experiences in the program ensures graduates have the specific job skills necessary to enhance their various careers.

The Athletic Training Area of Emphasis was originally designed to meet the needs of individuals preparing to serve as athletic trainers in the public schools of West Virginia. The program was initiated in the early eighties following the West Virginia Department of Education mandate for athletic trainers in the public schools. The first ten years of the program worked well as there were many public school teachers that returned to Marshall for this area of emphases. This rigorous curriculum is a multifaceted program which takes classroom instruction and adds to it clinical rotations in which each student gains real life observation and experience working hand-in-hand with certified athletic trainers, physicians, physical therapists, and other allied health care professionals. However, the numbers of students in the program has steadily declined. The West Virginia Department of Education as also changed regulations for the athletic trainer in the public schools eliminating potential positions in the middle schools. For these reasons this area of emphasis has been totally revised effective fall 2005.

The Athletic Administration Area of emphasis is an option that combines business and physical education courses to prepare graduates to work in the business side of sports. Students complete a multifaceted program involving coursework in management, marketing, finance and other sport related classes. In addition they have the option to complete an internship to gain real life observation and experience. Sport related organizations from old and new teams to product manufacturers and suppliers

have increased significantly the past several years and the graduates have the preparation to work in these various settings. This option also allows the student to choose a thesis for six credit hours or the coursework.

The Park Resources and Leisure Services area of Emphasis was designed to enhance an individual's qualification that was already in this field. In addition, it was designed to serve as an entry level for those interested in that area. The numbers have declined significantly the past five years due to the lack of jobs in the tri-state area. For various reasons this area of emphasis has been eliminated effective fall 2005.

The Physical Education area of emphasis combines physical education, along with an external minor. This option allows the student with their advisor to develop and tailor a program to the particular needs of that individual. This area of emphasis allows public school teachers to complete a masters degree in this area; allows board certified athletic trainers to complete a masters degree; allows other health care professionals to complete a masters; allows individuals to further prepare themselves additional graduate education in related areas such as pharmaceutical sales, physical therapy, and medicine, as well as research positions in health and physical education. This option also allows the student to choose between a thesis for six credit hours or the coursework.

## **II ACCREDITATION INFORMATION**

Provide the following information about the program's accreditation status:

- A** Name and description of the accreditation organization:  
None of the four areas of emphasis in the M.S. in Health and Physical Education are accredited by a national organization.
  
- B** Most recent year program accredited: (A copy of the letter and certificate conferring accreditation is attached at the end.)  
N/A
  
- C** Accreditation status:  
N/A
  
- D** Attach a copy of the accreditation organization's report to the University if different from B.  
N/A
  
- E** If program deficiencies were noted, attach the report to the accrediting agency outlining the deficiencies and corrective action taken or proposed.  
N/A

- F Provide one copy of the most recent self-study report for final submission to the Board of Governors.  
N/A

### III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

- A **ADEQUACY** Provide a narrative summary for each of the following in addition to the requested appendices.

- 1 **Curriculum:** A list of courses with specific titles is attached in Appendix I. A significant feature of the Health and Physical Education master's degree is that each option allows some flexibility such as the opportunity for an internship or for a thesis. All students in the M.S. in Health and Physical Education must successfully complete courses in research, statistical analysis and exercise physiology. Individual plans of study are then developed for each student in conjunction with their academic advisor.

Three of these areas of emphasis also have an external minor requirement of six hours. This improves the interdisciplinary base of the degree thus improving the student's knowledge base as well as exposure to other professionals such as business and counseling.

The Physical Education area of emphasis has been a strong attraction for board certified athletic trainers as they have been able to take athletic training courses as well as additional science or counseling courses. This area has been useful to individuals who desire to work in sport management or sport marketing as this program allows them to be able to take marketing, management, and other business courses. This program has been utilized by some public school teachers to earn a masters degree.

- 2 **Faculty:** A list of Faculty Data Sheets is included in Appendix II. There are 12 full time faculty and five part-time faculty in the ESSR Department who teach in the Physical Education program. Of the 12 full time faculty, five (42%) are tenured; nine (75%) have earned doctoral degrees; and the remaining three (25%) have completed all program work except the dissertation (ABD). These individuals bring a wealth of experience and knowledge to the Division. Each is competent in their area of expertise. Of this group we have three past presidents of state organizations, national award winner for AAHPERD, writer/editor for Forbes, reviewer for Strength and Conditioning Journal, admissions committee member for the MU medical School, advisors to the West Virginia Department of

Education. Over the years this group of faculty has served as visiting consultants and professors for other institutions.

There are three faculty members who are currently completing their dissertations in areas of current assignments within the Division of ESSR. These individuals bring their youth and enthusiasm to the division along with the remaining newer faculty. The entire group is also competent in their respective area of expertise. These junior faculty members are already presenting invited papers at regional and national conferences. In addition, they are not only serving on university and college committees but serving as chairs. One individual has initiated a plan for an interdisciplinary degree between ESSR and Biology Department.

While there have been several retirements and job changes the past several years, we have a well qualified and diverse faculty. The faculty who teach in the Physical Education program have a variety of presentations, published articles, and books. They also hold numerous offices in professional organizations and regularly attend and present at state, regional, national, and international professional organization meetings.

The five part time faculty bring a special strength to the programs in each of their areas of expertise and experience. Of this group, four have earned masters degrees in their areas of expertise and one holds his jurist doctor degree and is a practicing trial attorney.

- 3** **Students:** NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.

ESSR students must complete a variety of requirements within the Division. They may also take other requirements in other departments including Science, Business, and Counseling.

a Entrance Standards:

This degree requires an overall undergraduate grade point average of 3.0 to gain full admission. Student may be admitted on a provisional basis if they have at least a 2.75 overall undergraduate grade point average. Students are also expected to score in the 20<sup>th</sup> percentile on the Graduate Record Exam. They must complete the graduate admissions application and submit transcripts from previous coursework.

Prospective students may also be required to take additional



coursework should their undergraduate major not have been in a compatible area.

Characteristics of students admitted to the graduate Health and Physical Education Program for the review period include the following data as supplied by institutional research:

YEAR	# Incoming Students	Mean GPA Undergraduate	Mean GRE Verbal	Mean GRE Quantitative	Mean GRE Analytic
Fall 2000	20	3.05	372.00	434.67	470.00
Fall 2001	26	3.09	406.88	466.88	510.00
Fall 2002	26	3.03	372.86	413.81	479.29
Fall 2003	19	3.33	387.50	503.75	410.00
Fall 2004	15	3.13	370.71	507.14	620.00

- c Exit Abilities: Identify abilities of students who graduate from the program (GPA, licensure exam, certification tests, etc.)

No requirements may be taken as credit/no-credit, and all students must maintain a 3.00 overall GPA to be considered for graduation. No more than two grades of letter grade “C” may be counted toward the graduate degree.

All individuals expecting to graduate with this degree must either complete an oral comprehensive examination with the required 36 credit hours of coursework or they must complete and successfully defend a thesis, along with 26 – 30 credit hours of coursework.

Following graduation from this degree students who graduate with the athletic training area of emphasis have the option to become a certified athletic trainer by the West Virginia Department of Education. During the review period, there were no graduates who elected this option. Due to the limited job opportunities for the athletic trainer in the public schools of West Virginia and most other states only recognizing the National Board of Certification examination for athletic trainers the numbers of students in this program has declined. Because of these events, this area of emphasis has been totally revised and moved to the M.S. in Exercise Science as of fall 2005..

Students who graduate with Athletic Administration Area of emphasis go into a variety of fields related to sport and athletic administration or sales and service. During the review period there were graduates who entered professional sports administration, college and high school sports administration, as well as various businesses. There is no national examination related to this area.

The Park Resources and Leisure Services had no graduates during the review period. Consequently, this area of emphasis has been eliminated effective fall 2005.

The Physical Education area of emphasis had graduates who entered the work at the public school, college level, professional sport level, as well as additional graduate or professional programs. The National Strength and Conditioning Association (NSCA) does have a certification exam for individuals working in strength and condition or fitness centers. There was a 100% pass rate on these exams for the number of graduates (5) who opted to take them.

Goals for the ESSR Division are to better track first time job placements of our graduates. There were significant curriculum changes to better reflect: 1) competencies identified by graduates, 2) numbers entering the degree, 3) number of students graduating in the various areas of emphasis; and 4) job potential for graduates in the various areas of emphasis. The changes, which have been approved at all levels, were effective with the beginning of the 2005 – 2006 academic year.

The changes included eliminating the Athletic Training area of emphasis as well as the Park Resources and Leisure Services area of emphasis. A new athletic training area of emphasis was developed and incorporated into the Exercise Science M.S. degree program. A new M.S. degree in Sport Administration The new M.S. degree in Sport Administration was developed with a Sport Management area of emphasis as well as a Recreation and Physical Activity area of emphasis.

#### **4 Resources:**

- a **Financial:** The present system of financial support primarily comes from state appropriations but the division does

receive some monies from student fees. The annual budget is approximately \$28,000 non-inclusive of salaries. An additional \$36,000 is allocated for adjunct faculty. There is also a small outside source of funds through a grant with one faculty member as well as outsourcing graduate assistants in athletic training. While the division does receive some student fees in addition to these allocated monies, the exercise physiology, kinesiology, and athletic training courses are expensive to maintain due to the nature of laboratory experiences required.

This program does provide athletic trainers, exercise specialists, and a variety of sports administrators to the tri-state area as well as others states. There are two graduate athletic training programs in the state and there are only two Athletic Administration, Sport Management, and Sport Marketing programs in the state.

With a current total enrollment of approximately 50 students, the division does bring in at least \$350,000 in tuition revenue plus fees.

- b **Facilities:** The M.S. in Health and Physical Education offered by the Division of Exercise Science, Sport, and Recreation is physically housed in Gullickson Hall and Henderson center. The academic areas include eight classrooms. The classrooms have standard student desks, faculty desks, chalkboards, and televisions. Only one room is fully internet accessible with media projector ceiling mounted. Another classroom has a ceiling mounted media projector. The division does have several carts available for faculty who desire to use computer controlled media projectors. An audiovisual room is located in Gullickson Hall with portable computer and projector units for use in the classrooms. The building is currently being rewired for computer and phone service as well as some lighting improvement. There has been no major improvement of the heating and cooling systems in 30 plus years so there are issues with classrooms and offices being too cold or too hot.

Each faculty member has an individual office with a computer equipped with internet access. Also available to each faculty member are desks, bookshelves, telephones, and filing cabinets. Most faculty members have individual printers in their office. Two copiers are located in the main departmental office for use by the faculty. Two conference

rooms with conference table and chairs are available on the first floor of Gullickson Hall. Also available for student use is the Athletic Training Lab on the second floor of Gullickson Hall which is used for athletic training clinicals and first aid classes. An exercise physiology lab is located in the basement of Gullickson Hall which includes equipment for exercise testing and measurements. In addition, there is the Diabetes Exercise and Cardiac Rehab Center located in Henderson Center.

Additional assessment equipment for research, athletic training, kinesiology, anatomy, and exercise physiology would enhance these programs

Another resource is the University Library System. The library has a good collection of current and historical journals related to these three areas. In addition, the reference (text) section is also adequate. Faculty do submit, on a regular basis, requests for updates to these collections. Furthermore, faculty do have their own extensive collections of texts and journals which they have voluntarily elected to keep in their offices for student use.

## **5 Assessment Information:**

- a Summarize the principal goals of the assessment program.

Program goals for the students focus on knowledge and application in major course content areas. These areas include statistical knowledge, computer skills, specific content area, and to think critically.

In order to accomplish these goals, there are certain student goals that are part of this program. Our program graduates should:

- 1) Have the knowledge, awareness, and understanding of healthy lifestyles and a wellness focus for various communities.
- 2) Have the knowledge, awareness, and understanding in the prevention and treatment of injuries which includes strength training and conditioning as well as sport health care.
- 3) Have organizational skills and knowledge of how to set-up and operate various programs to promote health and well being.
- 4) Have organizational skills and knowledge to promote fiscal management of a sports program.

Program goals for faculty development include recruiting qualified full time faculty as well as adjunct faculty, and encouraging their active involvement in scholarly activities, conferences, and workshops. The Division of ESSR is meeting these goals by having recruited and retained qualified faculty and qualified adjunct faculty including an attorney to teach a Sport Law class. Furthermore, faculty do participate in conferences and workshops both as attendees and invited presenters. This does facilitate meeting students' needs as the faculty are current in their respective areas of expertise. The Division does support this with some funds and the faculty have also utilized funds from the COEHS Dean's office, INCO fund as well as Quinlan fund to keep current with their changing professions.

The Division of ESSR has formed strong bonds with a number of community agencies. There are internship agreements with Marshall University's Diabetes and Cardiac Rehabilitation Exercise Program, High Intensity Training (HIT) Center (Huntington and other Locations), the

Marshall University Exercise Physiology Lab, Charleston Area Medical Center, Southern Ohio Medical Center, Dr. James Aldridge (Dentist); Balance Center; Huntington Physical Therapy; MU athletic department; Ironton Physical Therapy; Chesapeake High School; Greenup High School; Fairland High School; Boyd County High School; Cabell Huntington Hospital( Dr. Giangarra); Russell High School; Cabell Huntington Hospital Inpatient physical therapy; Southern Ohio Medical Center (Dr. Trinidad); Dr. Goodwin (Ashland).

Furthermore, there are internship agreements with a variety of minor league and professional sport teams in addition to local entities such as the YMCA, Marshall Athletic Department, and local vendors.

- b Provide summary information on the following elements. See **Chart I Assessment Summary.** (pg 61)  
Graduates have continued to meet high expectation and continue to do well in coursework and internships. Based on student enrollment and job satisfaction, major changes have been made with the program.
- c Provide information on how assessment data are used to improve program quality.

Assessment data are used to improve program quality through the review of the students' evaluations of their professors at the completion of each semester.

Secondly, the division has developed a "student evaluation of the course objectives" form that is utilized each semester. This ensures that faculty meet the goals of that particular course and that the division is providing the information to the students that we say (brochures, web site, catalog) we are providing. This has been particularly helpful to new faculty. Students are assessed on the completion of course assignments, grade point average (GPA), and oral comprehensive examination. Student must have an overall GPA of 3.0 to graduate. No student is permitted to graduate with three or more course whose grades are 'C'. Oral comprehensive examinations are intended to assess student knowledge, critical thinking, and statistical knowledge.

During this five year period the faculty met on several occasions to improve the oral comprehensive exams. This included the development of questions appropriate to the area of emphasis related to critical reasoning. In addition, students are generally expected to provide a brief presentation on a topic given them in advance. They are expected to include current research related to their topic.

The Division has adopted a process of conducting an exit interview with students after the completion of the oral comprehensive examination or upon successful defense of the thesis. During the interview students are given the opportunity for feedback on their academic experience including the good and the bad. In addition, information is gathered on their next step be it additional education or of a job. Examples of information gathered included conflicts of class offering times and during subsequent schedule planning these classes were separated so that there was better student access. In addition, courses in Sport Psychology and Seminar in Athletic Administration were offered on a regular basis.

ESSR have been able to track 40 per cent of graduates the past five years and of these they have identified a variety of initial placements including additional graduate school, professional school, fitness centers, vendors (sales), college

and professional teams, administrators, and related organizations. Part D indicates graduates and their jobs.

Finally, knowledge gained from individual student conferences is used to make necessary changes and improve overall program quality. Additionally, in the past two years, there have been multiple division and area meetings to discuss and revise programs. During this five year review, all three programs have submitted and had approved curriculum changes in requirements and deleted, developed and added new courses.

Based on data and graduate feedback, the configuration of the Health and Physical Education degree has been changed. This involved eliminating the Athletic Training area of emphasis as well as the Park Resources and Leisure Services area of emphasis from this degree. A new Athletic Training area of emphasis was developed and incorporated into the Exercise Science M.S. degree program. A new M.S. degree in Sport Administration was developed with a Sport Management area of emphasis as well as a Recreation and Physical Activity area of emphasis. These changes have been approved at all levels and did become effective with academic year 2005 – 2006.

d Graduate and Employer Satisfaction:

Initial placement of graduates as provided to the division by those individuals is included in the following chart. Faculty members are in contact with our graduates and receive reports on job requisites and satisfaction.

Professional Sports Teams	7
High School Teacher	4
High School Teacher/Athletic trainer	2
Clinic Athletic trainer	9
College administrator	1
College Faculty	3
High School Athletic trainer (non-teaching)	2
College Athletic Administrator	2
College Coach	2
Professional or Doctoral Degree	3
Additional Masters Degree	2
YMCA or other fitness facility	5
College Athletic trainer	6

Parks and Recreation Administrator	1
Business	4

Graduates are well prepared and sought after by many different professional fields. Many of these positions were highly competitive and were national level searches. The fact that our graduates were chosen indicates the level of preparedness and capability of our graduates.

The new M.S. degree effective fall 2005 will create an appropriate assessment system including employer satisfaction.

- e Attach the previous five years of summary reports provided by the Office of Assessment.

## 6 Previous Reviews:

There were several committee recommendations from the last program review. The main recommendation was to continue to improve the student outcomes. Another recommendation was for the program to look at course offerings for some specific assessment measurements and report specifically on the results of these assessment measures.

An action step that the program took since the last program review was to assess each course in terms of course objectives at the end of each semester. This process was implemented in fall 2004 and continues to assess if the objectives of each course were being taught in the classroom. The new M.S. degree will create appropriate and expanded program goals in their new assessment plans.

## 7 Strengths/Weaknesses: Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.

The graduate Health and Physical Education program has several strengths and few weaknesses. One strength of the program is the variety of sites for internships that each area of emphasis within the program offers to students. There is an increase in interest in sports, wellness, fitness, as well as training and conditioning of special populations in this country with the subsequent increase in



jobs related to these areas. The faculty did identify needs to decrease some program offerings and did increase other and responded accordingly.

Another strength of the program is the availability for students to elect the thesis as a program option. During this review there were twelve (12) individuals that conducted research to complete the thesis. All these topics were appropriate to the degree and added to field of Health and Physical Education. All twelve successfully completed and defended the thesis.

An area of improvement of the program is to develop a systematic approach to tracking graduates, especially initial placement. This has been a struggle for the program for years and is compounded by the fact that the number of faculty positions actually decreased by one position during the review period despite the fact that that number of students has remained steady. Another potential issue is the ESSR department has lost several faculty to retirements and changing jobs. While this does impact the associate professor and full professor categories it has given the division the opportunity to redirect needs based upon enrollment by changing the position descriptions as needed. These vacancies also provide opportunities to hire new faculty members who are recent graduates with new, different and fresh ideas. The Division is committed to filling these positions with experienced and qualified professionals.

## **B VIABILITY**

### **1 Articulation Agreements:**

At the present time there are no articulation agreements with other institutions for delivery of any of the three programs.

### **2 Off-Campus/Distance Delivery Classes:**

During the review period there were no off-campus classes offered.

### **3 Service Courses:**

Other majors do occasionally take courses in this area but at the present time there are no service courses provided for other programs.

### **4 Program Course Enrollment:** The program course enrollment is attached in Appendix V, page 60. Classes have met the graduate enrollment requirements. Where one student is indicated, the classes were dual listed for graduate and undergraduate students.

- 5 **Program Enrollment:** The program enrollment is detailed in Appendix VI, page 69. The number of students in the Administration option continues to increase or stay steady each year. This is partially due to the increased interest in physical activity, sports, and wellness throughout the United States.
- 6 **Enrollment Projections:** Due to the popularity of the Sport Management, Marketing, and Administration fields, it is expected that the number of graduates will continue to remain steady over the next five-year period.

**C NECESSITY:**

- 1 **Advisory Committee:** There is not an advisory committee for this program at this time. This will be discussed by the new chair with faculty during spring semester 2006.
- 2 **Graduates:** Through a review of the 134 graduates of this review period, the initial placement of 53 graduates who provided the information to the division by is included in the following chart.

Professional Sports Teams	7
High School Teacher	4
High School Teacher/Athletic trainer	2
Clinic Athletic trainer	9
College administrator	1
College Faculty	3
High School Athletic trainer (non-teaching)	2
College Athletic Administrator	2
College Coach	2
Professional or Doctoral Degree	3
Additional Masters Degree	2
YMCA or other fitness facility	5
College Athletic trainer	6
Parks and Recreation Administrator	1
Business	4

In reviewing those students, from all three program options, who entered the work force, the range in salary was from \$24,000 to \$60,000.

- 3 **Job Placement:** The job placement rate is appropriate for the graduates of these three programs. Better tracking of initial placements will accurately reflect the placement of these individuals.

#### ***D CONSISTENCY WITH UNIVERSITY MISSION:***

The health and physical education program fits with the University mission in several ways. One strong connection to the university mission is the interdisciplinary nature of each option within the program. The combination of ESSR courses and courses in the minor areas from the Colleges of Business, Education and Human Services, and Science has created program options which demonstrate the best use of interdisciplinary knowledge.

The graduates of this program have both a broad base as well as specific, contemporary job skills related to their areas of emphasis. This program also speaks to the successful utilization of current resources combined in creative ways to meet the challenges of the future. In addition, students are exposed to a variety of teaching techniques and have several opportunities to utilize technology.

The university's commitment to graduate education is addressed by the program's curriculum in providing additional pre-professional education, which does prepare students for additional graduate education. The division is also contributing to the body of knowledge through completion of scholarly activities in the form of 12 masters theses during the review period.

The university's commitment to society through public service is supported by the various activities of faculty members including their active membership on local, state and regional committees, agencies, advisory boards, etc. In addition, students participate in professional organizations including university student organizations, as well as participate in community action activities such as health fairs.

The College of Education and Human Services Master of Science in Health and Physical offered by the Division of Exercise Science, Sport and Recreation develops students' skills in five areas as they relate to (1) a common core of general knowledge, (2) content courses in health and physical education (3) content courses in other disciplines and (4) field experience. The goals of the M. S. in Physical Education program reflect this relationship to the university mission.

## **Appendix I**



## **Appendix II**

## Appendix II

### Faculty Data Sheet

(for the period of this review)

Name: Eric Arnold Rank: Assistant Professor

Status (Check one): Full-time  Part-time \_\_\_\_\_ Current MU Faculty:  yes  no

Highest Degree Earned: MS (ABD) Date Degree Received: June 14, 1999

Conferred by: Georgia State University

Area of Specialization: Exercise Physiology

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 6  
 Years of employment other than Marshall 6  
 Years of employment at Marshall 2  
 Years of employment in higher education 2  
 Years in service at Marshall during this period of review 2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2004/Spring	PE 345	Physiology of Exercise	100
2004/Spring	PE 446	Development of Strength and Conditioning Programs	30
2004/Spring	PE 375	Evaluating Fitness	45
2004/SU	PE 345	Physiology of Exercise	19
2004/FA	PE 201	Scientific Foundations of PE	100
2004/FA	PE 345	Physiology of Exercise	100
2004/FA	PE 621	Scientific Aspects of PE	30
2005/SPring	PE 345	Physiology of Exercise	100
2005/Spring	PE 375	Evaluating Fitness	40
2005/Spring	PE 601	Advanced Exercise Testing	25
2005/SU	PE 345	Physiology of Exercise	20
2005/SU	PE 201	Scientific Foundations of PE	11
2005/FA	PE 345	Physiology of Exercise	78
2005/FA	PE 478/578	Energy Sources	45
2005/FA	PE 621	Scientific Foundations of PE	28

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

**2 Activities that have enhanced your teaching and or research.**

Presently, attending research seminars at Marshall for funding.  
 Collaboration with the Department of Biological Sciences, Molecular Physiology Laboratory.  
 Presently, working on Molecular Biological techniques that will be utilized in the doctoral dissertation.  
 Utilization of physiology software in the physiology of exercise courses.

**3 Discipline-related books/papers published (provide a full citation).**

Co-Author of a book chapter with Dr. Jeff Chandler. The title of the book is the Introduction to Strength and Conditioning and the chapter title is Bioenergetics of Exercise. (REVISION PROCESS)

**4 Papers presented at state, regional, national, or international conferences.**

Abstract accepted at the Southeast Chapter of the American College of Sports Medicine for the January 29 meeting in Atlanta, Georgia and an abstract accepted at the National American College of Sports Medicine meeting in Indianapolis, Indiana during the week of May 29-June 2.

**5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

I am a member of the American College of Sports Medicine, and Southeast Chapter of the American College of Sports Medicine.

I am also a member of the Tri-state Endocrine Society

I am presently attending 5 seminars covering grant proposals and funding given by Marshall University Research Corporation

**6 Externally funded research grants and contracts you received.**

I was awarded \$4000 by a private foundation to support the doctoral dissertation through Georgia State University.

**7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

Have been invited to speak at the Ski Club of Huntington on October 4 concerning performance testing for cyclists and runners.

**8 Community service as defined in the *Greenbook*.**

I am presently involved with the Healthy Huntington Organization that serves the community and focuses on health issues concerning obesity, diabetes, and heart disease. I also serve as a Board member for the Healthy Huntington Organization. I serve as a Board member for the St. John's House. The St. John's House is a feeding and physical activity program for low income children living in the Huntington's Marcum Terrace. Secondly, I was a participant in the inaugural run obesity out of West Virginia state wide event on Wednesday April 21.

I have accepted an invitation to serve on the American Diabetes Association Leadership Council for the Eastern Kentucky/Tri-State Area.



(Minimum type 8 point Arial)

## Appendix II Faculty Data Sheet (for the period of this review)

Name:    Barnett, C. Robert    Rank:    Professor   

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned:    PHD    Date Degree Received:    1972   

Conferred by:    Ohio State University   

Area of Specialization:    Physical Education/ Sport  
History   

Professional Registration/Licensure    NA    Agency:    NA   

Years non-teaching experience    0     
Years of employment other than Marshall    7     
Years of employment at Marshall    34     
Years of employment in higher education    37     
Years in service at Marshall during this period of review    5   

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2005	PE 118	Development of American sports & PE	63
Fall 2005	PE 118	Development of American sports & PE	63
Fall 2005	PLS 340	Event Management	23
Spring 2005	PE 118	Development of American sports & PE	61
Spring 2005	PE 424/524	Sport and Film	40/6
Spring 2005	PE 525	Sport in 20 <sup>th</sup> Century US	13
Fall 2004	PE 118	Development of American sports & PE	62
Fall 2004	PE 118	Development of American sports & PE	61
Fall 2004	PLS 340	Event Management	22
Summer 2004	PE 580/ 480	The Olympic Games	8/6
Spring 2004	PE 118	Development of American sports & PE	61
Spring 2004	PE 424/524	Sport and Film	40/6
Spring 2005	PE 525	Sport in 20 <sup>th</sup> Century US	21

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain. NA

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

- 2 Activities that have enhanced your teaching and or research.  
Co-produced television documentary for WV Public Television. "When the Big Green Rolled," shown on April 21, 2005 and repeated on April 24, 2005 Outlook program.
- 3 Discipline-related books/papers published (provide a full citation).  
*Encyclopedia of West Virginia*, Major essay "Sports in WV" and eight smaller essays (Publication anticipated spring 2006)
- Encyclopedia of Appalachia*, co-edited the Sports and Recreation section, wrote major essay on sports and recreation in Appalachia and wrote 4 other essays. (Publication anticipated fall 2006)
- "When the Big Green Rolled," *Goldenseal*, spring 2005.  
Biographical essays on "J. C. Caroline," "Hal Greer," "Ray Kemp," and "Emlen Tunnell", in David Wiggin, ed. *African Americans in Sports* Armonk, NY, 2004.

Biographical essay on "Robert Lee Turley" in David Porter, ed. *Biographical Dictionary of American Sport: Baseball*. Greenwood: Westport, CT., 2000, pp.1574-1575.

Biographical essay on “Ray Kemp,” “Marion Motley,” “Woody Strode,” and “Hal Greer” in George Hirsh and others. ed. *Encyclopedia of Ethnicity and Sports in the United States*. Greenwood: Westport, CT, 2000, pp. 202- 3, 271, 323, pp. 444-5.

4 Papers presented at state, regional, national, or international conferences.

C. Robert Barnett, Imbedding Early Job Experiences in a sport management/marketing major program, A program presented at the WVAHPERD Annual Meeting (Flatwoods, WV) October 23, 2003.

\_\_\_\_\_. “Evaluating community Programs,” presented at the WVAHPERD conference (Canaan Valley, WV) July 23, 2002

\_\_\_\_\_ and others. “Renaissance Is Success” A poster presented at the US HHS Center for Substance Abuse Treatment-Targeted Expansion Grantee Meeting (Washington, DC) June 24, 2002.

\_\_\_\_\_ “Team Rubric” Presented at the Ashland Teaching/Learning Conference (Ashland, KY) October 19, 2001.

\_\_\_\_\_ and others “Keeping Activity Programs Vital” presented at the WVAHPERD Conference (Charleston, WV) October 11, 2001.

\_\_\_\_\_ and others. “Developing Community Partnerships With Academic Departments” presented at the WVAHPERD Conference (Charleston, WV) October 11, 2001.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

North American Society for Sports History

The Sport Literature Association

AAHPERD

WVAHPERD

Appalachian Studies Association

Pro Football Researchers Association

Society of American Baseball Research

6 Externally funded research grants and contracts you received. None

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
Received the Ray Duncan Award for outstanding service to HPERD, 2002

8. Community service as defined in the *Greenbook*.

I am the evaluation director for 8 federal grants including programs on substance abuse treatment for the homeless ,and for rural populations, a juvenile reentry program, two after school tutoring programs, a drug free community program, a small business training program, and a Saturday recreation program.

**Appendix II**  
**Appendix II**  
**Faculty Data Sheet**  
 (for the period of this review)

Name: Jeff Carrico Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Master's Degree Date Degree Received: 8/95

Conferred by: Northern Illinois University

Area of Specialization: Sports Management

Professional Registration/Licensure ATC Agency: National Athletic Trainers' Association

Years non-teaching experience 11  
 Years of employment other than Marshall 3  
 Years of employment at Marshall 8  
 Years of employment in higher education 11  
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005/Spring	HS222	Safety and First Aid	32
2004/Fall	HS222	Safety and First Aid	30
2004/Spring	HS222	Safety and First Aid	32
2003/Fall	HS222	Safety and First Aid	30

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

Name: T. Jeff Chandler Status: (Check only ONE) Full-time ; Part-time ; Graduate Assistant   
 Rank: Professor Highest Degree  
 Earned: EdD Date Received: 1986  
 Conferred by: Auburn University  
 Specialization: Exercise Physiology Registration/Licensure/Agency: \_\_\_\_\_

12 Years non-teaching experience 6.5 Years of employment at Marshall  
22 Years of employment other than Marshall 6.5 Years of employment in higher education

1. List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
<b>2003/Fall</b>	PE 321 Kinesiology	36
	PE 642 Devising Training and Conditioning Programs	27
<b>2004/Summer</b>	PE 321 Kinesiology	37
	PE 642 Devising Training and Conditioning Programs	9
<b>2004/Spring</b>	PE 321 Kinesiology	37
	PE 201 Scientific Principles of PE	91
<b>2004/Fall</b>	PE 321 Kinesiology	30
	PE 642 Devising Training and Conditioning Programs	14
<b>2005/Spring</b>	PE 321 Kinesiology	35
	PE 442 Devising Training and Conditioning Programs	11
<b>2005/Summer</b>	PE 642 Devising Training and Conditioning Programs	7

**50% RELEASE TIME AS CHAIR OF ESSR**

2. If your degree is not in your area of current assignment, please explain. (NOTE: Part-time; graduate assistant faculty do not need to fill in the remainder of this document.)

3. Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations. (NOTE: Begin with the most recent activities in each of the following sections.)

West Virginia Association for Health, Physical Education, Recreation, and Dance (WVAHPERD). Member, attended annual conference, 2002, 2003

National Strength and Conditioning Association, NSCA, Certified Member, attended all Annual Conferences 2000-2005, attended all Sport Specific Conditioning Conferences, 2000-2005

American College of Sports Medicine, ACSM, Fellow, Member, attended annual conference,

Southeastern American College of Sports Medicine, SEACSM, Member. Attended annual conference 2000, 2002, 2005.

Professional Tennis Registry, attended International Conferences 2000, 2001, 2002, 2003

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

## Professional Tennis Registry, Honorary Member

### 5. Indicate any other activities that have contributed to effective teaching.

- **Editor in Chief, Strength and Conditioning Journal, 1998 to Present.**

- **Chair, Research Committee, Society of Tennis Science and Medicine, 2003-Present.**

- Scientific Program Committee, Third International Congress, Science of Racket Sports, Paris, France, 2003.
- Program Coordinator, NSCA Educational Recognition Program, 2001-2004; 2004-2007 (Granted Recognition for two 3-year time periods).

### 6. List professional books/papers published during the last five years.

- Isokinetics of the Upper Extremity , BOOK CHAPTER, *Isokinetic Performance Enhancement*, L. Brown, Ed., Human - - Kinetics Publishers, Champaign, IL, 2000.
- The safety of the squat exercise. Current Comment, American College of Sports Medicine, 2002.
- Rehabilitation of Sports Injuries, BOOK CHAPTER, Blackwell Publishing, December, 2002. Walter Frontera, Editor.
- Range of motion in junior tennis players participating in and injury risk modification program. *Journal of Science and Medicine in Sport*, 6, (1), pgs 51-62, 2003.
- Muscle Training and Conditioning, BOOK CHAPTER, 2003. *Bull Handbook of Sports Injuries*, 2<sup>nd</sup> Edition.
- Training Principles, BOOK CHAPTER, International Tennis Federation, Chandler, TJ, Chandler, WB, 2004

### 7. List papers presented at state, regional, and/or national organization conferences during the last five years.

- January, 2000, Scientific Poster Presentation, Southeastern American College of Sports Medicine, "EMG of the Tennis Serve", Charlotte, NC.
- January, 2000. EMG Patterns of Male and Female Tennis Players. Southeast American College of Sports Medicine, Charlotte, NC.
- February, 2000. Scientific Aspects of the Standard Method of Teaching Tennis. United States Professional Tennis Registry, International Symposium, Hilton Head, SC.
- June 2000. Writing for Strength and Conditioning Journal. NSCA National Conference, Kansas City, MO.
- February, 2001. Resistance training for tennis. United States Professional Tennis Registry, International Symposium, Hilton Head, SC.
- January, 2002. Publishing in Strength and Conditioning Journal. Southeastern American College of Sports Medicine Annual Meeting. Atlanta, GA.
- February 2002. Hotel Room Conditioning for Traveling Tennis Players. United States Professional Tennis Registry, International Symposium, Hilton Head, SC.
- January, 2002. Publishing in Strength and Conditioning Journal. Southeastern American College of Sports Medicine Annual Meeting. Atlanta, GA.
- February, 2002. On-court speed, agility, and quickness training for tennis. United States Professional Tennis Registry, International Symposium, Hilton Head, SC.
- January, 2002. "Publishing in Strength and Conditioning Journal." Southeastern American College of Sports Medicine Annual Meeting. Atlanta, GA.
- February, 2002. On-court speed, agility, and quickness training for tennis. United States Professional Tennis Registry, International Symposium, Hilton Head, SC.
- September, 2003, "When should a tennis player specialize in tennis?" Society of Tennis Science and Medicine and Science, Hilton Head, SC, International meeting.
- February, 2003. "Specialization in Tennis; What is the Appropriate Age?", United States Professional Tennis Registry International Symposium, Hilton Head, SC. International meeting.

### 8. List externally funded research (grants and contracts) you received during the last five years.

1999-Present Grant/Contract with National Strength and Conditioning Association to fund Strength and Conditioning Journal office and editorial assistants. Budget approximately \$24,000 per year.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Barbara Haptonstall Rank: Instructor

Status (Check one): Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct  Current MU Faculty: yes no

Highest Degree Earned:  Masters  Date Degree Received: 1976

Conferred by: Marshall University

Area of Specialization: Physical Education

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_

Years of employment other than Marshall  22

Years of employment at Marshall  5

Years of employment in higher education  5

Years in service at Marshall during this period of review  3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.  
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2005	PE 305	Health and Physical Education for Early Childhood	22
Spring 2005	PE 305	Health and Physical Education for Early Childhood	22
Fall 2004	PE 305	Health and Physical Education for Early Childhood	22
Spring 2004	PE 305	Health and Physical Education for Early Childhood	22

**Appendix II  
Faculty Data Sheet**

Name: **Jennifer Y Mak** Rank: **Associate Professor**  
 Status (Check one): **Full-time**  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ **Current MU Faculty:**  **yes** \_\_\_no  
 Highest Degree Earned: **Ph.D.** Date Degree Received: **2000**  
 Conferred by: **Indiana University -- Bloomington**  
 Area of Specialization: **Leisure Behavior and Sport Marketing**  
 Professional Registration/Licensure: Certified Park and Recreation Professional Agency: National Recreation and Park Association  
 Years non-teaching experience **1**  
 Years of employment other than Marshall **5**  
 Years of employment at Marshall **5**  
 Years of employment in higher education **9**  
 Years in service at Marshall during this period of review **5**

Year/Semester	Alpha Des. & No.	Title	Enrollment
<b>Fall 2000</b>	PE 290	Practicum in Sport Management and Marketing	19
	PE 652	Administrative Theories in Physical Education and Athletics	21
	PLS 201	Recreational Activities	30
<b>Spring 2001</b>	PE 290	Practicum in Sport Management and Marketing	17
	PE 643	Sport in Social Process	14
	PE 696	Advanced Sport Marketing	11
<b>Summer 2001</b>	PLS 201	Recreational Activities	28
	PE 115	Body Condition W/Weights	18
	PE 140	Beginning Tennis	11
<b>Fall 2001</b>	PE 485/585	Special Topics: Computer application is ESSR	13
	PE 290	Practicum in Sport Management and Marketing	15
	PE480	Sport Marketing	21
<b>Spring 2002</b>	PE 652	Administrative Theories in Physical Education and Athletics	21
	PLS 201	Recreational Activities	24
	PE 290	Practicum in Sport Management and Marketing	8
<b>Fall 2002</b>	PE 481/581	Special Topics: Computer application is ESSR	17
	PE 583	Advanced Sport Marketing	7
	PLS 201	Recreational Activities	22
<b>Spring 2003</b>	PE 290	Practicum in Sport Management and Marketing	13
	PE 380	Sport Marketing	5
	PE 652	Administrative Theories in Physical Education and Athletics	14
<b>Summer 2003</b>	PLS 201	Recreational Activities	20
	PE 290	Practicum in Sport Management and Marketing	16
	PE 481/581	Special Topics: Computer application is ESSR	14
<b>Fall 2003</b>	PE 583	Advanced Sport Marketing	7
	PLS 201	Recreational Activities	20
	PE 416/516	Plan & Dev Athletic Facility	15
<b>Spring 2004</b>	PE 481/581	Special Topics: Computer application is ESSR	12
	PE 290	Practicum in Sport Management and Marketing	22
	PE 380	Sport Marketing	6
<b>Summer 2004</b>	PE 652	Administrative Theories in Physical Education and Athletics	23
	PLS 201	Recreational Activities	24
	PE 290	Practicum in Sport Management and Marketing	18
<b>Fall 2004</b>	PE 480/580	Special Topics: Sport Finance	23
	PE 675	Advanced Sport Marketing	13
	PLS 201	Recreational Activities	34
<b>Spring 2005</b>	PLS 490	Park and Recreation Internship	7
	PE 290	Practicum in Sport Management and Marketing	20
	PE 652	Administrative Theories in Physical Education and Athletics	30
	PLS 201	Recreational Activities	26
	PE 290	Practicum in Sport Management and Marketing	21
	PE 380	Sport Marketing	8
	PE 490	Internship: Paraprofessional Student Experience	10
	PE 675	Advanced Sport Marketing	12

- 1 If your degree is not in your area of current assignment, please explain.
- 2 Activities that have enhanced your teaching and or research (**Selected**).
  1. McGraw-Hill: Classroom Performance System: Using Technology to Build Interactivity in Higher Education Conference (April, 2004), AAHPERD, New Orleans, LA
  2. The Seamless Curriculum: A Pursuit of Quality and Accountability, Phi Delta Kappa Meeting, Huntington, WV. (January 31, 2001)
  3. Almost Heaven II: WebCT Conference, Charleston, WV. (April 2, 2001)
  4. Deep vs. Surface Learning. Is Less More of Should We Cover Everything? Academic Affairs and Center of Teaching Excellence, Marshall University, Huntington, WV. (August 16, 2000)
- 3 Discipline-related books/papers published (provide a full citation).
  1. **Mak, J. Y.,** Donahue, J. & Lee, A. N. (2005). Sport Spectator Behavior of Collegiate Women's Basketball. *Research Quarterly for Exercise and Sports, 76(supplement)*, A49-50.
  2. **Mak, J. Y.,** & Ross, C. (2004). Using the Theory of Planned Behaviour to predict leisure educators' intentions to use instructional technology. *Leisure/Loisir: A Journal of the Canadian Association of Leisure Studies, 28(3/4)*, 307-328.

3. Chan, J., Cheung, S. Y., & Mak, J. Y. (2004). Leisure and recreation service quality of the Chinese YMCA of Hong Kong. *Research Quarterly for Exercise and Sports*, 75(supplement), A34.
  4. Cheung, S. Y., & Mak, J. Y. (2004). The physiological profile and sport participation motives of older adults in Hong Kong. *Research Quarterly for Exercise and Sports*, 75(supplement), A107.
  5. Martin, J-C, & Mak, J. Y. (2004). Students' sexual knowledge and attitudes. *Research Quarterly for Exercise and Sports*, 75(supplement), A28.
  6. Mak, J. Y., Parker, S., & Boley, B. (2003). The effect of Socio-demographic Variables on the Leisure Satisfaction, and Leisure Participation of Older Adults. *Research Quarterly for Exercise and Sports*, 74(supplement), A23.
  7. Mak, J. Y., Boley, B., & Parker, S. (2002). The effect of Socio-demographic Variables on the Life Satisfaction, Leisure Satisfaction, and Leisure Participation of Older Adults. *Research Quarterly for Exercise and Sports*, 73(supplement), A106.
  8. Parker, S., Mak, J. Y., & Boley, B. (2002). Life Satisfaction, Leisure Satisfaction, and Leisure Participation among Publicly Housed Older Adults. *Research Quarterly for Exercise and Sports*, 73(supplement), A34.
  9. Mak, J. Y. (2001). Faculty use of instructional technology in park and recreation: Current and future trends. *Research Quarterly for Exercise and Sports*, 72(supplement), A36-37.
- 4 Papers presented at state, regional, national, or international conferences.
1. Ridpath, D. B., Kiger, J., Mak, J. Y., & Eagle, T. (November 2004). *Factors That Influence the Academic Performance of NCAA Division I Athletes*. The 25<sup>th</sup> Annual Conference of North American Society for the Sociology of Sport (NASSS), Tucson, AZ.
  2. Kay, S. N., Mak, J. Y., King, C., & Chen, L. W. (October 2004). *School Policy and Environment: Hong Kong, Singapore, Taiwan, and Thailand*. The American School Health Association's 78<sup>th</sup> Annual School Health Conference, Pittsburgh, PA. .
  3. Jones, D. F., Brooks, D. D., Mak, J. Y., & Custer, C. (August 2004). *A Descriptive Analysis of North America Sport Management Programs: A 21st century looks*. The 2004 Pre-Olympic Congress, Thessaloniki, Greece.
  4. Mak, J. Y. (July 2004). *Introduction to the Recreation, Park Resources and Leisure Services Curricula in the U.S.A*. The 2nd International Forum of Sport for All, ShenZhen, China. **(VIP Lecturer)**
  5. Mak, J. Y., & Ross, C. (July 2004). *Development and Validation of Faculty Intention Scale for Instructional Technology*. The II International Conference for Physical Educators, Hong Kong.
  6. Childers, S., & Mak, J. Y. (July 2004). *Table Tennis Games and Activities*. West Virginia AHPERD Annual Conference, Davis, WV, USA.
  7. Mak, J. Y. (October, 2003). *Economics Impact of Sport and Recreation*, West Virginia AHPERD Annual Conference, Flatwood, WV, USA.
  8. Jones, D. F., & Mak, J. Y. (May 2003). *Attracting Minorities to a major League Baseball Park*. North American Society for Sport Management Conference, Ithaca, NY, USA.
  9. Mak, J. Y. (November, 2002). *Marketing Sports and Recreation*. West Virginia Park and Recreation Association 29th Annual Conference, Berkeley Springs, WV, USA.
  10. Mak, J. Y. (October, 2002). *Faculty's Intention towards the Use of Instructional Technology*. Annual Teaching-Learning Conference, Ashland, KY, USA
  11. Mak, J. Y. (July, 2002). *Factor Analysis for SPSS*. West Virginia AHPERD Annual Conference, Davis, WV, USA.
  12. Mak, J. Y. (October 2001). *Information Technology for HPERD Professions*. West Virginia AHPERD Annual Conference, Charleston, WV, USA.
- 5 Professional development activities
- ◆ **President**, West Virginia Association for Health, Physical Education, Recreation, and Dance (WVAHPERD), 2004-2005
  - ◆ **Conference Chairperson**, Future Professionals Conference, West Virginia AHPERD, 2004-05
  - ◆ **Board Member** -- Research Consortium, American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), 2002-2005
  - ◆ **Chairperson**, Research Committee, American Association of Leisure and Recreation (AALR), 2002-2005
  - ◆ **Reviewer**, Journal of Physical Education, Recreation and Dance, 2002-present
  - ◆ **Reviewer**, Journal of Physical Education and Recreation (Hong Kong), 2003-present
  - ◆ **Review Panel Chair** -- Leisure and Recreation, Research Consortium, AAHPERD, 2004-2005
  - ◆ **Reviewer**, Textbook Proposal, Sport Marketing: A Multicultural Perspective. Holcomb Hathaway Publishers, 2003
- 6 Externally funded research grants and contracts you received. **(Selected)**
- ◆ **Quinlan Endowment Fund Award**, Marshall University, 2000-01, 2001-02, 2002-03, 2003-04.
  - ◆ **Summer Research Grant**, Marshall University, 2000-01, 2001-02, 2002-03, 2003-2004.
  - ◆ **INCO Foundation Grant**: Individual Faculty, Marshall University, 2003.
  - ◆ **Sport Education Camp for Visually Impaired**, U.S. Department of Education, 2000-01 2001-02.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition. **(Selected)**
- ◆ **Mabel Lee Award**, American Alliance for Health, Physical Education, Recreation and Dance, 2005
  - ◆ **Distinguished Artists & Scholars Award**, Marshall University, 2005
  - ◆ **Services Award**, Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance, 2005;
  - ◆ **Young Professional Award**, Midwest District of AAHPERD, 2005; **Honor Award**, West Virginia Association for Health, Physical Education, Recreation and Dance, 2004
- 8 Community service as defined in the *Greenbook*: **Assessor**, Boy Scout Merit Badge College, Marshall University, 2001-present; **Representative**, Represent a group of West Virginia Constituents to meet with Congressman Nick Rahall and staff members of Senator Robert C. Byrd and Senator Jay Rockefeller, 2004 ; **National Award Proposal Writer**, The Greater Huntington Park and Recreation District (GHPRD), 2003; **Camp Director**, Sports Education Camp for Visually Impaired, Huntington, WV, 2000-2002



**Appendix II  
Faculty Data Sheet**

Name: William P. Marley Rank: Professor

Status: (Check one) Full-time x; Part-time \_\_\_\_\_; Graduate Assistant. \_\_\_\_\_

Highest Degree Earned: Ph.D. \_\_\_\_\_ Date Degree Received: 1969

Conferred by: The University of Toledo

Area of Specialization: Exercise Physiology

Professional Registration/Licensure N/A Agency: N/A

Years non-teaching experience \_\_\_\_\_ 4

Years of employment other than Marshall 18

Years of employment at Marshall 12

Years of employment in higher education 22

1 List courses you taught during the final two years of this review.

Year/Semester	Course Number & Title	Enrollment
Fall 2003	PE 683 Cardiovascular Assessment	24
	PE 670 Research Methods	25
	PE 685 Dev & Adm of Prev & Rehab Medical Programs	5
	PE 490 Internship	6
Spring 2004	PE 682 Disease Prevention and Rehabilitation	17
	PE 684 Dev Exercise, Nut and Behav Prescriptions	18
	PE 385 Dev & Mgmt Adult Fit Programs	20
	PE 660/490 Internship	16
Summer 2004	PE 670 Research Methods	18
	PE 385 Dev & Mgmt Adult Fit Programs	11
	PE 660/490 Internship	17
Fall 2004	PE 683 Cardiovascular Assessment	19
	PE 670 Research Methods	20
	PE 685 Dev & Adm of Prev & Rehab Medical Programs	8
	PE 490 Internship	6
Spring 2005	PE 682 Disease Prevention and Rehabilitation	16
	PE 684 Dev Exercise, Nut and Behav Prescriptions	18
	PE 385 Dev & Mgmt Adult Fit Programs	16
	PE 660/490 Internship	15

2 If your degree is not in your area of current assignment, please explain. N/A

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

Professional organizations: Fellow, American College of Sports Medicine; Fellow, American Association of Cardiovascular & Pulmonary Rehabilitation [AACVPR]; American Diabetes Association [ADA – I am listed in, *Who's Who in Diabetes Treatment, Education & Research*], Vice President, National Fitness Leaders Association; legal consultant and professional witness for cardiology and cardiovascular medicine.

Attended 25 conferences: 5 were international, 4 were national, and the remainder [16] were regional. The international meetings included 2 World Disability Conferences and the First International Conference on Rural Aging that was co-sponsored by the World Health Organization. National meetings included Center for Disease Control Diabetes Translation Conferences. Regional meetings included the Annual Family Practice & Sports Medicine Conference and Tri-State Society for Endocrinology and Metabolism seminars.

4 List awards/honors or special recognition in the last five years.

Graduate Exercise Science Program was recognized by the West Virginia Board of Governors as a Marshall University Program of Academic Excellence. Appointed to Marshall University School of Medicine Admissions Committee. Recognized by American Diabetes Association in *Who's Who in Diabetes Treatment, Education & Research*. Paper presented at CDC 2004 Diabetes Conference selected for early release publication in *Endocrine Today*, the clinical newsletter for endocrinologists.

5 Indicate any other activities that have contributed to effective teaching.

Renovated the Human Performance Laboratory Rehabilitation Center and classroom, enhancing our educational capabilities for both students and patients as well as improving our clinical services to the community.

6 List professional books/papers published during the last five years.

In the past five [5] years, sixteen [16] papers and articles were published, twelve [12] of them in refereed journals.

This includes both national and international journals and associations. A complete listing is available in a full vitae as well as annual reports accepted by the chair, dean and provost.

7 List papers presented at state, regional, national conferences during the last five years.

Thirty [30] papers were presented, 5 at international conferences, 4 at national meetings, and the remainder [21] at regional meetings. Three [3] presentations were Grand Rounds: Cardiology, Internal Medicine, and Family Practice.

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

**Director: Human Performance Laboratory Programs and Principal Investigator**

☐ Cabell Huntington Hospital/MU Medical Rehabilitation Program [1997 – present]  
I negotiated this contract in 1997. It generates \$42,000 in revenue annually and supports The Diabetes Exercise Center [DEC], Cardiac Rehabilitation Program [CRP], Chronic Pain Management Program [CPMP], and Bariatric Medicine Program. The DEC is one of a kind in the country and is part of the CHH Diabetes Treatment Center, an ADA certified center. The CRP continues to maintain its national certification by the AACVPR, having been the first such program in West Virginia to be so certified. The DEC, CRP, and CPMP accumulate more than 10,000, 3,000, and 3,000 *patient contact hours*, respectively, on an annual basis. These programs also provide clinical practicum and internship opportunities for graduate students in Exercise Science, Physical Therapy, and Athletic Training. The Human Performance Laboratory [HPL] is one of a few labs in the country that provides students with opportunities to work in the clinical setting. This means they learn to develop exercise prescriptions, take BP's, read EKG's, check blood glucose readings, and make appropriate adjustments. These programs require mature and responsible behavior in managing patients with multiple medical problems. The opportunity to work in such a setting is immeasurable. Students benefit greatly by directly applying knowledge gained in the classroom. Funds received for this contractual agreement are used to support graduate assistantships, purchase equipment for the HPL and Division of ESSR and provide related technological support and services.

☐ Johnson & Johnson Lifescan Clinical Site [1995 – present]  
As a recipient of this competitive honor, the HPL receives blood glucose strips, lancets, glucometers, and related technological support as well as educational materials and support. This award amounts to \$4,000 annually.

☐ Huntington Medical Foundation [1998 -1999]

☐ West Virginia Association of Exercise Physiologists [1999 -2000]

A grant of \$800.00 was received for our support of their mission and annual conference.

Name: Mary E. Marshall Status: (Check only ONE) Full-time x; Part-time \_\_\_\_\_; Graduate Assistant \_\_\_\_\_  
 Rank: Associate Professor Highest Degree Earned: Ed. D. Date Received: Nov. 1975  
 Conferred by: The University of North Carolina at Greensboro  
 Specialization: Administration of Physical Education in Higher Education/Licensure/Agency:

3 Years non-teaching experience 38 Years of employment at Marshall  
4 Years of employment other than Marshall 40 Years of employment in higher education

1. List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall Semester 2003		
PE 155	Beg. Folk Dance	23
PE 156	Beg. Square Dance	28
PE 159	Beg. Social Dance: Ballroom	30
PE 160	Beg. Modern Dance	11
PE 261	Intermediate Modern Dance	3
PE 305	Health & Phy. Education in Early Childhood Programs	22
PE 314	Physical Education in the Elementary School (Pre-K-Adult PE Mjrs Only)	5
Spring Semester 2004		
PE 155	Beg. Folk Dance	22
PE 156	Beg. Square Dance	32
PE 159	Beg. Social Dance: Ballroom	30
PE 160	Beg. Modern Dance	20
PE 261	Int. Modern Dance	5
PE 305	Health and Phy. Education in Early Childhood Programs	22
PE 350	Rhythms and Movement for Children (Pre-K-Adult PE Majors only)	8
PE 485	Independent Study: Motor Learning and Human Performance (PE Mjrs.)	1
Fall Semester 2004		
PE 155	Beg. Folk Dance	24
PE 156	Beg. Square Dance	26
PE 159	Beg. Social Dance: Ballroom	28
PE 160	Beg. Modern Dance	15
PE 261	Int. Modern Dance	7
PE 305	Health and Phy. Education in Early Childhood Programs	23
PE 314	Physical Ed. In the Elementary School (Pre-K-Adult PE Mjrs. Only)	7
PE 485	Independent Study: Motor Learning and Human Performance (PE Mjrs.)	1
Spring Semester 2005		
PE 155	Beg. Folk Dance	27
PE 156	Beg. Square Dance	30
PE 159	Beg. Social Dance: Ballroom	29
PE 160	Beg. Modern Dance	18
PE 261	Int. Modern Dance	1
PE 305	Health and Phy. Education in Early Childhood Programs	21
PE 350	Rhythms and Movement for Children (Pre-K-Adult PE Majors only)	4

2. If your degree is not in your area of current assignment, please explain. **(NOTE: Part-time; graduate assistant faculty do not need to fill in the remainder of this document.)**

3. Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations. **(NOTE: Begin with the most recent activities in each of the following sections.)**

A. Professional Organizational Membership:

1. American Alliance for HPERD
2. National Dance Education Organization (Charter Member)
  - a. Membership Committee
  - b. Dance Curricula in Higher Education Committee
  - c. Administration of Dance Programs in Higher Education Committee
3. Midwest District AAHPERD
4. West Virginia AAHPERD (Life Member)
5. Congress on Research in Dance
6. Society of Dance History Scholars
7. Dance West Virginia (WV), Inc.
  - a. Treasurer (2004- )
  - b. Director of Festivals (1981- )
  - c. Board of Directors (1981- )
  - d. Consultant (1981- )
8. American Association of University Women
  
9. Phi Delta Kappa, International
  - a. President, MU Chapter, 0164 (2000-2001)
  - b. Chairman, Executive Committee, MU Chapter, 0164 (2000-2001)
  - c. Alternate Delegate to PDK, Int. District Conferences, MU Chapter, 0164 Representative (2000-2002)
  - d. Educational Foundation Representative, MU Chapter, 0164 (2001-2002)
  - e. Member: Executive Committee (1998-2002)
10. The Physical Education Majors' Association
  - a. Advisor (2001- )
11. Alpha Phi Omega
  - a. Advisor MU Chapter (1998-2003)

B. Professional Activities:

1. Dance West Virginia, Inc. Fall Festivals, WVU Jackson's Mill Center for Long Learning and State 4-H Camp, Weston, WV (Regional)
  - a. Director (2000-2004)
  - b. Presenter: "Square Your Sets!," October 27, 2001
  - c. Presenter: "Let's Swing!," October 28, 2000
  - d. Chair: Numerous Sessions in Dance Program Content Planning and Performance (2000-2004)
2. Participant: "Changes, Challenges, Champions," West Virginia Association for HPERD Annual Convention, Charleston Marriott, Charleston, WV, October 10-13, 2001 (State)
3. Participant: "Leave a Legacy: Pass the Baton," American Alliance for HPERD National Convention and Exposition 2001, Cincinnati Convention Center, Cincinnati, OH, March 27-31, 2001 (National)
4. Participant: West Virginia Association for HPERD, Glade Springs Resort, October 19-21, 2000, (State)
5. Participant: "Conference 2000," Ashland Community College Annual Teaching/Learning Conference, Ashland Plaza Hotel, Ashland, KY, October 13-14, 2000 (Regional)

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

5. Indicate any other activities that have contributed to effective teaching.

- A. From Fall 2000 through Spring 2005, I have attended numerous University, COEHS, and Division of HPER/ESSR faculty development (seminars, clinics, meetings, et al) designed to enhance teaching and learning.

Colleagues and off-campus guest speakers/clinicians provided expertise in such topics as computer technology and its applicability in classroom presentations, creative assessment instrumentation design, scientific and pedagogical research design/findings, et al.

Further, my tenure as academic major advisor, having private conference with students, serving as advisor to two University student organizations, and teaching continuing education sessions in several dormitories each year has given me additional insight into and an appreciation of the day-to-day functioning of our students. This knowledge gained through more informal means, has assisted in greater teaching effectiveness.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name:    R. Daniel Martin    Rank:   Professor  

Status (Check one): Full-time   XXX   Part-time        Adjunct        Current MU Faculty:   XX   yes     no

Highest Degree Earned:   EdD   Date Degree Received:   8/95  

Conferred by:   West Virginia University  

Area of Specialization:   Sports Medicine/Higher Education Administration  

Professional Registration/Licensure   ATC   Agency:   Board of Certification – Athletic Training  

Years non-teaching experience       5    
 Years of employment other than Marshall       6    
 Years of employment at Marshall      25    
 Years of employment in higher education      30    
 Years in service at Marshall during this period of review       5  

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	PE 215	Intro to Athletic Training Team taught -15%	28
Fall 2003	PE 490	Senior capstone <b>(Writing Intensive)</b>	3
Fall 2003	PE 660	Graduate Internship	1
Fall 2003	PE 687	Advanced Cardiac Life Support	8
Fall 2003	HE 440	Health Assessment for the Athletic Trainer <b>(Writg Intens.)</b>	8
Fall 2003	HE 540	Health Assessment for the Athletic Trainer <b>(Writg Intens)</b>	1
Spring 2004	PE 215	Intro to Athletic Training Team taught 15%	25
Spring 2004	PE 448	Therapeutic Modalities	9
Spring 2004	PE 479	Trends in Athletic Training <b>(Writing Intensive)</b>	6
Spring 2004	PE 490	Senior capstone <b>(Writing Intensive)</b>	4
Spring 2004	PE 579	Trends in Athletic Training <b>(Writing Intensive)</b>	4
Spring 2004	PE 660	Graduate Internship	2
Spring 2004	PE 681	Thesis	2
Summer 2004	PE 361	Clinical Level III <b>(Writing Intensive)</b>	1
Summer 2004	PE 460	Clinical Level IV <b>(Writing Intensive)</b>	1
Summer 2004	HE 483	Independent Study	4
Summer 2004	HE 583	Independent Study	4
Summer 2004	HE 222	First Aid	18
Fall 2004	HE 215	Intro to Athletic Training Team Taught – 15 %	27
Fall 2004	HE 440	Health Assessment for the Athletic Trainer <b>(Writg Intens.</b>	8
Fall 2004	HE 540	Health Assessment for the Athletic Trainer <b>(Writg Intensi)</b>	3
Fall 2004	PE 490	Senior capstone <b>(Writing Intensive)</b>	2
Fall 2004	PE 681	Thesis	1
Fall 2004	PE 687	Advanced Cardiac Life Support	23
Spring 2005	HS 215	Intro to Athletic Training Team taught 15 %	26
Spring 2005	HS 448	Therapeutic Modalities	10
Spring 2005	HS 479	Trends in Athletic Training <b>(Writing Intensive)</b>	10
Spring 2005	HS 548	Therapeutic Modalities	3
Spring 2005	HS 579	Trends in Athletic Training <b>(Writing Intensive)</b>	3
Spring 2005	HS 585	Independent Study	1
Spring 2005	HS 660	Graduate Internship	1
Summer 2005	HS 361	Clinical Level III <b>(Writing Intensive)</b>	2
Summer 2005	HS 660	Graduate Internship	2
Summer 2005	PE 115	Body Conditioning with weights	20
Summer 2005	PE 115	Body conditioning with weights	12
Summer 2005	HS 222	First Aid	20
Summer 2005	HS 485	Independent Study	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

- 1 If your degree is not in your area of current assignment, please explain.  
**(For each of the following, list only events during the period of this review; begin with the most recent activities.)**
- 2 Activities that have enhanced your teaching and or research.  
Lexis/Nexus legal research workshop, 9/03; 10/05  
WAC workshop on teaching strategies, 8/2000; 1/2001; 4/04; WAC certified since 1997.  
Teaching techniques for clinical classes in Athletic Training at the NATA Annual Meeting, June 2001.  
American Heart Association CPR and First Aid Instructor Trainer Certification
- 3 Discipline-related books/papers published (provide a full citation).  
Martin, R.D. (2000). Boxing. In S. Street & D. Runkle (Ed), Athletic Protective Equipment, Care, Selection, and Fitting, (pp. 122-126). Boston: McGraw-Hill Companies.
- 4 Papers presented at state, regional, national, or international conferences.  
Martin, D., Childress, R., & McIlvain, G. (February 2005). Heart and lung Assessment for the athletic trainer. Oral presentation at the Kentucky Athletic Trainers' Society Annual Symposium and Meeting. Louisville, KY.  
  
Martin, D., & McIlvain, G. (2005) Cooperative Electronic Advising, WVAHPERD,  
Martin, D., & McIlvain, G. (200) His Heart Stopped! What do I do?, WVAHPERD  
Martin, D., & McIlvain, G. (200) Cardiopulmonary Resuscitation Certification Workshop, WVAHPERD  
Martin, D., McIlvain, G. & Childress, R., (February 2004) Use of Otoscope in Athletic Training, KY Athletic Trns Soc  
Martin, D., Childress, R., & McIlvain, G. (February 2005) He is Paralyzed! What do I do? WVAHPERD, 2005  
Martin, D. & McIlvain, G. (February 2005) Ouch! That Hurts! (Common injuries in adolescents) WVAHPERD (co- with Gary McIlvain)  
Martin, D., (MAY 2001) Supplements for Enhancing Sport Performance. Monongalia County School Systems.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.  
  
Strength & Conditioning Journal Review Board  
West Virginia Association for Health, Physical Education, Recreation, & Dance, 2003, 2004  
Annual Family Practice Weekend & Sports Medicine Conference, 2001, 2002, 2003, 2004  
National Athletic Trainers Symposium, 2001, 2002, 2003, 2004, 2005  
Kentucky Athletic Trainers' Society Annual Symposium, 2004, 2005  
NATA District III Annual Conference, 2001, 2002
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
Outstanding Graduate Faculty advisor; May 2004  
WV Athletic Trainer of the Year, 2004  
Outstanding Advisor Award in Undergraduate Education COEHS 2000-2001.  
Gamma Beta Phi Outstanding Faculty Recognition, 2001  
Outstanding Advisor Award in Undergraduate Education COEHS 2001-2002.  
Who's Who Among America's Teachers, 2001, 2002, 2005
- 8 Community service as defined in the *Greenbook*.  
  
Member - Committee Advisory Board for Health South Rehabilitation Hospital, Huntington.  
Member - Advisory Council and Waiver Board for Athletic Trainers for the West Virginia Department of Education.  
Member – Sports Medicine Committee - Secondary Schools Athletic Commission.  
Provided/coordinated athletic trainer/physician coverage for WSAZ Wrestling Tournament, January 2001, 2002, 2003, 2004, 2005.  
Provided/coor athletic trainer/physician coverage for WV State Wrestling Tour, February 2001, 2002, 2003, 2004, 2005  
Provided and coordinated athletic trainer coverage for Huntington High School through 5/04  
Provided and coordinated athletic trainer coverage for Cabell Midland High School through 5/04  
Coordinated graduate assistant positions with Charleston Area Medical Center.  
Coordinated graduate assistant positions with Holzer Clinic.  
Coordinated graduate assistant positions with Health South, Parkersburg  
Coordinated graduate assistant position with Chesapeake Schools.  
Coordinated graduate assistant position with Fairland Schools.  
Coordinated graduate assistant position with South Point Schools.  
Coordinated graduate assistant position with Trinidad orthopedics, Portsmouth, Ohio.  
Coord/provided medical coverage for the Huntington Outdoor Theater Productions, Summer 2001, 2002, 2003, 2004, 2005  
Consultant to Seconds Out Boxing Gym, VFW Boxing Gym, WV Boxing Association.  
Consultant to Huntington Fire Dept. on curriculum development.

Date Created: March 6, 2002 Revised: 3/7/2006

masterMSprogramreviewfinal

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

**Appendix II**  
**Faculty Data Sheet**  
(for the period of this review)

Name: Jean-Claude Martin Rank: Assistant Professor  
Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no  
Highest Degree Earned: PhD Date Degree Received: 1985  
Conferred by: University of Wisconsin  
Area of Specialization: Bio Anthropology/Health Education  
Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_  
Years non-teaching experience 4  
Years of employment other than Marshall 20  
Years of employment at Marshall 5  
Years of employment in higher education 14  
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003-2005/Fall	HS 220/221	Personal Health I and II	70
2003-2005/Fall	PE 305	School Health Curriculum	22
2003-2005/Fall	HS 480/500	Independent Study – Alternative Medicine	10
2003-2005/Fall	HS 325	School/Community Health	10
2005Fall	HS 122	Pediatric CPR/First Aid	25

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.**

- 2 Activities that have enhanced your teaching and or research. Attended Writing Across Curriculum Workshop
- 3 Discipline-related books/papers published (provide a full citation).
- 4 Papers presented at state, regional, national, or international conferences. WVAHPERD, AAHPERD
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.  
American Association of Public Health; American Association for Health Education; Association for Professionals in Infection Control and Epidemiology
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.  
United Ways; Ebenezer Medical Outreach Center; Cabell/Huntington Hospital; St. John's House

## Appendix II Faculty Data Sheet (for the period of this review)

Name: Gary E. Mcllvain Rank: Assistant Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Doctoral Candidate Date Degree Received: MS Health

Conferred by: Middle Tennessee State University

Area of Specialization: Health Promotion/Athletic Training

Professional Registration/Licensure 049402520 Agency: NATABOC

Years non-teaching experience	6
Years of employment other than Marshall	6
Years of employment at Marshall	6
Years of employment in higher education	6
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Summer 2005	HS 215	Intro to Athletic Training	3
Summer 2005	PE 369	Nature/Basis Motor Skills <b>(Writing Intensive)</b>	20
2005 Spring	HS 215	Intro to Athletic Training	26
2005 Spring	HS 449-549	Therapeutic Exercise in Athletic Training <b>(Writing Intensive)</b>	14/2
2005 Spring	HS 122	First Aid Child & Infants	16
2005 Spring	HS 255	AT Clinical Exp. Level I <b>(Writing Intensive)</b>	6
2005 Spring	HS 460	AT Clinical Exp. Level IV <b>(Writing Intensive)</b>	1
2005 Spring	HS 490	Internship (Writing Intensive)	3
2004 Fall	PE 215	Intro to Athletic Training	27
2004 Fall	PE 422-522	Care of Athletic Injuries	15/0
2004 Fall	PE 122	First Aid Child & Infants	23
2004 Fall	PE 255	AT Clinical Exp. Level II <b>(Writing Intensive)</b>	4
2004 Fall	PE 460	AT Clinical Exp. Level IV I <b>(Writing Intensive)</b>	4
2004 Fall	PE 490	Internship I <b>(Writing Intensive)</b>	6
2004 Summer	PE 215	Intro to Athletic Training	1
2004 Summer	PE 369	Nature/Basis Motor Skills	18
2004 Spring	PE 215	Intro to Athletic Training	25
2004 Spring	PE 449-549	Therapeutic Exercise in Athletic Training <b>(Writing Intensive)</b>	10/1
2004 Spring	PE 122	First Aid Child & Infants	20
2004 Spring	PE 255	AT Clinical Exp. Level II <b>(Writing Intensive)</b>	6
2004 Spring	PE 360	AT Clinical Exp. Level III <b>(Writing Intensive)</b>	2
2004 Spring	PE 361	AT Clinical Exp. Level III I <b>(Writing Intensive)</b>	3
2004 Spring	PE 460	AT Clinical Exp. Level IV I <b>(Writing Intensive)</b>	1
2003 Fall	PE 215	Intro to Athletic Training	28
2003 Fall	PE 422-522	Care of Athletic Injuries	9/1
2003 Fall	PE 122	First Aid Child & Infants	23
2003 Fall	PE 255	AT Clinical Exp. Level I	2
2003 Fall	PE 360	AT Clinical Exp. Level II	4
2003 Fall	PE 361	AT Clinical Exp. Level III	1
2003 Fall	PE 460	AT Clinical Exp. Level IV	3

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**



1 If your degree is not in your area of current assignment, please explain.  
**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.
1. Utilize PowerPoint presentations in multiple courses
  2. Utilize Injury/Rehabilitation Tracking Software in the classroom
  3. Utilize Athletic Training exam preparation software in the classroom
  4. Utilize SPSS and Excel spreadsheets/statistical analysis in the classroom
  5. Utilize remote mouse, digital camera, digital recorder, & laptop in the classroom
  6. Utilize library instruction in areas of database usage in finding professional journals and legal research.
  7. Utilize electronic reaction equipment, proprioceptive equipment, and medical diagnostic equipment in the classroom
  8. Teach multiple courses as Writing Intensive
  9. Attended Ashland Teaching and Learning Conference in 2004, 2003, 2002, 2001.
  10. Serve on the review board for the Strength & Conditioning Journal 2003-current
  11. Attended a Lexus Nexus faculty workshop Fall 2003
  12. Text book reviewer for McGraw-Hill Fall 2002
  13. 42 hours of coursework taken from Fall 2001-Summer 2004 at the University of Kentucky toward doctoral degree related to Athletic Training.
  14. Writing Across the Curriculum Workshop Fall 2002
  15. Team teach multiple courses with peer professors.

3 Discipline-related books/papers published (provide a full citation).

4 **Papers presented at state, regional, national, or international conferences. CO = CO-PRESENTED**

August 4, 2005. Belfonte Hospital Inservice Presentation. The female knee, her ACL, & Evidence Based Programs Shown to Reduce the Risk.

Feb. 19, 2005. Kentucky Athletic Trainer's Annual Symposium. Heart & Lung Assessment for the Athletic Trainer. (CO)

July 18-21, 2004. WVAHPERD conference. Ouch! That Hurts! Common Overuse Injuries in Adolescents. (CO)

July 18-21, 2004. WVAHPERD conference. He is paralyzed, what do I do? (CO)

Feb. 21, 2004. Kentucky Athletic Trainer's Annual Symposium. Use of otoscope and ophthalmoscope for the athletic trainer. (CO)

October 23-25, 2003. WVAHPERD conference. CPR workshop. (CO)

October 23-25, 2003. WVAHPERD conference. His Heart has Stopped! What do I do? (CO)

October 23-25, 2003. WVAHPERD conference. Cooperative Electronic Advising. (CO)

July 24, 2002. WVAHPERD conference. CPR, FBOA, & AED workshop

July 22, 2002. WVAHPERD conference. They aren't breathing! What do I do?

July 22, 2002. WVAHPERD conference. Using technology in HPER/Science Classes.

May 17-19. Mid-Atlantic Athletic Trainer's Association Symposium. Otoscope/Ophthalmoscope. (CO)

5 **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

1. **Professional Organizations**

National Athletic Trainer's Association

WV Athletic Trainer's Association

KY Athletic Trainer's Association

Mid-Atlantic Athletic Trainer's Association

WV Association for Health, Physical Education, Recreation, & Dance

American Alliance for Health, Physical Education, Recreation, & Dance

2. **Conferences**

National Athletic Trainer's Association Annual Symposium Summer 03, 05

WV Athletic Trainer's Association Annual Symposium Spring 01, 02, 03

KY Athletic Trainer's Association Annual Symposium Spring 05, 04

Vanderbilt Knee Clinic Summer 2005

Family Practice Weekend & Sports Medicine Conference Fall 01, 02, 03, 05

WV Association for Health, Physical Education, Recreation, & Dance 01, 02, 03, 04

6 Externally funded research grants and contracts you received.

7 **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

2003-2004 Who's Who Among America's Teachers

2004-2005 Who's Who Among America's Teachers

2004-2005 Chancellor's List

2005-2006 Manchester's Who's Who Among Executives and Professionals

8 **Community service as defined in the Greenbook.**

May 12, 13, 14, 17<sup>th</sup>, 2004 First Aid & Health Care Provider CPR/FBAO training and certification for 40 Cabell Midland High School students.

July 9, 2004. Magnolia High School inservice to coaches and athletic trainers. The Female Knee & The ACL Dilemma.

Spring 01, 02, 03, 05 WSSAZ Wrestling Tourney Medical Coverage

Spring 01, 02, 03, 04, 05 State Wrestling Tourney Medical Coverage

CPR Training various times 2001-2005

Dec. 17-19, 2001 Healthcare provider CPR training for 22 Cabell-Midland HS seniors.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: David A. Robertson Rank: Assistant Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: M.A. \_\_\_\_\_ Date Degree Received: May 1998

Conferred by: Eastern Kentucky University

Area of Specialization: Physical Education

Professional Registration/Licensure  Certified K-12 Physical Education 5-12 Health Agency: Kentucky Department of Education

Years non-teaching experience 23  
 Years of employment other than Marshall 22  
 Years of employment at Marshall 1  
 Years of employment in higher education 2  
 Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2004/Summer	PE 305	Health and Physical Education in Early Childhood Programs: Taught 50%	15
2004/Fall	CI 415	Integrated Methods and Materials: Secondary Physical Education	10
	PE 211	Physical Fitness Leadership	30
	PE 310	Teaching Individual Sports	15
	PE 435	Adapted Physical Education and Mainstreaming	18
2005/Spring	CI 415	Integrated Methods and Materials: Secondary Physical Education	3
	PE 305	Health and Physical Education in Early Childhood Programs	22
	PE 311	Teaching Team Sports	25
	PE 365	Tests and Measurements	25
	PE 476	Theoretical and Practical Aspects of Coaching	19
	PE 576	Theoretical and Practical Aspects of Coaching	9
2005/Summer	PE 305	Health and Physical Education in Early Childhood Programs	14
2005/Fall	CI 415	Integrated Methods and Materials: Secondary Physical Education	3
	PE 310	Teaching Individual Sports	26
	PE 435	Adapted Physical Education and Mainstreaming	25

- 1 If your degree is not in your area of current assignment, please explain.
- 2 Activities that have enhanced your teaching and or research.  
April, 2005—Attended the American Alliance for Health, Physical Education, Recreation, and Dance National Convention in Chicago.  
May, 2005—Received a \$1,00.00 grant to develop a new course in physical education teacher education.
- 3 Discipline-related books/papers published (provide a full citation).
- 4 Papers presented at state, regional, national, or international conferences.  
Robertson, D.A. (2005, February). Teaching and coaching: What does it involve? Presented at the Future Professionals Conference annual meeting of the West Virginia Association of Health, Physical Education, Recreation, and Dance, Cedar Lakes Conference Center, Ripley, WV.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.  
American Alliance for Health, Physical Education, Recreation and Dance  
American Educational Research Association  
Association for Curriculum Development  
Kappa Delta Pi  
Kentucky Association for Health, Physical Education, Recreation, and Dance  
New York Association for Health, Physical Education, Recreation, and Dance  
West Virginia Association for Health, Physical Education, Recreation, and Dance
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.  
Member, Board of Directors, St. John's House, 2004-Present.



## Appendix II Faculty Data Sheet

(for the period of this review)

Name:   Lynn Snyder   Rank:    Professor   

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned:   PhD   Date Degree Received:   1978  

Conferred by:   University of Illinois-Champaign-Urbana  

Area of Specialization:   Educational Psychology  

Professional Registration/Licensure    Agency:   

Years non-teaching experience   36  

Years of employment other than Marshall   36  

Years of employment at Marshall   3  

Years of employment in higher education   32  

Years in service at Marshall during this period of review   2  

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2004 Spring	PE 696	Seminar Intercollegiate Athletics	16
2004 Fall	PE 485	Independent Study	4
2004 Fall	PE 490	Internship	7
2004 Fall	PLS 411/511	Recreation Area and Facilities	38
2004 Fall	PE 475/575	Seminar Sports Mgt. and Mkt.	37
2004 Fall	PE 218	Sci/cult Basis PE/Sport	35
2005 Spring	PE 401	Ethics in Sports	31
2005 Spring	PE 696	Seminar Intercollegiate Athletics	17
2005 Spring	PE 482	Financial Management Sport and Recreation	8
2005 Spring	PE 580	Fin Mgmt for Sports	21

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.  
I keep in constant contact with those in intercollegiate athletics that I have known throughout my career to stay up to date on the latest developments that impact the courses I teach.
- 3 Discipline-related books/papers published (provide a full citation).
- 4 Papers presented at state, regional, national, or international conferences.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.

**Appendix II  
Faculty Data Sheet**

Name:     Ronda Childress Sturgill     Rank: Assistant Professor

Status: (Check one) Full-time   X  ; Part-time     ; Graduate Assistant     

Highest Degree Earned:   PhD   Date Degree Received: 2003

Conferred by: The University of Alabama

Area of Specialization:   Health Educaiton/ Health Promotion    

Professional Registration/Licensure   yes   Agency: National Athletic Trainers Association - Certified

Years non-teaching experience     1      
 Years of employment other than Marshall     1      
 Years of employment at Marshall     1      
 Years of employment in higher education     1    

To determine compatibility of credentials with assignment:

- 1 List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2004/Fall	HS 122 – Infant/Child CPR	24, 23, 26, 24
	HS 222- First Aid	35
	HS 360 – Athletic Training Clinical II	5
	HS 361 – Athletic Training Clinical III	2
2005/Spring	HS 122 – Infant/Child CPR	23, 13, 24, 5
	HS 222 – First Aid	27
	HS 360 – Athletic Training Clinical II	3
	HS 361 – Athletic Training Clinical III	4
2005/Summer	HS 530- Health Issues in Physical Education and Athletics	3
	HS 360 – Athletic Training Clinical II	

- 2 If your degree is not in your area of current assignment, please explain.
- 3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.  
 Member – National Athletic Trainers Association  
 Attended – National Athletic Trainers Association Annual Symposium (2005, 2003, 2002)  
 Attended – Southeast Athletic Trainers Association Annual Symposium (2004, 2003, 2002)  
 Member – Alabama Athletic Trainers Association (2000-2003)
- 4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.  
**Childress, R.** (Invited Presentation, January 2003). Pitching Patterns and Injury: A Prospective Six-year Study. Paper presented at the 21<sup>st</sup> Annual Injuries in Baseball Course in Atlanta, GA.  
 Recipient of Medco Sports Medicine Researcher Scholarship, The University of Alabama, 2002
- 5 Indicate any other activities that have contributed to effective teaching.  
 Completed Writing Across the Curriculum Workshop and Submitting Portfolio  
 West Virginia Teaching Certificate for Health Education, 2003-Present  
 CPR and First Aid Certification and Instructor Certification
- 6 List professional books/papers published during the last five years.  
**Childress, R.** & Hastie, P. (2003). Alcohol use of college athletes. Kentucky Association for Health, Physical Education, Recreation and Dance Journal, 39 (1), 19-21.  
 Donahue, R., Fitzhugh, E., Boling, W., Eddy, J., Leaver-Dunn, D., Abbott, R., Carter, T., Chaney, D., **Childress, R.**, Lewis, M., Murphey, P., Filoromo, C., Strasser, S., Hardy, M., Notaro, S., O'Rourke, S., & Watts, G. (2002). Using the responsibilities of the health educator to rate journals in the field. American Journal of Health Studies, 18(1), 1-9.  
 Buchanan, A. M., Howard, C., Martin, E., **Childress, R.**, Preau, L. L., Ferry, M. E., & Bedsole, B. C. (February 2002). Force and Motion: A cooperative problem solving approach to integrating 5<sup>th</sup> grade science and physical education. The Journal of Physical Education, Recreation, & Dance, 73(2), 31-36.

Dale, B., **Childress, R.**, & Riewald, Scott. Conditioning during Rehabilitation. The Science: In the Science and Art of Coaching, 2001, 45-50.

7

List papers presented at state, regional, and/or national organization conferences during the last five years.

Martin, D., **Childress, R.**, & McIlvain, G. (February 2005). Heart and lung Assessment for the athletic trainer. Oral presentation at the Kentucky Athletic Trainers' Society Annual Symposium and Meeting. Louisville, KY.

**Childress, R.**, Fleisig, G., Loftice, J. & Andrews, J. (March 2004). The use of arm treatments and arm pain in youth baseball pitchers over a four-year period. Poster presentation at the Southeast Athletic Trainers' Association Annual Clinical Symposium, Atlanta, GA.

**Childress, R.** & LeBron, D. (March 2004). A Model HIV/AIDS Education Program for African American Adults in Rural Alabama. 2004 National Conference on Multicultural Affairs, Orlando, FL.



## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Sharon Stanton

Rank: Director of Recreational Sports

Status (Check one): Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct  Current MU Faculty: yes no

Highest Degree Earned: \_\_\_\_\_Masters\_\_\_\_\_ Date Degree Received: 1986

Conferred by: Ohio University

Area of Specialization: Athletic Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_

Years of employment other than Marshall \_\_\_\_\_

Years of employment at Marshall \_\_\_\_\_18\_\_\_\_\_

Years of employment in higher education \_\_\_\_\_18\_\_\_\_\_

Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2004/Spring	PLS 320	Recreational Sports & Campus Recreation Management	30

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Marc Williams Rank: Adjunct Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: J.D. Date Degree Received: 1985

Conferred by: West Virginia University

Area of Specialization: Litigation

Professional Registration/Licensure  Attorney  Agency: West Virginia State Bar

Years non-teaching experience 20

Years of employment other than Marshall           

Years of employment at Marshall 14

Years of employment in higher education 14

Years in service at Marshall during this period of review           

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2004/Fall	PE 430/530	Sport Law I	42
2005/Spring	PE 615	Sport Law II	25
2005/Fall	PE 430/530	Sport Law I	48
2004/Spring	PE 615	Sport Law II	25

## **Appendix III**

## Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
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There were none offered during this review.

## **Appendix IV**

### **Service Courses**

**There were none for this review.**

## **APPENDIX V**

**Appendix V  
Program Course Enrollment**

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
HE 530	Health Issues in Physical Education and Athletics																
HE 540	Health Evaluation for the Athletic Trainer						4			7			1			3	
HE 580-583	Special Topics in Health Education							8			3	4					
HE 585-588	Independent Study																
HE 640	Health Evaluation for the Athletic Trainer				7			10									

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

\* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

## Appendix V Program Course Enrollment

(The HS {Health Science} alpha designator began in spring 2005 eliminating the HE alpha designator)

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
HS 522	Prevention, Care and Treatment of Athletic Injuries																
HS 530	Health Issues in PE and Athletics																
HS 540	Health Evaluation for the Athletic Trainer																
HS 548	Therapeutic Modalities in Athletic Training																3
HS 549	Therapeutic Exercise in Athletic Training																2
HS 579	Trends in Athletic Training																3
HS 580-583	Special Topics																6
HS 585-588	Independent Study																1
HS 660	Internship																1
HS 681	Thesis																

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

\* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.



**Appendix V  
Program Course Enrollment**

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PE 516	Planning & Developing HPER & Athletic Facilities								1								
PE 522	Prevention, Care & Treatment of Athletic Injuries				5			4		3			1				
PE 524	Sport & PE in the 20 <sup>th</sup> Century US		7			7					20			23			10
PE 525	Sport and Film				10			7			7			6			10
PE 530	Sport Law			16			20			23			19			17	
PE 540	Women in Sport			13						26							
PE 548	Therapeutic Modalities in Athletic Training				1			5									
PE 549	Therapeutic Exercise in Athletic Training			2			4				3			1			
PE 575	Seminar in Sports Mgt. & Mkt				12		12	9		3	12		9	11		8	
PE 576	Theoretical and Practical Aspects of Coaching				10			7									
PE 578	Energy Sources, Body Composition and Performance			11			11			17			18			11	
PE 579	Trends in Athletic Training				1			7			5			4			
PE 580	Special Topics							7			7	6	20	11		4	37
PE 581	Special Topics		7						7								
PE 585-588	Independent Study		5	7	5	2	6	9	9	3	15	8	5	17	10	5	12
PE 601	Advanced Exercise Testing				19			19			18			26			16

**Appendix V  
Program Course Enrollment**

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PE 615	Legal Concern in PE and Athletics				18			19			18			21			23
PE 621	Scientific Aspects of Physical Education			25		6	32			30			28			30	
PE 642	Devising & Implementing Training & Cond. Programs.				22			41		16		9	27		7	14	
PE 643	Sport in the Social Process									14							
PE 646	Athletic Training I							9									
PE 652	Administrative Theories in PE and Athletics			21			21						23			30	
PE 660	Internship		8		6	8	9	15	9	5	8	9	4	11	10		4
PE 670	Research in Physical Education		14	28		8	39		9		31	17	24	15	11	20	
PE 675	Advanced Sport Marketingf													13			12
PE 681	Thesis			6	4		1	1	1	5	5	1	1	3		3	2
PE 682	Health Promotion, Disease Prevention, & Rehab.: Clinical Perspectives				5						13			17			13
PE 683	Cardiovascular Assessment			15			15			16			23			19	
PE 684	Developing Exercise, Nutritional, and Behavioral Prescriptions				10	3					20			18			17
PE 685	Development and Administration of Preventive and Rehabilitative Medical Programs			7			6			6			5			9	

**Appendix V  
Program Course Enrollment**

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PE 686	Behavioral Aspects of Wellness, Disease, Rehabilitation													26		23	
PE 687	Cardiac Life Support			11			13			23			8			23	
PE 696	Seminar in Physical Education				11			25						26			19

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

\* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

## Appendix V Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PLS 500	Leisure and Aging																
PLS 501	Administration of Parks & Recreation				2					1							
PLS 502	Assessment & Evaluation in Recreation & Leisure Services				1												
PLS 510	Recreation Area & Facility Maintenance						2			1							
PLS 511	Recreation Areas and Facilities			1			3			4		4	6			5	
PLS 521	Recreation for Special Populations				3												
PLS 522	Therapeutic Recreation In Institutional Settings																
PLS 530	Environmental Interpretation				1												
PLS 531	Forest Recreation Planning			1													
PLS 540	Off-Highway Vehicle Recreation in America									1							
PLS 550E	Introduction To OHV Recreation															1	
PLS 580-583	Special Topics																
PLS 585-588	Independent Study																

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

\* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

## **APPENDIX VI**

## Appendix VI

### Program Enrollment

Students	Year 1 2000-2001	Year 2 2001-2002	Year 3 2002-2003	Year 4 2003-2004	Year 5 2004-2005
New Students Admitted	20	26	26	19	15
Principal Majors Enrolled	36	31	45	36	35
Area of Emphasis:					
Area of Emphasis:					
Area of Emphasis:					
Area of Emphasis:					
Minors**					
<b>Grand Total of Students Enrolled in the Program</b>	56	58	71	55	50
Graduates of the program	22	23	27	22	20

**Marshall University**  
**Assessment of Student Outcomes: ESSR, MS, Health and Physical Education**

**ESSR, MS, Health and Physical Education:**

<b>ESSR, MS, Health and Physical Education</b>					
<b>Student Outcome</b>	<b>Person or Office Responsible</b>	<b>Assessment Tool or Approach</b>	<b>Standards/ Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken</b>
Demonstrate statistical knowledge	Instructor of PE 670, oral exam committee	Student performance in course, oral exam, thesis	Previous performance	Satisfactory	None
Demonstrate knowledge in specific areas related to their major	Instructor, oral exam committee	Student performance on exams, oral exam, presentations, class discussions	Previous performance	Satisfactory	None
Demonstrate computer skills	Instructor, oral exam committee	Presentations, handing in assignments, web assignments, oral exam	Previous performance	Satisfactory	None
Think critically, logically, and creatively about their discipline	Course Instructor	Student performance on exams, oral exam, presentations, class discussions	Performance in coursework, internships	Satisfactory	None
Communicate effectively, both orally and in writing	Course Instructor	Student performance on exams, oral exam, presentations, class discussions	Performance in coursework, internships	Satisfactory	None
Understand the history of sport and exercise	Course Instructor	Student performance on exams, oral exam, presentations, class discussions	Performance in coursework	Satisfactory	None

Recognize and solve problems in their chosen field	Course Instructor, student teaching supervisor	Student performance on exams, oral exam, presentations, class discussions	Performance in coursework and internships	Satisfactory	None
Maintain a minimum of a 3.0 GPA as well as	Course instructor,	Student performance in overall coursework	Performance in coursework and oral exam	Satisfactory	None
pass an oral comprehensive exit examination	oral comprehensive exam committee	Student performance on exam	Student performance on exam	Suggestions were received from faculty Based on student performance	Additional requirements for additional material of information including the use of PowerPoint or other visual aids as appropriate.



**Program Review**  
Marshall University  
October 2005

Date: \_\_\_\_\_

Program: \_\_\_\_\_  
Degree and Title

Date of Last Review: \_\_\_\_\_

**Recommendation**

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code(#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

\_\_\_\_\_  
Recommendation: Signature of person preparing the report: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Recommendation: Signature of Program Chair: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Recommendation: Signature of Academic Dean: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Recommendation: Signature of the President: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Recommendation: Signature of Chair, Board of Governors: \_\_\_\_\_ Date: \_\_\_\_\_