COLORADO MESA
UNIVERSITY

AY 2018 – 2019
Program Review

Kinesiology

Program Review for
Bachelor of Arts in Kinesiology
Bachelor of Science in Exercise Seience
Bachelor of Science in Sport Management
Exercise Science Minor
Sport Management Minor
Personal Training Certificate

Department of Kinesiology
October 2018

Contents

Acknowledgements

This program review is the result of the work completed by the following Program Review Committee members:

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Dr. Jeremy Hawkins approved and submitted the final draft.

1. INTRODUCTION AND PROGRAM OVERVIEW

a. Program description by level, concentrations, and minors

The Department of Kinesiology currently offers three undergraduate degrees, a Bachelor of Arts degree in Kinesiology, a Bachelor of Science degree in Exercise Science, and a Bachelor of Science degree in Sport Management. At the time of this review, the Bachelor of Arts in Kinesiology had three concentrations, namely Adapted Physical Education, Fitness and Health Promotion, and K-12 Teaching. The department also offers an Associate of Science degree in Sport Management as well as a Personal Training certificate and minors in Exercise Science (formally Personal Training minor) and Sport Management.

Bachelor of Arts – Kinesiology

Adapted Physical Education: Students concentrating in adapted physical education learn to adapt or modify the physical education curriculum and/or instruction to address specific abilities of individuals. Students learn to develop activities that are appropriate and effective for persons with disabilities. Career opportunities include adapted physical education teacher (K-12), which requires completing the K-12 concentration coursework; activity director at an assisted living center or rehabilitation facility; and possible preparation for additional careers following graduate school.

Fitness and Health Promotion: Students enrolled in the Fitness and Health Promotion concentration should have a strong interest in the sciences as this program applies science to human function. The student explores exercise physiology, anatomical kinesiology, community health, physical activity and aging, worksite health promotion and sports nutrition, among other subject areas. Career opportunities include sports and wellness program instructors and directors; strength coaches* for college, positions in university and professional sports programs; managers and exercise leaders in corporate wellness programs; nutritionists*; occupational therapists*; and personal trainers (*career requires additional post-baccalaureate studies). The design of the Fitness and Health Promotion concentration aligns with the National Commission for Health Education Credentialing (NCHEC) guidelines and the National Strength and Conditioning Association (NSCA) Education Recognition Program (ERP) in Strength and Conditioning and Personal Training.

K-12 Teaching: The K-12 Teaching concentration prepares students to teach elementary, middle and high school physical education. The degree plan includes coursework covering human anatomy and physiology, team and individual sports, exercise science, and teaching methods courses. Specifically, the teacher candidate studies and demonstrates competence in three elements of human movement education: (1) the core human movement knowledge area; (2) the professional area; and (3) the pedagogical area where we stress proficient skill development and pedagogy throughout the program. Students gradually accumulate over 200 hours of classroom experience before beginning student teaching. Admission to the Teacher Education Program is required for all teacher candidates who are working toward licensure. A minimum cumulative GPA of 2.8 (including transfer and CMU coursework) is required for admission to the Teacher Education Program. A minimum GPA of 2.8 is required overall, in content major coursework, and in all education coursework prior to the student teaching internship.

anatomy, physiology, kinesiology, applications of physical fitness, and exercise physiology. The design of this certificate meets the requirements of the NSCA ERP Personal Trainer.

b. Brief history of the program

The Colorado Commission on Higher Education approved the Bachelor of Arts in Kinesiology, entitled Human Performance and Wellness until 2005, as an official degree in 1994. Prior to 1994, a physical education track was available in the selected studies degree program. The institution began offering this track in the 1987-1988 academic year. Since becoming an official baccalaureate degree, the program has prospered and grown tremendously. We currently have over 1000 majors. In 2017 – 2108 we graduated 203 students, down slightly from an all-time high the year before (248). The Bachelor of Arts in Kinesiology has 277 majors (62 graduates in 2017 – 2018). The Bachelor of Science in Exercise Science has 357 majors (50 graduates in 2017 – 2018), and the Bachelor of Science in Sport Management has 190 majors (54 graduates in 2017 – 2018). Additionally, there are 79 majors in the Associates of Science in Sport Management (7 graduates in 2017 – 2018) and 65 majors in the Personal Training certification program (14 certificates awarded in 2017 – 2018). Lastly, the Exercise Science minor has 11 students enrolled whereas the Sport Management minor has 28. These programs graduated 4 and 14 students respectively in 2017 – 2018.

The Bachelors of Arts in Kinesiology previously had the following five concentrations: Adapted Physical Education, Athletic Training, Exercise Science, K-12 Teaching, and Sport and Fitness Management. In 2007, the Sport and Fitness Management program evolved into a separate degree program, Bachelor of Science in Sport Management. Also in 2007 and in response to accreditation standards, Athletic Training became its own Bachelors of Science degree. In 2010, the department faculty added the Fitness and Health Promotion concentration. In 2011, the Exercise Science program evolved into a separate degree program, Bachelor of Science in Exercise Science, leaving Adapted Physical Education, Fitness and Health Promotion, and K-12 Teaching as the only concentrations of the Bachelors of Arts in Kinesiology degree. The department faculty completed paperwork during 2017 – 2018 that created a Bachelor of Science in Fitness and Health Promotion degree and a Master of Science in Sport Management degree. The Bachelor of Arts in Kinesiology continues to offer concentrations in Adapted Physical Education and K-12 Teaching.

c. Recommendations from the previous external review and progress made toward addressing them

In Spring 2013, the Department of Kinesiology hosted Dr. James C. Hannon of the University of Utah as our last program reviewer. Dr. Hannon conducted a review of the Bachelor of Arts in Kinesiology and Bachelor of Science in Sport Management programs. His recommendations, as well as our response and progress toward meeting those recommendations, follow.

Recommendation #1

As stated in my narrative, I feel very strongly that both the Kinesiology and Sport Management programs are in need of additional faculty and support for professional development. Without additional faculty and resources I do not think the addition of graduate programs is advisable. The current undergraduate enrollment alone warrants additional human resources in order to maintain the high standards of quality already in place. Although it is not within CMU's policies I think that at least one professional advisor

in Sport Management is beginning in Fall 2018, the department has decided to wait for further consideration of COSMA accreditation.

Recommendation #5
I recommend that the department work closely with the Office of Assessment to continue to refine SLO's and assessment procedures and data collection to document success. This is an ongoing process that the entire campus is currently working through.

Response and Progress
Since our last program review, we have seen tremendous growth with our student learning outcomes, SLO's, assessment procedures, and data collection to document our successes. Each program has their own SLO's, assessment reports, and documentation of successes, changes, and improvements.

d. Alignment of program mission statement and goals to institutional mission statement

Department of Kinesiology Mission Statement

Our mission is to promote wellness and the benefits of physical activity through excellence in teaching, scholarship, and professional service.

Please note, our mission statement has served us well in the last five years. However, because of the addition of allied health graduate programs in the department, we have revised the mission statement to read: The Department of Kinesiology empowers students by providing nationally recognized academic and professional programs that promote and manage wellness, physical activity, and healthy lifestyles through excellence in teaching, scholarship, and service.

Institutional Mission Statement

Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

The programs within the Department of Kinesiology directly support the institutional mission statement and university values. We believe that we provide a high quality education in a student-centered environment. Our programs provide a learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problem solving, innovation, teamwork, and communication in students. We offer a wide variety of opportunities that engage students in applied learning and value diversity and diverse activities, and encourage involvement and interaction outside the classroom. We offer state-of-the-art facilities and technologies that enhance the learning environment and our faculty members are recognized for their professional expertise and quality of instruction.

2. CURRICULUM

a. The program's curriculum in terms of its breadth, depth, and level of the discipline

Program Sheets are located in Appendix A and Program Overviews are located in Appendix B.

Bachelor of Arts – Kinesiology

The required foundation and core courses for the Bachelor of Arts – Kinesiology are: Human Anatomy and Physiology with a separate lab, Human Nutrition (Fitness and Health Promotion concentration only), History and Philosophy of Physical Education, Applications of Physical Fitness and Exercise Prescription, Exercise Physiology with a separate lab, Anatomical Kinesiology, Organization, Administration, and Legal Considerations, First Aid and CPR for the Professional Rescuer, and Senior Seminar. The intention of these foundation and core courses is to foster a learning experience that provides the physiology, anatomy, and history of the field with the practical application of these principles. The intention of the required concentration courses is to further enhance the student's knowledge of specific applications within various settings that are specific to the discipline being studied.

Adapted Physical Education: this concentration is designed to help students prepare to work with individuals with special needs. This concentration has the most advantages when students choose to double concentrate with either the Fitness and Health Promotion concentration or the K-12 Teaching concentration.

Fitness and Health Promotion: this concentration is designed to meet the guidelines established by the NSCA for the ERP. Specific courses designed to meet these guidelines include: Health and Fitness Assessment, Anatomical Kinesiology, Exercise Physiology, Advanced Strength and Conditioning or Clinical Exercise Physiology, and Sport Nutrition.

K-12 Teaching: this concentration is designed to meet the guidelines established by SHAPE America, InTASC, and the Colorado Department of Education. Specific courses designed to meet these guidelines include the following methods courses: Methods of Lifetime, Individual, and Dual Activities, Methods of Team Activities, Methods of Creative Play, Dance, Gymnastics and Literacy, Methods of Teaching Elementary Physical Education, and Methods of Teaching Secondary Physical Education.

Bachelor of Science – Exercise Science

The Bachelor of Science – Exercise Science degree provides a broad background in human movement sciences and is designed with an eye toward students seeking a post-baccalaureate degree. The required foundation and core courses for the Bachelor of Science in Exercise Science are: Probability and Statistics, Human Anatomy and Physiology (with lab), General Chemistry I and II (both with labs), First Aid/CPR/AED for Healthcare Provider, History and Philosophy of Sport and Physical Education, Applications of Physical Fitness and Exercise Prescription, Prevention and Care of Athletic Injuries, Health and Fitness Assessment, Physiology of Exercise (with lab), Anatomical Kinesiology, Biomechanics (with lab), Advanced Strength and Conditioning (or Clinical Exercise Physiology and Advanced Exercise Prescription), Sports Nutrition, Physical

personal training. This certificate program was designed to meet the needs of the NSCA ERP Personal Training guidelines. The certificate was established in 2013 to offer a pathway for non-degree seeking students to pursue education to prepare for the accredited certificate programs in the field (as accredited by the National Commission for Certifying Agencies (NCCA)). Students take courses that include applications of physical fitness, health and fitness assessment, anatomical kinesiology, exercise physiology, and advanced strength and conditioning. Students are also required to register for the American College of Sports Medicine (ACSM) or NSCA Personal Training, ACSM Exercise Physiologist, or NSCA Certified Strength and Conditioning Specialist exam.

b. Program currency

In response to the needs of students and accreditation guidelines, we have made various changes to the curriculum since the last program review.

Bachelor of Arts – Kinesiology

The Bachelor of Arts – Kinesiology previously had concentrations in Adapted Physical Education, Athletic Training, Exercise Science, K-12 Teaching, and Sport and Fitness Management. In 2007, the Sport and Fitness Management and Athletic Training programs both evolved into separate degree programs, Bachelor of Science in Sport Management and Bachelor of Science in Athletic Training respectively. In 2010, the department faculty added the Fitness and Health Promotion concentration. In 2011, the Exercise Science program evolved into a separate degree program as well, Bachelor of Science in Exercise Science, leaving three concentrations in the BA Kinesiology degree, Adapted Physical Education, Fitness and Health Promotion, and K-12 Teaching. Beginning in 2018, the Fitness and Health Promotion concentration became an independent Bachelor of Science degree program.

In addition to these degree changes, we have changed the names and refined the course descriptions for two courses as follows:

- Changed School and Personal Health to School Health Education to be more specific to the topics covered in the course
- Changed Tests & Measurements in Sport & Physical Education to Health and Fitness Assessment to be more inclusive of the broader topics covered in the course

Other curriculum adjustments include:

- Added Methods of Exercise Instruction
- Removed the Anatomical Kinesiology Lab as the content seemed to be more appropriate when addressed in Biomechanics and the associated lab

Changes specific to the Adapted PE concentration include:

- Added Prevention and Care of Athletic Injuries for the Adapted Physical Education concentration as a foundation course to assist students in making decisions relating to selecting an appropriate degree program
- Added Rehabilitative Exercises as a required concentration course
- Moved the American Sign Language courses to the restricted elective list

Bachelor of Science – Sport Management

We designed the curriculum of the program to align with the guidelines developed by the North American Society for Sport Management (NASSM) in conjunction with the Commission on Sport Management Accreditation (COSMA). Having the program designed around these guidelines allows our students better entry into Sport Management graduate programs at other flagship institutions. Changes implemented include:

- Replaced several science centered Kinesiology courses with business specific courses
- Dropped the degree distinction requirement of an additional mathematics elective and an additional psychology or social/behavioral sciences elective
- Replaced Business Communications with Sport Operations to expand the program to include a more relevant event planning specific course
- Added capstone senior seminar course
- Added the option of a sales class in lieu of taking Organization/Administration/Legal Considerations in Physical Education and Sports

c. Description of program delivery

To meet the needs of our current student population, we have modified our evening, online, hybrid, J-Term, and summer offerings. We have also tried to increase the number of courses we offer at the Montrose campus. The major shift implemented is how Colorado Mesa University delivers programs in both online, blended, and traditional means. We meet the growing needs of our students, especially the students wanting non-traditional methods of delivery. We have students in the military, in professional sporting organizations and settings, students who are at home raising families, and students working full-time jobs, but still wanting to earn their degree. Our extensive online offerings address the needs of these constituents. A student can now complete the Bachelor of Science in Sport Management degree entirely online. This was the first program at the university that offered this option. We offer the majority of our courses in the classroom setting one term, and offered online in alternate terms. Our programs fit well with many of the minors offered on campus. Specifically, a student that completes the Sport Management degree takes an additional four courses in business to earn the Minor in Business. The Minors in Chemistry and Psychology fit well with our Exercise Science major.

	2013 – 14		2014 – 15		2015 – 16		2016 – 17		2017 – 18	
	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
FR	1609	2473	1143	2132	1636	2340	1499	2021	1181	1576
SO	1638	3116	1683	3173	1629	3058	1527	2896	1414	2393
JR	1261	3169	1296	3275	1334	3335	1213	3012	1130	2809
SR	1968	5410	2350	6313	2283	6141	2336	6381	2299	6159

c. Registrations and student credit hours subtotaled by course level

The table below lists the numbers enrolled at each course level and the student credit hours (SCH) produced. Please note, these numbers reflect all courses taken in the department, not just the programs reviewed.

	2013 – 14		2014 – 15		2015 – 16		2016 – 17		2017 – 18	
	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
100	2398	2398	2327	2327	2523	2523	2377	2377	2216	2216
200	1749	5129	1673	4869	1578	4585	1455	4216	1048	3078
300	1273	3351	1388	3613	1420	3763	1377	3603	1438	3751
400	1087	3330	1395	4101	1378	4039	1372	4124	1328	3904

d. Number of graduates (by concentration)

Program graduates steadily increased through the 2016 – 2017 academic year. Although the number of total graduates decreased in 2017 – 18, Exercise Science and Sport Management graduates remained at historic highs.

Degree	Major	2013 – 14	2014 – 15	2015 – 16	2016 – 17	2017 – 18
BS	Exercise Science	33	50	56	54	50
BS	Sport Management	40	43	41	51	54
BA	Adapted PE	2	4	3	3	6
	Exercise Science	13	10	7	1	2
	Fitness and Health Promotion	23	45	51	72	48
	K-12 Education	12	12	12	5	6
AS	Sport Management	2	5	6	10	7
Cert	Personal Training	32	45	49	38	14
Minor	Exercise Science				1	4
	Personal Training	2	4	1		1
	Sport Management	6	6	8	11	14
Total		**165**	**224**	**234**	**246**	**206**

For a complete overview of data for the Department of Kinesiology, see Appendix C.

Each year, we take students to the National Disabled Veterans Winter Sports Clinic to act as volunteers for the event. In 2017, we had our largest group of students attend. At the 2017 event, five of our students collectively received the outstanding instructor of the year clinic award.

f. Other information/data

Student engagement within the Department of Kinesiology is robust, as evidenced by the multiplicity of student clubs.

In an effort to promote healthy lifestyle change across campus, two faculty members responded to student interest and formed the Real Medicine Club in the Spring of 2016. The Real Medicine Club serves two basic functions:

1. This student-led club organizes and promotes a variety of health-promoting activities, including annual healthy cooking demonstrations (a collaboration with the Culinary Arts Department of Western Colorado Community College), on-campus sports activities (e.g. volleyball and Ultimate Frisbee competitions), as well as recruiting students for service-learning opportunities with local clinical practices.
2. The Real Medicine club also serves as the leadership team for the Exercise is Medicine on Campus (EiM-OC) initiative, a collaborative partnership with the American College of Sports Medicine, with the goal of promoting healthy activity on campuses.

The Exercise Physiology Research Club (EPRC) has also been an active part of the Department of Kinesiology and student life for over ten years. Originally, the club was designed for students within the department to conduct research together in an effort to present locally, nationally, and internationally, as well as to collaborate with the Monfort Family Human Performance Lab (MFHPL) and provide free exercise testing to the student body. Similarly, to other student run clubs, the club has evolved over the years but continues to offer unique opportunities to its members. The EPRC has facilitated student research and given students the opportunity to work with the CMU student body, community members, as well as local fire-fighting groups in an effort to measure physiological characteristics and inform individuals of their current health status. They have attended the Rocky Mountain American College of Sports Medicine Clinic for the last 7 years, where they have presented their research and competed in the Student Showcase. Many times their success at the RMACSM has been rewarded with free travel to the national ACSM where they have represented the Rocky Mountain Chapter.

The Sport Management Club membership varies from semester to semester but in the Spring 2018 term there were 47 active members. The club conducts several fundraisers each year with organizations such as Barnes and Noble and the Town of Palisade Parks and Recreation Department. Club members use the funds raised to defray the costs of club trips. Each semester the club goes to a sport venue for a tour and exploration of internship opportunities.

The Physical Educators club has been around since 2011. Faculty established this club to provide professional development opportunities to students who want to work in the schools. Club meetings frequently include guest speakers from the local schools to talk about their experiences teaching. The club also conducts fundraisers to take students to state and national conferences. Every year an average of 10 students travel to the state conference and an average of four students travel to the

4. PROGRAM RESOURCES

a. Faculty

Currently, the faculty teaching courses within in Department of Kinesiology include seven full-time, tenured or tenure-track faculty members, two full-time instructors, two exempt employees in the Monfort Family Human Performance Laboratory, and various part-time instructors. Below are the full-time faculty members teaching courses within the various programs, including their qualifications and rank. Faculty vitas are located in Appendix D.

- Brent Alumbaugh, MS, CSCS, EMT; Clinical Coordinator/Physiologist in MFHPL
- Richard "Dick" Bell, JD, EdD; Instructor (retiring, May 2019)
- Jill Cordova, PhD; Professor (tenured)
- Keith Fritz, PhD; Professor (tenured)
- Carmine Grieco, PhD; Assistant Professor (tenure track)
- Jeremy Hawkins, PhD, ATC; Associate Professor (tenured)
- Kristin Heumann, PhD, CSCS, EP-C; Associate Professor (tenured)
- Erin Lally, MS, ATC; Instructor (resigned to pursue a doctoral degree, Jul 2018)
- Steven Murray, DA; Professor (tenured; retired Jul 2018)
- Sean Phelps, PhD; Assistant Professor (tenure track; joined faculty Aug 2018)
- Mike Reeder, DO; Director – MFHPL
- Elizabeth Sharp, PhD; Associate Professor (tenured)
- Alli Zeigel, DAT, ATC; Assistant Professor (tenure track, joined faculty Aug 2018)

Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF)

Our Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF) has remained relatively unchanged over the review period. Please keep in mind these numbers are inclusive of all majors in the Department of Kinesiology, not just those program reviewed.

2013 – 2014			2014 – 2015			2015 – 2016			2016 – 2017			2017 – 2018		
FTES	FTEF	Ratio	FTES	FTEF	Ratio	FTES	FTEF	Ratio	FTES	FTEF	Ratio	FTES	FTEF	Ratio
473.6	22.7	20.9	497.0	23.1	21.5	497.0	25.1	19.8	477.3	25.5	18.7	431.6	23.9	18.0

Course credit hours and student credit hours by faculty type

In a similar manner, course credit hour (CCH) and student credit hour (SCH) by faculty type has also been consistent. Again, please keep in mind these numbers are inclusive of all majors in the Department of Kinesiology, not just those program reviewed.

	2013 – 14			2014 – 15			2015 – 16			2016 – 17			2017 – 18		
Type*	CCH	SCH	% SCH	CCH	SCH	% SCH	CCH	SCH	% SCH	CCH	SCH	% SCH	CCH	SCH	% SCH
1	302	7891	56	284	7554	51	300	7489	50	317	7292	51	294	6616	51
2	99	1742	12	95	1405	9	104	1468	10	127	2086	15	127	2103	16
3	101	3238	23	128	4237	28	152	4485	30	106	2945	21	86	2472	19
4	43	1337	9	47	1714	11	47	1468	10	62	1997	14	67	1758	14
Total	545	14208		554	14910		603	14910		612	14320		574	12949	

* Faculty Type: 1 = T/TT, 2 = FT Non TT, 3 = Admin/Coach, 4 = PT

b. Financial Information (finance and budget)

Total budget revenues and program expenditures; Ratio of total expenditures to student credit hours

The budget for the Department of Kinesiology has increased incrementally over the review period while student credit hours have decreased. We attribute the change in student credit hours to the removal of the Applied studies requirement (numerous students took KINE 265 to fulfill that requirement) and the option for programs outside of the Department of Kinesiology to only require 1 activity course instead of the two required before 2015. We have had the funding we need to offer the programs we offer. The data below refer to the department as a whole, without any designation to specific programs. Budget refers to the allocation from the administration, actual is what we spent, with the actual to student credit hours (SCH) ratio included to provide a point of reference for the cost effectiveness of the department.

Year	Budget	Actual	SCH	Actual/SCH
2013 – 14	1,108,959.00	1,124,025.89	18,306	61.40
2014 – 15	1,168,082.00	1,158,686.46	18,860	61.44
2015 – 16	1,179,799.00	1,158,465.14	18,715	61.90
2016 – 17	1,209,747.00	1,178,023.94	17,824	66.09
2017 – 18	1,248,865.00	1,221,272.24	16,141	75.66

External funding

The Department of Kinesiology has no external funding to report for the years reviewed. With the increased emphasis on the Teacher Scholar model, opportunity may arise in the future to obtain grant monies to support more of the department's activity. This has not been a focus previously.

c. Library assessment

The Department of Kinesiology continues to work closely with library staff to ensure that adequate resources are available for all of the students in the various programs. The report prepared by the library Director and Staff Liaison demonstrates sufficient support for these programs (see Appendix E). We appreciate the relationship we have with the library and will find ways to continue to improve.

d. Physical facilities

The Department of Kinesiology has access to a variety of facilities within Saunders Field House of the Maverick Center (i.e., multiple classrooms, a human performance laboratory, an athletic training room, gymnasia, tennis courts, outside activity fields, and a swimming pool) which we share with the Department of Athletics and the Department of Campus Recreation. The facilities allow us to conduct our courses in an effective manner. Adequate office space and equipment are available for faculty and staff, but with respect to our increased growth, we will need additional office space for future faculty and staff in the immediate future. The Maverick Center and the expanded Maverick Pavilion provide activity space for the Department of Kinesiology's service activity program, so we

5. STUDENT LEARNING OUTCOMES AND ASSESSMENTS

a. Programmatic SLOs and relationship to program mission, courses, and achievement of institution-wide student learning outcomes

Kinesiology faculty members have made significant progress in the development of program level student learning outcomes (SLOs) and assessments. Much of this effort evolved following the January 2012 faculty development workshop by Paul Gaston on the Lumina Foundation's Degree Qualifications Profile (DQP) and the subsequent survey on campus-wide SLOs. Listed below are the SLOs for each of the programs. Each program also has a Curriculum Map (Matrix I) located in Appendix F that shows the link between SLOs and the courses in each program's curriculum. These SLOs are related to the Department of Kinesiology's mission statement, which was at the time of this writing "to promote wellness and the benefits of physical activity through excellence in teaching, scholarship, and professional service."

SLOs by Program

Bachelor of Arts in Kinesiology, Adapted Physical Education (APE)

1. Describe physiological and biomechanical concepts related to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
2. Apply motor development theory and principles related to skillful movement, physical activity, and fitness. (Communication Fluency, Specialized Knowledge)
3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
4. Develop developmentally appropriate learning experiences that address the diverse needs of all individuals. (Applied Learning)
5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)

Bachelor of Arts in Kinesiology – Fitness and Health Promotion (FHP)

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
3. Identify exercise cautions and other safety concerns. (Critical Thinking)
4. Identify the scope and definitions of health, fitness, and human performance, with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
5. Describe and communicate how physical activity relates to health. (Communication Fluency)

Bachelor of Arts in Kinesiology – K-12 Teaching (K12)

1. Apply scientific concepts that relate to the development of physically educated individuals. (Critical Thinking)
2. Consistently display competent motor skills and fitness levels. (Applied Learning)
3. Plan and teach developmentally appropriate standard-based lesson plans. (Specialized Knowledge)

1. Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (applied learning; specialized knowledge) (APE SLO #2, 3, 4; FHP SLO #1, 2; K12 SLO #3; ES SLO #3, 6; SM SLO #2, 6);
2. Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (intellectual skills – quantitative fluency) (APE SLO #1, 5; FHP SLO #4; K12 SLO #4, 5; ES SLO #3; SM SLO #1);
3. Make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline (intellectual skills – communication fluency) (APE SLO #2; FHP SLO #5; K12 SLO #4, 6; ES SLO # 3, 6; SM SLO #4);
4. Identify assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions (intellectual skills – critical thinking) (APE SLO #1; FHP SLO #3; K12 SLO #1, 4; ES SLO # 1, 2, 3; SM SLO #3, 5).

b. Direct and indirect assessment of programmatic SLOs

Assessment is the ongoing process in which student learning outcomes are defined, student success in achieving those outcomes is measured, and the results are used to implement improvements in curriculum. Thus, the overarching purpose is to gauge what students have learned in the context of program/course expectations and then document the resulting enhancements to program/course delivery. Listed below are the direct and indirect measurements designed to help assess the program's SLOs. Additionally, assessment plans and reports for 2012 – 2018 are located in Appendix G.

Direct Assessments

Since 2011 – 2012, the department has utilized assessment plans and for each semester, has entered data regarding student progress toward meeting SLOs. The professor for the course indicates progress, and identifies improvements that need made. We complete these on an annual basis for each program.

Within each program, assessments include assignments that relate to the SLOs, specific exam questions, or written papers. Each professor is able to interpret results and provide suggestions for how to improve the specific outcome. Since each professor responds individually, it allows for continuous self-improvement by the faculty member in order to develop further each student's ability to meet SLOs. Due to the diverse career paths that these degrees prepare students for, core classes are the focus of SLO assessments. However, since we use some of the same types of assessments in specialized courses, each professor can/does evaluate student progress, although not at the discipline-wide level.

Kinesiology Exit Exam

Kinesiology majors are required to take a senior seminar (capstone) course during their final year of study. This course offers the opportunity for students to develop their portfolios, which demonstrate their experiences, involvements in projects, and skills learned. Seniors in the following programs additionally take an exit exam: Adapted Physical Education, Fitness & Health Promotion, K-12 Teaching, and Exercise Science. The exit exam is a comprehensive major-specific exam

has 210 hours of field experience prior to student teaching and 600 within the student teaching experience for a total of 810 hours.

A significant number of students majoring in Exercise Science use this degree as a stepping-stone toward a wide variety of graduate programs, including Athletic Training, Physical Therapy, Chiropractic, Occupational Therapy, Physician Assistant Studies, as well as graduate programs in Kinesiology and Nutrition. In order to foster more clinically meaningful experiences for students, we have sought to develop internship and service learning opportunities that provide deeper interactions with clinical professionals and patient populations by the students. We have developed and continue to foster relationships with a growing number of clinical practices throughout the Grand Valley that provide practical real-world experiences through interactions with patient populations, as well as interactions with a variety of clinical professionals. Feedback received from students and site supervisors indicate these immersive experiences are a success and we continue our efforts to expand these opportunities.

Program specific assessments – Fitness and Health Promotion

In the past five years, we have sought more feedback from our internship sites and from employers. Based on this feedback, we have modified the curriculum. Since 2011 – 2012, we have added components to our existing courses to meet these needs, and added an additional course to the curriculum. In response to the need for more experience teaching and demonstrating exercise, we have added the Methods of Group Exercise Instruction course. The feedback that we have received from employers and students has been positive. In our courses, we have added practical exams, to hold students more accountable for being able to use and apply the methodologies learned in Health and Fitness Assessment and Physiology of Exercise. For the Advanced Strength and Conditioning course, we have also added a pre-requisite of Intermediate Weight Training. The impetus for this additional course arose from discussions at the National Strength and Conditioning Annual Meeting regarding the Education Recognition Programs (ERP). There was a consensus that each school needs to ensure that each student is receiving the hands-on training necessary to teach it to someone else. This new pre-requisite has allowed students to be more prepared to discuss training and teaching techniques in the Advanced Strength and Conditioning course.

Program specific assessments – Sport Management

The indirect assessment for the Sport Management program consists of face-to-face meetings and telephone calls with supervisors at various internship sites. The feedback from these contacts reflects that the students are generally well prepared for their internship experience and have the requisite knowledge of the Sport Management field necessary to act as interns. The program has not been modified as a result of this indirect assessment/internship feedback.

Alumni Survey

In spring 2018 the Office of Institutional Research, Planning, and Design Support conducted an alumni survey. Of the 38 respondents, 30 graduated with a degrees in Fitness and Health Promotion, Exercise Science, or Sport Management (10 each program), while the remaining 8 were split between K-12 education and the former BA Exercise Science. Twenty-two (57.9%) said they were very satisfied with their CMU education and 15 (39.5%) stated they were generally satisfied. These 38 respondents were fairly equally distributed with regard to graduation year (2017: 8, 2016: 7,

6. FUTURE PROGRAM PLANS

a. Vision for programs

This is an exciting time for the programs within the Department of Kinesiology. With the expanded focus on graduate education within the department, we anticipate increased interest in the Fitness and Health Promotion, Exercise Science, and Sport Management programs. Further, we anticipate that the quality of the students matriculating in these programs will increase as they prepare for the rigors of graduate education. Specialized accreditation for personal trainers and strength and conditioning coaches will be required in the near future, further diversifying the offerings of these programs.

b. Strengths and challenges facing program

The greatest strength of the programs reviewed is the quality of the faculty teaching within them. The department employs highly qualified, experienced, and committed faculty that put students' success as a priority. The faculty members have enhanced their delivery of curriculum by using a variety of teaching strategies and techniques, and these efforts have helped the students succeed and recruit students to the department. Of particular note is the individual commitment of faculty members to the students both in and out of the classroom. Many faculty members include students in service and research projects, helping the overall development of the students. The scholarly productivity, service, and experiences that the faculty members bring to the classroom, both face-to-face and online, are exceptional, especially considering the regional mission of the institution.

A second strength of the programs reviewed is the quality of the curriculum. Efforts are ongoing to ensure that the curriculum aligns with appropriate accreditation standards, although none of these programs are currently accredited. Having the program designed around these guidelines prepares the students for entry into graduate programs at other flagship institutions.

We are especially proud of the practical applications that our students receive. This includes practical experiences in and out of the classroom. Additionally students are involved in field experiences, major club activities (e.g. Exercise Physiology Research Club, K-12 Physical Education Club, and Sport Management Club), practicum courses, internships, experiences in the Monfort Family Human Performance Laboratory, and student teaching. This is a major strength of the program because it provides students with hands-on, professional experience. Because of these opportunities, students have often gained enough experience to help them find employment in a variety of settings or gain admission into graduate programs.

This program review has been an enlightening experience. Completing this has prompted us to revisit the department mission statement to ensure it encompasses all that the department currently has going on and the future directions of the department. Second, we need to revisit the assessment plans for each of the programs to ensure they truly measure what we think a graduate of these programs should look like. A component of this will be doing a better job discussing the observations from the assessment plans and adjusting approaches as necessary.

Looking to the future, we see a few challenges for our continued program operation and growth. We need to strategically hire faculty members that address needs in the Sport Management Program

COLORADO MESA
UNIVERSITY

Program Review for
Bachelor of Arts in Kinesiology
Bachelor of Science in Exercise Science
Bachelor of Science in Sport Management
Exercise Science Minor
Sport Management Minor
Personal Training Certificate

APPENDICES

Department of Kinesiology
October 2018

Contents

Appendix A
Program Sheets

COLORADO MESA UNIVERSITY

2017-2018 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: Kinesiology
Concentration: Adapted Physical Education

About This Major . . .

Students who select this major will learn to adapt or modify the physical education curriculum and/or instruction to address specific abilities of individuals. Students will learn to develop activities that are appropriate and effective for persons with disabilities. Career opportunities include: adapted physical education teacher (K-12) which requires completing the K-12 concentrationcoursework; activity director at an assisted living center or rehabilitation facility; physical therapist*; occupational therapist*. Colorado Mesa students frequently continue their study towards graduate or professional degrees at other universities.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.
*Career requires additional post-baccalaureate studies.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Describe physiological and biomechanical concepts related to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
2. Apply motor development theory and principles related to skillful movement, physical activity, and fitness. (Communication Fluency, Specialized Knowledge)
3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
4. Develop developmentally appropriate learning experiences that address the diverse needs of all individuals. (Applied Learning)
5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (3 semester hours)

- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (7-10 semester hours)

- ☐ BIOL 209 - Human Anatomy and Physiology (3)
- ☐ BIOL 209L - Human Anatomy and Physiology Laboratory (1)
- ☐ KINE 234 - Prevention and Care of Athletic Injuries (3)
- ☐ Student must have a current CPR card OR take one of the following:
  KINE 250 - Lifeguard Training (3)
  KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)

BACHELOR OF ARTS: KINESIOLOGY, ADAPTED PHYSICAL EDUCATION REQUIREMENTS (53 semester hours)

Required Core Courses (17 semester hours)

- ☐ KINE 200 - History and Philosophy of Sport and Physical Education (3)
- ☐ KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- ☐ KINE 303 - Physiology of Exercise (3)
- ☐ KINE 303L - Physiology of Exercise Laboratory (1)
- ☐ KINE 309 - Anatomical Kinesiology (3)
- ☐ KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sports (3)
- ☐ KINE 494 - Kinesiology Senior Seminar (1)

Required Concentration Courses (30 semester hours)

- ☐ PSYC 340 - Abnormal Psychology (3)
- ☐ KINE 211 - Methods of Lifetime, Individual, and Dual Activities (3)
- ☐ KINE 251 - Water Safety Instructor Course (3)
- ☐ KINE 301 - Health and Fitness Assessment (3)
- ☐ KINE 360 - Motor Learning (3)
- ☐ KINE 410 - Rehabilitative Exercises (3)
- ☐ KINE 415 - Physical Activity and Aging (3)
- ☐ KINE 480 - Inclusive Physical Activity (3)
- ☐ KINE 499 - Internship (6)

Restricted Electives (6 semester hours) Two of the following courses:

FLSL 111 - American Sign Language I (3)
FLSL 112 - American Sign Language II (3)
KINE 333 - Community Health (3)
PSYC 233 - Human Growth and Development (3) PSYC 310 - Child Psychology (3)
PSYC 330 - Psychology of Adolescents and Emerging Adulthood (3) PSYC 350 - Psychology of Adulthood (3)

- ☐ _____
- ☐ _____

Junior Year, Spring Semester: 15credits

- KINE 301 - Health and Fitness Assessment (3)
- KINE 410 - Rehabilitative Exercises (3)
- KINE 415 - Physical Activity and Aging (3)
- KINE 480 - Inclusive Physical Activity (3)
- Elective (3)

Senior Year, Fall Semester: 12credits

- PSYC 340 - Abnormal Psychology (3)
- KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sports (3)
- Restricted Elective - FLSL, PSYC, or KINE option (3)
- Elective (3)

Senior Year, Spring Semester: 14credits

- KINE 494 - Kinesiology Senior Seminar (1)
- KINE 499 - Internship (6)
- Restricted Elective - FLSL, PSYC, or KINE option (3)
- Electives (if needed) (4)

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practical.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.0 cumulative GPA or higher in coursework toward the major content area.

BA, KINESIOLOGY, FITNESS AND HEALTH PROMOTION REQUIREMENTS (52-53 semester hours, 2.0 cumulative GPA or higher required in major content area.)

Required Core Courses (17 semester hours)

- ☐ KINE 200 - History and Philosophy of Sport and Physical Education (3)
- ☐ KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- ☐ KINE 303 - Physiology of Exercise (3)
- ☐ KINE 303L - Physiology of Exercise Laboratory (1)
- ☐ KINE 309 - Anatomical Kinesiology (3)
- ☐ KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sports (3)
- ☐ KINE 494 - Kinesiology Senior Seminar (1)

Required Concentration Courses (26 semester hours)

- ☐ KINE 297 - Practicum (2)
- ☐ KINE 301 - Health and Fitness Assessment (3)
- ☐ KINE 333 - Community Health (3)
- ☐ KINE 405 - Sports Nutrition (3)
- ☐ KINE 411 - Worksite Health Promotion (3)
- ☐ KINE 415 - Physical Activity and Aging (3)
- ☐ KINE 480 - Inclusive Physical Activity (3)
- ☐ KINE 499 - Internship (6)

Restricted Electives (9-10 semester hours)

Select three courses from the list below. Courses with a lecture and lab are counted as one course.

BIOL 315 - Epidemiology (3)
KINE 310 - Methods of Exercise Instruction (3)
KINE 370 - Biomechanics (3) and KINE 370L - Biomechanics Laboratory (1)
KINE 403 - Advanced Strength and Conditioning (3)
KINE 404 - Clinical Exercise Physiology and Advanced Exercise Prescription (3)
KINE 430 - Medical Conditions and Pharmacology in Sports (3)
KINE 487 - Structured Research (3)
KINE 396 or KINE 496 - Topics (3)
PSYC 401 - Sport Psychology (3)

- ☐ _____
- ☐ _____
- ☐ _____

ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total hours to 120 hours. 16-20 semester hours.)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

COLORADO MESA UNIVERSITY

2017-2018 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: Kinesiology
Concentration: K-12 Teaching

About This Major . . .

Students will be prepared to teach elementary, middle, and high school physical education. The degree plan includes coursework covering human anatomy and physiology, team and individual sports, exercise science, and teaching methods courses. Students will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout Western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

Before being admitted into the Teacher Education program, the following courses must be completed with a grade of B or better: ENGL 111, ENGL 112, PSYC 233, EDUC 115, and EDUC 215. (English honors may be substituted for ENGL 111 and 112.) A grade of C or better is required for MATH 110. Also, a minimum cumulative GPA of 2.8 (including transfer and CMU coursework) is required of all students for admission into the program.
For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply scientific concepts that relate to the development of physically educated individuals. (Critical Thinking)
2. Consistently display competent motor skills and fitness levels. (Applied Learning)
3. Plan and teach developmentally appropriate standard based lesson plans. (Specialized Knowledge)
4. Demonstrate teaching skills and strategies that improve learning for all student abilities. (Communication Fluency)
5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)
6. Demonstrate appropriate attitudes and values (dispositions) that are essential to teachers. (Applied Learning)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)

- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

- ☐ MATH 110 - College Mathematics (3) or higher

Humanities (3 semester hours)

- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)

- ☐ PSYC 233 - Human Growth and Development (3) (must receive a grade of "B" or better)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)

- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)

- ☐ Select one History course (3)

Fine Arts (3 semester hours)

- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (3 semester hours)

- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (4-7 semester hours)

- ☐ BIOL 209 - Human Anatomy and Physiology (3)
- ☐ BIOL 209L - Human Anatomy and Physiology Laboratory (1)
- ☐ Student must have a current CPR card OR take one of the following:
  KINE 250 - Lifeguard Training (3)
  KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16credits

- ENGL 111 - English Composition (3)
- KINE 100 - Health and Wellness (1)
- KINE 200 - History and Philosophy of Sport and Physical Education (3)
- Essential Learning - History (3)
- Essential Learning - Fine Arts (3)
- Essential Learning - Natural Science (3)

Freshman Year, Spring Semester: 17 credits

- ENGL 112 - English Composition (3)
- KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- BIOL 209 - Human Anatomy and Physiology (3)
- BIOL 209L - Human Anatomy and Physiology Laboratory (1)
- MATH 110 - College Mathematics (3) or higher
- Essential Learning - Humanities (3)
- EDUC 115 - What It Means to be an Educator (1)

Sophomore Year, Fall Semester: 16credits

- KINE 211 - Methods of Lifetime, Individual, and Dual Activities (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - Natural Science with Lab (4)
- PSYC 233 - Human Growth and Development (3)
- KINE 234 - Prevention and Care of Athletic Injuries (3)

Sophomore Year, Spring Semester: 13-16credits

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- EDUC 215 - Teaching as a Profession (1)
- KINA Activity (1)
- KINE 214 - Methods of Team Activities (3)
- KINE 256 - Methods of Creative Play, Dance, Gymnastics, and Literacy (3)
- KINE 250 - Lifeguard Training (3) or KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
- Elective (if needed) (1)

Junior Year, Fall Semester: 15credits

- KINE 309 - Anatomical Kinesiology (3)
- KINE 360 - Motor Learning (3)
- KINE 408 - Methods of Teaching Physical Education in Secondary Schools (3)
- KINE 480 - Inclusive Physical Activity (3)
- KINE 301 - Health and Fitness Assessment (3)

Junior Year, Spring Semester: 12-17credits

- KINE 260 - School Health Education (3)
- KINE 303 - Physiology of Exercise (3)
- KINE 303L - Physiology of Exercise Laboratory (1)
- KINE 320 - Methods of Teaching Physical Education in Elementary Schools (3)
- KINA Activity (1)
- KINE 101 - Beginning Swimming (1), KINE 102 - Intermediate Swimming (1) or KINE 251 - Water Safety Instructor Course (3)
- Elective (if needed) (3)

COLORADO MESA UNIVERSITY

2017-2018 PROGRAM REQUIREMENTS
Degree: Bachelor of Science
Major: Exercise Science

About This Major . . .
Students enrolled in this concentration should have a strong interest in the sciences as this program applies science to human function. The student will begin studies with science courses such as physics, general chemistry, and human anatomy & physiology. Continued studies will include courses such as: exercise physiology, anatomical kinesiology, biomechanics, physical activity and aging, medical conditions and pharmacology, and sports nutrition, among other subject areas. This major is designed to prepare students for graduate programs such as: physical therapy, physician's assistant, occupational therapy, and exercise physiology.

Colorado Mesa students frequently continue their study for graduate or professional degrees at universities widely recognized as top programs in exercise physiology, physical therapy, occupational therapy, physical education and public health.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
4. Describe procedures and/or statistical analyses for physiological assessments. (Quantitative Fluency)
5. Apply biomechanical principles to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
6. Demonstrate the ability to clearly communicate specialized knowledge. (Communication Fluency)

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

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Graduation Process
Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

- ☐ MATH 113 - College Algebra (4) or higher
  3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.

Humanities (3 semester hours)

- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours. PSYC 233 suggested.)

- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab. PHYS 111/PHYS 111L, PHYS 112/PHYS 112L suggested.)

- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)

- ☐ Select one History course (3)

Fine Arts (3 semester hours)

- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (3 semester hours)

- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)*
- ☐ Select one Activity course (1)

*KINA 128 – Intermediate Weight Training suggested because it is a prerequisite for KINE 403.

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (17-20 semester hours)

- ☐ STAT 200 - Probability and Statistics (3)
- ☐ BIOL 209 - Human Anatomy and Physiology I (3)
- ☐ BIOL 209L - Human Anatomy and Physiology I Laboratory (1)
- ☐ CHEM 131 - General Chemistry I (4)
- ☐ CHEM 131L - General Chemistry I Laboratory (1)
- ☐ CHEM 132 - General Chemistry II (4)
- ☐ CHEM 132L - General Chemistry II Laboratory (1)
- ☐ KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
  (or current CPR card)

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits

- ENGL 111 - English Composition (3)
- KINE 100 - Health and Wellness (1)
- KINE 200 - History and Philosophy of Sport and Physical Education (3)
- KINA Activity (1)
- Essential Learning - Natural Science with Lab (4)
- MATH 113 - College Algebra (4)

Freshman Year, Spring Semester: 15 credits

- ENGL 112 - English Composition (3)
- KINE 213 - Applications of Physical Fitness and Exercise Prescription (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - History (3)
- Essential Learning - Natural Science (3)

Sophomore Year, Fall Semester: 15 credits

- KINE 234 - Prevention and Care of Athletic Injuries (3)
- STAT 200 - Probability and Statistics (3)
- BIOL 209 - Human Anatomy and Physiology I (3) and BIOL 209L - Human Anatomy and Physiology I Laboratory (1)
- CHEM 131 - General Chemistry I (4) and CHEM 131L - General Chemistry I Laboratory (1)

Sophomore Year, Spring Semester: 17 credits

- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - Humanities (3)
- Essential Learning - Fine Arts (3)
- KINE 265 - First Aid and CPR/AED for the Health Care Provider (3)
- CHEM 132 - General Chemistry II (4) and CHEM 132L - General Chemistry II Laboratory (1)

Junior Year, Fall Semester: 14-16 credits

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- KINE 303 - Physiology of Exercise (3) and KINE 303L - Physiology of Exercise Laboratory (1)
- KINE 309 - Anatomical Kinesiology (3)
- Restricted Elective (3-5)

Junior Year, Spring Semester: 14-16 credits

- KINE 415 - Physical Activity and Aging (3)
- KINE 301 - Health and Fitness Assessment (3)
- KINE 370 - Biomechanics (3) and KINE 370L - Biomechanics Laboratory (1)
- KINA Activity (1)
- Restricted Elective (3-5)

Senior Year, Fall Semester: 12-14 credits

- KINE 403 - Advanced Strength and Conditioning (3) or KINE 404 - Clinical Exercise Physiology/Exercise Prescription (3)
- KINE 405 - Sports Nutrition (3)
- Restricted Elective (3-5)
- Elective (3) (if needed)

Senior Year, Spring Semester: 13-15 credits

- KINE 499 - Internship (3)
- Restricted Elective (3-5)
- KINE 494 - Kinesiology Senior Seminar (1)
- Electives (2 courses) (6)

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practical.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- A 2.5 GPA is required in the major courses.
- A "C" or higher is required in all major courses.

BS, SPORT MANAGEMENT REQUIREMENTS (52 semester hours, must pass all courses with a grade of "C" or higher.)

- ☐ CISB 101 - Business Information Technology (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)
- ☐ KINE 200 - History and Philosophy of Sport and Physical Education (3)
- ☐ KINE 205 - Introduction to Sport Management (3)
- ☐ KINE 335 - Sport in Society (3)
- ☐ KINE 340 - Sport Operations (3)
- ☐ KINE 350 - Leadership and Ethics in Sport (3)
- ☐ KINE 342 - Sport Law and Risk Management (3)
- ☐ KINE 345 - Survey of Economics and Finance in Sport (3)
- ☐ One of the following courses:
  KINE 401 - Organization/Administration/Legal Considerations in Physical Education and Sports (3)
  MARK 335 - Sales and Sales Management(3)
- ☐ KINE 402 - Sport Marketing (3)
- ☐ KINE 406 - Governance and Communication in Sport (3)
- ☐ KINE 494A - Sport Management Senior Seminar (1)
- ☐ KINE 499 - Internship (12)

ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total hours to 120 hours. 21 semester hours, 3 additional upper division hours will be needed.)

- ☐ MATH 113 - College Algebra (1)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

COLORADO MESA UNIVERSITY

2017-2018 PROGRAM REQUIREMENTS
Degree: Associate of Science
Major: Liberal Arts
Emphasis: Sport Management

About This Major . . .
The Associate of Science (A.S.) degree is designed for students who intend to continue their education and obtain a baccalaureate degree. The degree program includes the Colorado Statewide General Education Core and meets the lower-division general education requirements at most public institutions in Colorado. Graduates of this program may obtain entry-level positions in sport management or continue to pursue their bachelor-level education to obtain eventual higher-level positions related to sport management, business, or kinesiology.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

All CMU associate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Critically evaluate the historical, socio-cultural, and philosophical aspects of sport. (Quantitative Fluency)
2. Identify fundamental concepts of management, administration, marketing, finance, and economics to sport organizations. (Applied Learning, Specialized Knowledge)
3. Construct codes of personal ethics and apply professional codes of ethics to a sport setting. (Critical Thinking)
4. Apply skill in interpersonal and organizational communication, to the mass media, in both print and electronic medium. (Communication Fluency)

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing all requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify the plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

- ☐ MATH 113 - College Algebra (4) or higher
  *3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit.

Humanities (3 semester hours)

- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)

- ☐ Select one Social and Behavioral Sciences course (3)
- ☐ Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)

- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)

- ☐ Select one History course (3)

Fine Arts (3 semester hours)

- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)

- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

COLORADO MESA UNIVERSITY

2017-2018 PROGRAM REQUIREMENTS
Minor: Exercise Science

About This Minor. . .
Students enrolled in the Exercise Science minor should have a strong interest in fitness, health promotion, and exercise science. Students will explore subject areas that include: anatomy, physiology, kinesiology, applications of physical fitness, and exercise physiology.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

COLORADO MESA UNIVERSITY

2017-2018 PROGRAM REQUIREMENTS
Minor: Sport Management

About This Minor. . .
The minor in Sport Management provides a strong platform for students to combine their interests in business with the business of sports. Students will explore subject areas which include: principles of management, organization/administration/legal considerations, marketing, governance and communication, sport law and risk management, leadership, and ethics. This minor could complement business or mass communications majors.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

COLORADO MESA UNIVERSITY

2017-2018 PROGRAM REQUIREMENTS
Award: Professional Certificate
Program of Study: Personal Training

About This Major . . .
Students enrolled in the Personal Training certificate program should have a strong interest in fitness, health promotion, and personal training. Students will engage in practical experiences that will help them with the possibility of a future career in personal training. Students will explore subject areas that include: anatomy, physiology, kinesiology, nutrition, applications of physical fitness, and exercise physiology. This program is designed to provide the student with the knowledge required to pass national certification examinations to become a National Strength and Conditioning Association – Certified Personal Trainer (NSCA-CPT), National Strength and Conditioning Association – Certified Strength and Conditioning Specialist (NSCA-CSCS), American College of Sports Medicine Certified Personal Trainer (ACSM-CPT), and/or American College of Sports Medicine Certified Exercise Physiologist (ACSM c-EP).

All CMU certificate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Evaluate the functions of the individual body systems.
2. Identify risk factors associated with chronic disease.
3. Identify exercise cautions and other safety concerns.
4. Describe procedures for physiological assessments.
5. Demonstrate the ability to clearly communicate specialized knowledge.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

Appendix B

Program Overviews

Program Overview: Bachelor of Arts, Kinesiology Adapted Physical Education Concentration

COLORADO MESA UNIVERSITY

About This Major . . .

Students enrolled in this program should have a strong interest in working with individuals with disabilities. Students will explore the anatomy and physiology of exercise, inclusive physical education, physical activity and aging, psychology courses, and rehabilitative exercises, among other subject areas. Students who select this major will learn to adapt or modify the physical education curriculum and/or instruction to address specific abilities of individuals. Students will learn to develop activities that are appropriate and effective for persons with disabilities. The Monfort Family Human Performance Lab plays an important education role for students in this program as it provides an excellent resource for supplementary lab experiences. The physiology and biomechanics instrumentation of the lab is state-of-the-art. In their lab classes, students learn to use the major instrumentation. Students will also participate in adapted physical education related field experiences.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Describe physiological and biomechanical concepts related to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
   - Example: Students are able to conduct laboratory assessments, analyze physiological data, and provide written results.

2. Apply motor development theory and principles related to skillful movement, physical activity, and fitness. (Communication Fluency, Specialized Knowledge)
   - Example: Students are assessed on their ability to improve student learning through effective teaching strategies.

3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
   - Example: Students are able to conduct fitness and nutritional assessments, analyze human performance data, and write up an exercise prescription.

4. Develop developmentally appropriate learning experiences that address the diverse needs of all individuals. (Applied Learning)
   - Example: Students apply scientific concepts in lesson plans that they teach in schools and other community settings.

5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)
   - Example: Students learn to conduct assessments and analyze the results in real life settings.

Program Highlights:

Club
Our Physical Educator's Club provides volunteer opportunities to work closely with certified teachers and after-school programs. Students also attend annual state and national conventions.

Internships
Students are given the opportunity to participate in various internships including placements in schools, rehabilitation centers, and recreation programs for individuals with disabilities, and assisted living centers.

Careers
Career opportunities include adapted physical education teacher (K-12) which requires completing the K-12 Teaching concentration coursework. Additionally, students can be employed in various rehabilitation facilities, assisted living facilities, and with recreational programs for individuals with disabilities.

Graduate School
Graduates of this program often continue their study for graduate or professional degrees at universities widely recognized as top programs in adapted physical education, occupational therapy, physical education, and health.

Program Overview: Bachelor of Arts, Kinesiology Fitness and Health Promotion Concentration

COLORADO MESA UNIVERSITY

About This Major . . .

Students enrolled in this program should have a strong interest in the fields of fitness and health promotion. Students will explore the anatomy and physiology of exercise, community health, physical activity and aging, health promotion at the worksite, and sport nutrition, among other subject areas. The Kinesiology program is a member of the National Strength and Conditioning Association's Education Recognition Program for both Strength and Conditioning and Personal Training. These distinctions recognize our program for covering the competency areas required for both the Strength and Conditioning and Personal Training Programs. The Monfort Family Human Performance Lab plays an important educational role for students in this program as it provides an excellent resource for supplementary lab experiences, for student research projects, and for student internships. The physiology and biomechanics instrumentation of the lab is state-of-the-art. In their lab classes, students learn to use the major instrumentation.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
   - Example: Muscle agonist/antagonist requirements are evaluated for human locomotion.

2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
   - Example: Students formulate written critiques on case studies.

3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
   - Example: Students are able to conduct fitness and nutritional assessments, analyze human performance data, and write up an exercise prescription.

4. Describe and communicate how physical activity relates to health. (Communication Fluency)
   - Example: Students write and present on how physical activity prevents or treats a specific disease or condition.

5. Identify exercise cautions and other safety concerns. (Critical Thinking)
   - Example: Students are able to identify when a safety concern arises in a practical situation.

Program Highlights:

Club

The Exercise Physiology Research Club (EPRC) functions throughout each year to enhance student participation in conferences and preparation for graduate or professional school. Students who are involved in EPRC participate in research projects, attend conferences, and present at local, regional, state and sometimes international conferences.

Internships

Students are given the opportunity to participate in various internship opportunities including placements at health clubs, colleges, hospitals, rehabilitation centers, health departments, and various health related organizations.

Careers

Graduates are currently working in many positions such as: personal trainers, fire department fitness trainers, strength and conditioning coaches, county health department employees, and sport coaches.

Graduate School

Graduates of this program often continue their study for graduate or professional degrees at universities widely recognized as top programs in exercise physiology, occupational therapy, sport performance, and health.

Program Overview: Bachelor of Arts – Kinesiology Physical Education (K-12) Concentration

COLORADO MESA UNIVERSITY

About This Major . . .

Students will be prepared to teach K-12 Physical Education (elementary, middle, and high school). The degree plan includes coursework covering human anatomy and physiology, team and individual sports, exercise science, and teaching methods courses. The courses specific to becoming a licensed teacher will help the physical education major understand how pupils gain knowledge. The coursework is designed so the Physical Education major will develop teaching strategies and skills to assist K-12 pupils with learning Physical Education content. This major also requires students to complete over 200 hours of classroom experience in public schools prior to their teaching experience. The program follows accepted national accrediting guidelines for physical education teaching.

The Kinesiology K-12 concentration is thriving at CMU with over 40 majors and diverse learning opportunities. Throughout their coursework, students participate in authentic teaching experiences through our Homeschool Physical Education Program and peer teaching. Students also receive personal mentoring from faculty. CMU K-12 majors complete the state licensure exam with over a 98% pass rate. Many of our graduates are hired as physical education and health education teachers in school districts throughout Colorado and other states.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply scientific concepts that relate to the development of physically educated individuals. (Critical Thinking)
   - Example: Students apply scientific concepts in lesson plans that they teach in the schools.

2. Consistently display competent motor skills and fitness levels. (Applied Learning)
   - Example: Student fitness and motor skills are measured at the sophomore level and then reassessed at the senior level to make sure that they can perform all pertinent motor skills.

3. Plan and teach developmentally appropriate standard-based lesson plans. (Specialized Knowledge)
   - Example: Students learn to write lesson plans and teach them to their peers, then to small groups of students, and finally in the local schools.

4. Demonstrate teaching skills and strategies that improve learning for all student abilities. (Applied Learning, Quantitative Fluency)
   - Example: Students are assessed on their ability to measure and improve student learning in small settings and in local schools.

5. Use a variety of assessments and feedback procedures to foster student learning. (Applied Learning, Quantitative Fluency)
   - Example: Students learn to conduct assessments and analyze the results in real-life settings.

6. Demonstrate appropriate attitudes and values (dispositions) that are essential to teachers. (Applied Learning)

Program Highlights:

Club
Our Physical Educator's Club provides volunteer opportunities to work closely with certified teachers, and after-school programs. Students also attend annual state and national conventions.

Internships
Students will complete a 120 hour pre-internship in local schools to ease them into the school environment. During their last semester, they will complete a 16 week student teaching internship with full teaching responsibilities. Half of the internship will be at the elementary level and half will be at the secondary level.

Careers
Most graduates work as physical education teachers in public schools. Some graduates have pursued other jobs such as: personal trainer, coaches, recreation directors for city leagues, and private sport instructors.

Graduate School
Students that pursue graduate degrees will typically join Physical Education, Sport Management, Special Education, and Educational Leadership prog

Program Overview: Bachelor of Science, Exercise Science

COLORADO MESA UNIVERSITY

About This Major . . .

Students enrolled in this major should have a strong interest in the sciences as this program applies science to human function. The student will begin studies with science courses such as physics, general chemistry, and human anatomy & physiology. Continued studies will include courses such as: exercise physiology, anatomical kinesiology, biomechanics, physical activity and aging, and sports nutrition, among other subject areas. This major is designed to prepare students for professional and graduate programs such as: physical therapy, physician's assistant, occupational therapy, and exercise physiology.

The Monfort Family Human Performance Lab plays an important educational role for students in this program as it provides an excellent resource for supplementary lab experiences, for student research projects and for student internships. The physiology and biomechanics instrumentation of the lab is state-of-the-art. In their lab classes, students learn to use the major instrumentation and later can apply their knowledge with semester long projects which use these capabilities to explore human performance with rigorous measurement. Each year, several of the student research projects are presented at regional and national conferences. In addition, the exercise science student club functions throughout each to year to enhance student participation in conferences and preparation for graduate or professional school.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Evaluate the functions of the individual body systems. (Specialized Knowledge)
   - Example: Muscle agonist/antagonist requirements are evaluated for human locomotion.

2. Identify risk factors associated with chronic disease. (Specialized Knowledge)
   - Example: Students formulate written critiques on scientific articles.

3. Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically. (Applied Learning, Quantitative Fluency)
   - Example: Students are able to conduct fitness and nutritional assessments, analyze human performance data, and write up an exercise prescription.

4. Describe procedures and/or statistical analyses for physiological assessments. (Quantitative Fluency)
   - Example: Students are able to conduct laboratory assessments, analyze physiological data, and provide written results.

5. Apply biomechanical principles to movement and be able to communicate and formulate conclusions about the results. (Critical Thinking)
   - Example: Students measure runner stride characteristics from high speed video, evaluate changes with running speed, and communicate patterns graphically.

6. Demonstrate the ability to clearly communicate specialized knowledge. (Communication Fluency)
   - Example: Students immerse themselves in semester length research projects and present their results at local, regional, and/or national conferences

Program Highlights:

Club
The Exercise Physiology Research Club (EPRC) functions throughout each year to enhance student participation in conferences and preparation for graduate or professional school. Students involved in EPRC participate in research projects, attend conferences, and present at local, state, regional, national and international conferences.

Internships
Students are given the opportunity to participate in various internships including placements at our human performance lab, physical therapy and occupational therapy clinics, hospitals, rehabilitation centers, health departments, and various health related organizations.

Careers
Graduates are currently working in many positions such as: physical therapists, occupational therapists, physician's assistants, exercise physiologists, personal trainers, fire department fitness trainers, strength and conditioning coaches, and county health department employees.

Graduate School
We currently have students pursuing graduate degrees in Occupational Therapy, Physical Therapy, Nutrition Science, and Exercise Physiology.

Program Overview: Bachelor of Science, Sport Management

COLORADO MESA UNIVERSITY

About This Major . . .

Students in the sport management program are prepared to enter the world of business in sport or pursue a graduate degree. The degree provides an overview of the history and role of sport in society, and covers topics such as leadership and ethics, governance and communication, and legal considerations in sport operations. Students will also obtain business administration skills through courses in accounting, marketing, economics, and business information technology.

The Sport Management degree includes the planning, organizing, leading, and evaluating within the context of a sport organization. The practical framework for a number of professions that focus on leadership roles, including the following: youth, amateur, and professional sports; recreational, college and university sports programs; and the marketing and management of all sport and fitness-related goods. Students will develop into competent leaders for the various professions that focus on sport and fitness. This major prepares students for graduate school in sport management or business administration.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Critically evaluate the historical, socio-cultural, and philosophical aspects of sport. (Quantitative Fluency)
   - Examples: Students prepare article critiques on historical sport figures. Students present their research on aspects of organization and administration in sport and physical education.
2. Apply fundamental concepts of management, administration, marketing, finance, and economics to sport organizations. (Applied Learning)
   - Example: Students prepare and present a marketing plan, a multi-day event plan and a risk management plan for sporting events or organizations of their choice.
3. Construct codes of personal ethics and apply professional codes of ethics to a sport setting. (Critical Thinking)
   - Example: Student's construct a Personal Code of Ethics and critically evaluate a Professional Code of a sports organization of their choice.
4. Apply skill in interpersonal and organizational communication, to the mass media, in both print and electronic medium. (Communication Fluency)
   - Example: Students present research projects via electronic media and they prepare media releases related to sporting events or organizations.
5. Explain the relationships between sport and state/federal legislation, the court system, contract law, tort liability, agency law, antitrust law, constitutional law and collective bargaining. (Critical Thinking)
   - Example: Students prepare contracts and research and present on multiple collegiate, professional and amateur sport organization and professional opportunities in those organizations.
6. Articulate the implications of the various agencies that govern sport at the professional, collegiate, high school, and amateur levels. (Specialized Knowledge)
   - Example: Students participate in class exercises involving governance structure and policy development in professional and intercollegiate sport.

Program Highlights:

Club
The sport management student club takes trips to Denver to tour the professional sports facilities like the Pepsi Center, Dick's Sporting Goods Park, and Coors Field.

Internships
Several students have worked as interns for professional organizations at various locations and have obtained employment with them as a result. The program places interns each summer with the Colorado Rockies minor league team, the Grand Junction Rockies.

Careers
Several graduates are now employed in professional sports with teams around the country. Some students have gone on to work in event planning in sports and managing positions in parks and recreation around the state of Colorado.

Graduate School
This major prepares students for graduate school in Sport Management or Business Administration.

Appendix C

Department Data

COLORADO MESA UNIVERSITY

Department of Kinesiology

Departmental Data Report, 2013-14 through 2017-18

Prepared August 2018

by the Office of Institutional Research, Planning, and Decision Support

Kinesiology Departmental Data, 2018

Majors

			2013-14		2014-15		2015-16		2016-17		2017-18	
			1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All
Athletic Training												
BS	Athletic Training	3146	38	38	47	47	47	47	46	46	40	41
	Pre-Athletic Training	3148	67	76	62	67	66	68	57	58	10	12
PB	Athletic Training Prov Bacc	2911	16	16	10	10	16	16	9	9	2	2
Subtotal			**121**	**130**	**119**	**124**	**129**	**131**	**112**	**113**	**52**	**55**
Exercise Science												
BS	Exercise Science	3138	267	273	308	315	302	310	307	316	350	357
Subtotal			**267**	**273**	**308**	**315**	**302**	**310**	**307**	**316**	**350**	**357**
Kinesiology												
BA	Adapted Physical Education	3132	16	22	11	15	14	18	15	17	13	16
	Exercise Science	3135	31	39	7	13	3	4	2	3		
	Fitness and Health Promotion	3149	187	192	231	235	212	217	197	201	162	166
	K-12 Education	3137	50	58	45	49	53	55	46	50	43	46
	Pre-K-12 Education	3100	16	18	12	13	9	10	7	7	5	5
PB	Kinesiology Prov Bacc	2910	47	47	36	36	32	32	42	42	44	44
Subtotal			**347**	**376**	**342**	**361**	**323**	**336**	**309**	**320**	**267**	**277**
Liberal Arts												
AS	Sport Management	2140	78	85	96	108	100	111	83	92	74	79
Subtotal			**78**	**85**	**96**	**108**	**100**	**111**	**83**	**92**	**74**	**79**
Personal Training												
Prof Cert	Personal Training	1145	2	52	2	97	2	102	4	95	3	65
Subtotal			**2**	**52**	**2**	**97**	**2**	**102**	**4**	**95**	**3**	**65**
Sport Management												

Kinesiology Departmental Data, 2018

Degrees Awarded

			2013-14		2014-15		2015-16		2016-17		2017-18	
			1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All
Athletic Training												
BS	Athletic Training	3146	14	14	15	15	15	15	14	14	15	16
Subtotal			**14**	**14**	**15**	**15**	**15**	**15**	**14**	**14**	**15**	**16**
Exercise Science												
BS	Exercise Science	3138	32	33	50	50	56	56	54	54	50	50
Subtotal			**32**	**33**	**50**	**50**	**56**	**56**	**54**	**54**	**50**	**50**
Kinesiology												
BA	Adapted Physical Education	3132	2	2	4	4	3	3	1	3	6	6
	Exercise Science	3135	13	13	9	10	7	7	1	1	2	2
	Fitness and Health Promotion	3149	23	23	45	45	51	51	72	72	48	48
	Hum Perf Well-Corporate Fit	3141					1	1				
	K-12 Education	3137	11	12	12	12	12	12	5	5	6	6
Subtotal			**49**	**50**	**70**	**71**	**74**	**74**	**79**	**81**	**62**	**62**
Liberal Arts												
AS	Sport Management	2140	2	2	5	5	6	6	10	10	7	7
Subtotal			**2**	**2**	**5**	**5**	**6**	**6**	**10**	**10**	**7**	**7**
Personal Training												
Prof Cert	Personal Training	1145	32	32	45	45	49	49	38	38	14	14
Subtotal			**32**	**32**	**45**	**45**	**49**	**49**	**38**	**38**	**14**	**14**
Sport Management												
BS	Sport Management	3147	40	40	43	43	41	41	51	51	54	54
Subtotal			**40**	**40**	**43**	**43**	**41**	**41**	**51**	**51**	**54**	**54**
Kinesiology Total			**169**	**171**	**228**	**229**	**241**	**241**	**246**	**248**	**202**	**203**

Kinesiology Departmental Data, 2018

Credit Hours by Student Level

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
ESSL										
SO							9	27	3	9
JR							31	93	33	99
SR							20	60	34	102
ESSL Subtotal							60	180	70	210
KINA										
FR	1279	1279	1030	1030	983	983	933	933	749	749
SO	1496	1496	1448	1448	1337	1337	1074	1074	1075	1075
JR	579	579	621	621	604	604	497	497	416	416
SR	711	711	812	812	840	840	782	782	713	713
Grad	2	2	4	4	9	9				
Non-Deg	31	31	35	35	32	32	38	38	29	29
KINA Subtotal	4098	4098	3950	3950	3805	3805	3324	3324	2982	2982
KINE										
FR	1609	2473	1443	2132	1636	2340	1499	2021	1181	1576
SO	1638	3116	1683	3173	1629	3058	1527	2896	1414	2393
JR	1261	3169	1296	3275	1334	3335	1213	3012	1130	2809
SR	1968	5410	2350	6313	2283	6141	2336	6381	2299	6159
Grad			2	4	7	21	1	1		
Non-Deg	31	40	9	13	10	15	5	9	6	12
KINE Subtotal	6507	14208	6783	14910	6899	14910	6581	14320	6030	12949
Kinesiology Total	10605	18306	10733	18860	10704	18715	9965	17824	9082	16141

Kinesiology Departmental Data, 2018

Credit Hours by Course

Subject	Course	Cr Hrs	2013-14			2014-15			2015-16			2016-17			2017-18		
			Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH
ESSL																	
290	Milestone	3										2	60	180	2	70	210
ESSL Subtotal												2	60	180	2	70	210
KINA																	
101	Beginning Swimming	1	4	84	84	4	89	89	4	77	77	4	60	60	4	45	45
102	Intermediate Swimming	1	2	29	29	2	20	20	2	13	13	2	7	7	2	11	11
103	Springboard Diving	1	1	11	11	2	9	9	2	12	12	1	7	7	2	12	12
104	Water Polo	1	2	17	17	2	12	12	2	18	18	2	13	13	2	11	11
106	Beginning Scuba	1	7	90	90	8	56	56	8	65	65				6	78	78
106/107	Scuba	1										2	87	87			
107	Advanced Scuba	1	3	20	20	2	12	12	2	13	13				2	23	23
109	Kayaking	1	2	18	18	2	25	25	2	19	19	2	13	13	2	13	13
110	River Rafting	1	2	19	19	2	23	23	2	27	27	2	11	11	2	18	18
111	Rock Climbing	1	5	58	58	3	48	48	6	83	83	6	85	85	6	98	98
112	Hiking	1	5	167	167	6	193	193	6	203	203	7	209	209	7	201	201
115	Beginning Golf	1	9	203	203	10	200	200	8	174	174	7	158	158	7	130	130
115A	Disc Golf and Ultimate	1				1	28	28	2	52	52	2	33	33	2	31	31
116	Intermediate Golf	1	3	70	70	2	42	42	2	51	51	2	42	42	2	47	47
117	Badminton	1	2	51	51	2	46	46	2	43	43	2	46	46	2	45	45
118	Karate	1				2	37	37	1	18	18	1	19	19	2	30	30
118A	Karate II	1							1	7	7	1	7	7			
119	Archery	1	1	30	30	1	27	27	2	59	59	2	58	58	2	61	61
121	Beginning Tennis	1	6	154	154	5	96	96	3	62	62	3	58	58	3	43	43

Kinesiology Departmental Data, 2018

Credit Hours by Course

Subject	Course	Cr Hrs	2013-14			2014-15			2015-16			2016-17			2017-18		
			Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH
157	Adaptive Physical Activity II	1				1	1	1	1	1	1						
161	Two-Person Outdoor Volleyball	1							1	28	28	1	15	15	1	22	22
162	Volleyball	1	4	123	123	3	72	72	3	76	76	3	94	94	3	78	78
163	Intermediate Volleyball	1				2	44	44	1	35	35	1	26	26	1	32	32
164	Beginning Basketball	1	3	72	72	3	69	69	2	49	49	2	53	53	1	24	24
165	Intermediate Basketball	1	3	92	92	2	57	57	3	72	72	3	66	66	3	65	65
166	Flag Football	1	2	70	70	2	67	67	2	63	63	2	55	55	2	54	54
167	Tai Chi	1	8	137	137	8	133	133	8	126	126	8	121	121	7	101	101
168	Hatha Yoga & Relaxation I	1	17	368	368	17	369	369	17	389	389	17	348	348	16	304	304
170	Latin Rhythms	1	4	50	50	4	57	57	4	62	62	4	40	40	2	24	24
175	Snorkeling/Free Diving	1	3	25	25	2	22	22	2	31	31	2	24	24	2	22	22
180A	Varsity Men's Football	1	1	31	31	1	31	31	1	23	23	1	16	16	1	23	23
180B	Varsity Men's Basketball	1	1	2	2				1	1	1				1	1	1
180C	Varsity Men's Baseball	1	1	11	11	1	13	13	1	6	6	1	3	3	1	4	4
180D	Varsity Men's Swimming	1	1	1	1	1	3	3	1	2	2	1	5	5	1	2	2
180E	Varsity Men's Tennis	1	1	2	2	1	3	3				1	1	1	1	3	3
180H	Varsity Men's Soccer	1	1	5	5	1	3	3	1	6	6	1	8	8	1	3	3
180J	Varsity Men's Golf	1	1	3	3	1	6	6	1	4	4	1	2	2	1	1	1
180K	Varsity Men's Track and Field	1	1	12	12	1	6	6	1	9	9	1	8	8	1	5	5
180M	Varsity Men's Wrestling	1	1	5	5	1	2	2	1	3	3	1	2	2	1	4	4
180N	Varsity Men's Lacrosse	1	1	11	11	1	7	7	1	21	21	1	3	3	1	5	5
180P	Varsity Men's Cross Country	1	1	1	1	1	3	3	1	1	1						
180Q	Varsity Men's Hockey	1	1	1	1										1	6	6

Kinesiology Departmental Data, 2018

Credit Hours by Course

Subject	Course	Cr Hrs	2013-14			2014-15			2015-16			2016-17			2017-18		
			Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH
214	Methods of Team Activities	3	1	14	42	1	25	75	1	24	72	1	22	66	1	14	42
220	Methods/Dance & Gymnastics	3	1	18	54												
234	Prevention/Care Athl Injuries	3	5	207	621	5	208	624	5	206	618	5	204	612	5	187	561
240	Intro to Clin Athl Training	2	2	36	72	2	34	68	2	32	64	2	40	80			
251	Water Safety Instructor Course	3	1	13	39				1	10	30	1	22	66	1	10	30
252	Prin Eval and Assessment	3	1	15	45	1	18	54	1	17	51	1	13	39			
253	Clin Exp Athletic Training I	2	1	8	16	1	14	28	1	15	30	1	13	26			
256	Creative Play/Dance/Gym/Liter	3	1	16	48	1	10	30	1	8	24	1	24	72	1	7	21
260	School Health Education	3	3	93	279	2	71	213	3	74	222	2	39	117	2	23	69
265	First Aid/CPE/AED	3	15	533	1599	14	470	1410	12	374	1122	11	269	807	7	161	483
297	Practicum	1-2	6	64	118	6	93	177	6	85	153	6	76	132	6	59	111
301	Health and Fitness Assessment	3	4	112	336	4	131	393	4	136	408	3	96	288	4	127	381
303	Physiology of Exercise	3	5	160	480	4	179	537	4	158	474	4	156	468	4	152	456
303L	Physiology of Exercise Lab	1	7	160	160	8	185	185	8	162	162	8	161	161	10	155	155
307	Phil/Psychology of Coaching	3	1	18	54	1	20	60	1	12	36	1	14	42			
309	Anatomical Kinesiology	3	5	150	450	4	176	528	5	200	600	5	177	531	5	167	501
310	Methods of Exercise Instruction	3							1	30	90	2	39	117	2	42	126
320	Methods Teaching Elem P.E.	3	1	8	24	1	11	33	1	5	15	1	7	21	1	12	36
321	Phys Act & Hlth in Classroom	3	3	48	144	2	44	132	2	67	201	2	49	147	2	50	150
333	Community Health	3	2	82	246	2	80	240	2	72	216	2	75	225	2	73	219
335	Sport in Society	3	2	51	153	2	60	180	2	71	213	2	68	204	2	76	228
340	Sport Operations	3	2	61	183	2	63	189	2	67	201	2	66	198	2	65	195
342	Sport Law & Risk Management	3	2	69	207	2	72	216	2	74	222	2	73	219	2	74	222

Kinesiology Departmental Data, 2018

Credit Hours by Course

			2013-14			2014-15			2015-16			2016-17			2017-18		
Subject	Course	Cr Hrs	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH
430	Med Condition/Pharm in Sports	3	2	49	147	2	78	234	2	88	264	3	63	189	2	72	216
467	Fld Exp Ath Train II	2	1	10	20	1	15	30	1	17	34	1	15	30	2	15	30
468	Clin Exp Athletic Training IV	2	1	10	20	1	15	30	1	17	34	1	15	30	2	15	30
478	Clin Exp Athletic Training V	2	1	10	20	1	14	28	1	17	34	1	14	28	1	15	30
480	Inclusive Physical Activity	3	2	62	186	2	63	189	2	73	219	2	86	258	2	85	255
487	Structured Research	1-3	2	38	114	4	52	156	7	56	167	7	48	140	7	44	131
494	Kinesiology Senior Seminar	1	2	96	96	2	117	117	2	124	124	2	105	105	2	121	121
494A	Sport Mgmt Senior Seminar	1	1	12	12	2	37	37	2	43	43	2	47	47	2	63	63
495	Independent Study	1-3	1	2	2	3	4	11	5	8	16	3	4	9			
496	Topics	3							1	21	63	2	39	117	2	38	114
497	Pre-Internship in Physical Ed	3	2	8	24	2	10	30	1	9	27	2	6	18	2	10	30
499	Internship	3-*	23	101	622	27	123	638	32	143	728	32	160	843	31	155	799
KINE Subtotal			197	6507	14208	202	6783	14910	216	6899	14910	218	6581	14320	208	6030	12949
Kinesiology Total			408	10605	18306	413	10733	18860	419	10704	18715	408	9965	17824	392	9082	16141

Kinesiology Departmental Data, 2018

Credit Hours by Faculty Type

	2013-14			Head	2014-15			Head	2015-16			Head	2016-17			Head	2017-18			Head
	CCH	SCH	SCH %	cnt	CCH	SCH	SCH %	cnt	CCH	SCH	SCH %	cnt	CCH	SCH	SCH %	cnt	CCH	SCH	SCH %	cnt
ESSL																				
T/TT													6	180	100%	0	6	210	100%	0
ESSL Subtotal													6	180		0	6	210		0
KINA																				
T/TT	21	317	8%	0	14	248	6%	0	18	308	8%	0	12	206	6%	0	14	247	8%	0
FT NonTT	2	54	1%	0	2	67	2%	0	1	20	1%	0	1	21	1%	0	2	26	1%	0
Admin/Coach	141	2986	73%	43	125	2429	61%	41	138	2832	74%	42	122	2124	64%	43	99	1587	53%	39
PT	47	741	18%	13	70	1206	31%	15	46	645	17%	12	53	973	29%	15	67	1122	38%	19
KINA Subtotal	211	4098		56	211	3950		56	203	3805		54	188	3324		58	182	2982		58
KINE																				
T/TT	302	7891	56%	7	284	7554	51%	7	300	7489	50%	7	317	7292	51%	7	294	6616	51%	8
FT NonTT	99	1742	12%	1	95	1405	9%	1	104	1468	10%	1	127	2086	15%	2	127	2103	16%	2
Admin/Coach	101	3238	23%	12	128	4237	28%	15	152	4485	30%	16	106	2945	21%	13	86	2472	19%	14
PT	43	1337	9%	7	47	1714	11%	6	47	1468	10%	6	62	1997	14%	9	67	1758	14%	8
KINE Subtotal	545	14208		27	554	14910		29	603	14910		30	612	14320		31	574	12949		32
Department Totals																				
T/TT	323	8208	45%	7	298	7802	41%	7	318	7797	42%	7	335	7678	43%	7	314	7073	44%	8
FT NonTT	101	1796	10%	1	97	1472	8%	1	105	1488	8%	1	128	2107	12%	2	129	2129	13%	2
Admin/Coach	242	6224	34%	47	253	6666	35%	47	290	7317	39%	52	228	5069	28%	51	185	4059	25%	48
PT	90	2078	11%	20	117	2920	15%	21	93	2113	11%	18	115	2970	17%	21	134	2880	18%	23
Grand Total	756	18306		75	765	18860		76	806	18715		78	806	17824		81	762	16141		81

Faculty headcount notes: T/TT and FT NonTT are counted once, in the primary subject in which they teach. When there are credit hours shown for a subject but the faculty headcount is 0, that means all faculty teaching in that subject also teach another subject(s) and have been recorded under the other subject.
Part-time faculty are ocunted once in each subject in which they teach, but are only counted once in the department total.

Kinesiology Departmental Data, 2018

Essential Learning Courses

Subject	Course	Cr Hrs	2015-16			2016-17			2017-18		
			Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH
ESSL											
290	Milestone	3				2	60	180	2	70	210
ESSL Subtotal						2	60	180	2	70	210
KINA											
101	Beginning Swimming	1	4	77	77	4	60	60	4	45	45
102	Advanced Swimming	1	2	13	13	2	7	7	2	11	11
103	Springboard Diving	1	2	12	12	1	7	7	2	12	12
104	Water Polo	1	2	18	18	2	13	13	2	11	11
106	Beginning Scuba	1	8	65	65	2	87	87	6	78	78
107	Advanced Scuba	1	2	13	13				2	23	23
109	Kayaking	1	2	19	19	2	13	13	2	13	13
110	River Rafting	1	2	27	27	2	11	11	2	18	18
111	Rock Climbing	1	6	83	83	6	85	85	6	98	98
112	Hiking	1	6	203	203	7	209	209	7	201	201
115	Beginning Golf	1	8	174	174	7	158	158	7	130	130
116	Intermediate Golf	1	2	51	51	2	42	42	2	47	47
117	Badminton	1	2	43	43	2	46	46	2	45	45
118	Karate	1	1	18	18	1	19	19	2	30	30
119	Archery	1	2	59	59	2	58	58	2	61	61
121	Beginning Tennis	1	3	62	62	3	58	58	3	43	43
122	Intermediate Tennis	1	2	34	34	2	22	22			
126	Fitness Walking	1	12	378	378	12	320	320	12	252	252
127	Physical Conditioning	1	6	138	138	6	119	119	6	106	106

Kinesiology Departmental Data, 2018

Essential Learning Courses

Subject	Course	Cr Hrs	2015-16			2016-17			2017-18		
			Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH
163	Intermediate Volleyball	1	1	35	35	1	26	26	1	32	32
164	Beginning Basketball	1	2	49	49	2	53	53	1	24	24
165	Intermediate Basketball	1	3	72	72	3	66	66	3	65	65
166	Flag Football	1	2	63	63	2	55	55	2	54	54
167	Tai Chi	1	8	126	126	8	121	121	7	101	101
168	Hatha Yoga & Relaxation I	1	17	389	389	17	348	348	16	304	304
170	Latin Rhythms	1	4	62	62	4	40	40	2	24	24
175	Snorkeling/Free Diving	1	2	31	31	2	24	24	2	22	22
180A	Varsity Men's Football	1	1	23	23	1	16	16	1	23	23
180B	Varsity Men's Basketball	1	1	1	1				1	1	1
180C	Varsity Men's Baseball	1	1	6	6	1	3	3	1	4	4
180D	Varsity Men's Swimming	1	1	2	2	1	5	5	1	2	2
180E	Varsity Men's Tennis	1				1	1	1	1	3	3
180H	Varsity Men's Soccer	1	1	6	6	1	8	8	1	3	3
180J	Varsity Men's Golf	1	1	4	4	1	2	2	1	1	1
180K	Varsity Men's Track and Field	1	1	9	9	1	8	8	1	5	5
180M	Varsity Men's Wrestling	1	1	3	3	1	2	2	1	4	4
180N	Varsity Men's Lacrosse	1	1	21	21	1	3	3	1	5	5
180P	Varsity Men's Cross Country	1	1	1	1						
180Q	Varsity Men's Hockey	1							1	6	6
181B	Varsity Women's Basketball	1							1	1	1
181D	Varsity Women's Swimming	1	1	6	6	1	4	4	1	2	2
181E	Varsity Women's Tennis	1	1	3	3				1	3	3

Kinesiology Departmental Data, 2018

Faculty List

Last Name	First Name	Category	Title (in Banner)
Cordova	Jill	T/TT	Professor of Kinesiology
Fritz	Keith	T/TT	Professor of Kinesiology
Grieco	Carmine	T/TT	Asst Prof of Kinesiology
Hawkins	Jeremy	T/TT	Assoc Prof/DH of Kinesiology
Heumann	Kristin	T/TT	Assoc Prof of Kinesiology
Lyons	Meredith	T/TT	Asst Professor of Dance
Murray	Steven	T/TT	Professor of Kinesiology
Sharp	Elizabeth	T/TT	Assoc Prof of Kinesiolgy
Williams	Nikki	T/TT	Asst. Professor Phys Asst
Bell	Richard	FT NonTT	Instructor of Kinesiology
Lally	Erin	FT NonTT	Instr Kinesiology/Clinical Crd
Piatanesi	John	FT NonTT	Tech Instr/Director of POST
Winegard	Timothy	FT NonTT	Instructor of History
Adams	Nile	PT	Lecturer of Kinesiology
Bell	Kari	PT	Lecturer of Kinesiology
Christie	Erin	PT	Lecturer of Kinesiology
Cook	James	PT	Lecturer of Kinesiology
Delaney	Cherri	PT	Lecturer of Kinesiology
Denning	William	PT	Lecturer of Kinesiology
Drudik	Justin	PT	Lecturer of Kinesiology
Elliott	David	PT	Lecturer of Kinesiology
Emerson	Kristy	PT	Lecturer of Kinesiology
Goeden	Adam	PT	Lecturer of Kinesiology
Halterman	Rex	PT	Lecturer of Kinesiology

Kinesiology Departmental Data, 2018

Faculty List

Last Name	First Name	Category	Title (in Banner)
Fullmer	Joshua	Admin/Coach	Head Athletic Trainer
Gamble	Bradley	Admin/Coach	Head Track & Field Coach
Garcia	Bennie	Admin/Coach	Head Softball Coach
Gardenhire	Rebecca	Admin/Coach	Assistant Athletic Trainer
Gulgan	Yasin	Admin/Coach	Acting Asst Track & Field Coach
Halalilo	Shanna	Admin/Coach	Area Coordinator R/W/M
Hanks	Christopher	Admin/Coach	Head Baseball Coach
Hanson	Geoffrey	Admin/Coach	Head Swim/Dive/Triathlon Cch
Holley	Kylie	Admin/Coach	Acting Assist Wellness Mngr
Kaiser	Austin	Admin/Coach	Assistant Athletic Director
Kegans	Reese	Admin/Coach	Manager of Club Sports
Kozel	Erik	Admin/Coach	Assistant Softball Coach
Linsacum	Daniel	Admin/Coach	Strength & Conditioning Coach
Lunsford	Ron	Admin/Coach	Asst Coord of the Outdoor Prog
MacDonald	Daniel	Admin/Coach	Head Mens/Women's Tennis Coach
Martin	Benjamin	Admin/Coach	Assistant Football Coach
Martin	Russell	Admin/Coach	Head Football Coach
McKinney	Sean	Admin/Coach	Acting Asst Baseball Coach
Miller	Sydney	Admin/Coach	Asst Triathlon/Swim Coach
Newcomer	John	Admin/Coach	Assistant Football Coach
Padgett	Todd	Admin/Coach	Head Men's Soccer Coach
Pearsall	Logan	Admin/Coach	Acting Asst Swim/Dive Coach
Pipher	Charles	Admin/Coach	Head Wrestling Coach
Pollart	Hannah	Admin/Coach	Asst Women's Basketball Coach

Appendix D

Faculty Vitas

CURRICULUM VITAE

I. DEMOGRAPHIC DATA

Brent W. Alumbaugh, M.S., CSCS
Clinical Coordinator and Physiologist: Monfort Family Human Performance Laboratory

Work Address: Monfort Family Human Performance Lab, MC115
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501
Phone: (970) 248-1935
Fax: (970) 248-1980
Email: balumbau@coloradomesa.edu

Home Address: 1025 Hill Avenue, Grand Junction, CO 81501
Phone: (641) 431-1254
Email: balumbau@coloradomesa.edu

II. EDUCATION

2009 M.S. Exercise Physiology
Graduation: December 2009
University of New Mexico, Albuquerque, NM

2008 B.A. Exercise Science
Mesa State College, Grand Junction, CO

III. PROFESSIONAL MEMBERSHIP AND CERTIFICATIONS

National Strength and Conditioning Association (NSCA): Certified Strength and Conditioning Specialist. Aug 2009 – present

Member of the American College of Sports Medicine (ACSM). 2014-present

Emergency Medical Technician – Basic. 2004-2012

Health Care Specialist - Army Medic (MOS 68W) Certification. 2004-2010

IV. ACADEMIC AND PROFESSIONAL EXPERIENCE

2010-Present Colorado Mesa University, MFHPL Clinical Coordinator/Physiologist

- Supervise daily operation of equipment and testing
- Provide physiological assessments and consultation
- Calibrate and operate lab equipment
- Act as student liaison

- Became proficient at assessing general health
- Instructed personalized training and nutrition programs
- Expanded program design creativity
- Devised training programs to meet specific needs
- Identified, organized, selected and communicated information in an efficient manner

Summer 2007 Medic: Humanitarian mission in Ayacucho, Peru

- Enhanced data interpretation skills
- Heightened efficiency at treating patients; gained broader view of health and political issues in other countries
- Well educated in I.V. training
- Improved my ability to work under pressure for long hours

2003-2004 Internship: Iowa State football strength and conditioning program

- Shaped and strengthened technical skills required to assess speed, power and strength
- Developed the skills necessary for pre- and post-program testing
- Acquired the knowledge of proper technique of core and power lifts

V. RESEARCH PROJECTS

- 2010- PresentDouble Peak Muscle Activation in a Baseball Swing
- The Effects of Grip Strength and Upper-Body Strength on Bat Swing Speed in Division II Collegiate Softball Players
- The Effect of Kinesiology Tape on the Vastus Medialis, Vastus Lateralis, and the Rectus Femoris in Healthy Subjects
- Bone Quality Post ACL Reconstructed Surgery in D2 Collegiate Athletes
- The Effects of an Acute Bout of Exercise on Executive Function
- Investigating Double Pulse Muscle Amplitude in Division II Collegiate Male Golfers
- The Effects of Static and Dynamic Stretching on Power Movements
- The Effects of Foam Rolling on Range of Motion and Maximum Vertical Jump
- Differences in Substrate Utilization at a Given Intensity Between Aerobic and Anaerobic Athletes
- Substrate Utilization Between Genders at Different Intensities
- The Effects of Static and Dynamic Stretching on Collegiate Male Soccer Player's Functional Movement Screen Scores
- The Effects of Exercise on Cancer Patients' Post-Treatment Fitness Levels & Quality of Life
- Acute Effects of Performing Heavy Conventional Deadlifts on Vertical Jump and Peak Ground Reaction Force
- The Effects of TheraTogs on Postural Muscle Amplitude in Subjects without Sensorimotor Impairments
- Variances in Active Ankle ROM among Collegiate Dancers, Recreational Dancers and Non-Dancers

- The Effect of Moment of Inertia on Angular Velocity of a Baseball Bat Swing
- Accuracy of Treadmill Algorithm in Assessing Energy Expenditure
- Implications of Knee Angle on Quadriceps Activation
- Implications of Knee Angle on Quadriceps Activation
- Effects of Pre-Exercise Heating and Cooling of the Body on Running Economy
- The Effect of Swimming Start on Flight Time, Flight Distance, and Horizontal Velocity in Male Collegiate Swimmers
- The Effect of Running Speed on Tibial Acceleration
- The Effects of Inflammation and/or Heating on Ultrasound Measurements of the Heel
- The Effects of Ambient Temperature on Oxygen Uptake in Submaximal Cycling
- What to Wear When Running in the Heat -Or Should You Wear Nothing at All?
- The Effects of Physical Activity throughout the Lifespan on Bone Density in Post-Menopausal Women

VI. Publications

- Alumbaugh, B., Peters, S., Hendrick, L., Reeder, M. (2018). Precooling with an ice vest: Effect on core temperature and heart rate while swimming. *Medicine & Science in Sports & Exercise. 50:335.* DOI: 10.1249/01.mss.0000536183.06431.1b
- Berkemeier, Q., Reeder, M., & Alumbaugh, B. (2018). Uphill Cycling: Seated versus Standing economy and heart rate. *Journal Of Science And Cycling, 6*(3). doi:10.28985/jsc.v6i3.337
- Smith, G., Alumbaugh, B., & Leadbetter, G. (2013). Breathing and poling entrainment in ski skating. *Science and Skiing, 6.*
- Freda, D., Skoe, T., Cave, C., Wehrli, M., Fox, B., Alumbaugh, B., Reeder, M., & Heumann, K. (2018). Effects of weight bearing and non-weight bearing sports on bone quality in male collegiate athletes. *Journal Of Science And Cycling, 6*(3). doi:10.28985/jsc.v6i3.343
- Reeder, M., Alumbaugh, B., & Berkemeier, Q. (2018). Exercise physiology and nutrition knowledge of collegiate cyclists. *Journal Of Science And Cycling, 6*(3). doi:10.28985/jsc.v6i3.36

- Cuevas, G.., Reeder, M., & Alumbaugh, B. (2017). The effect of stride frequency on running economy in collegiate and recreational runners. *Medicine & Science in Sports & Exercise. 49(5S)*, 637-638.
- Berkemeier, Q., Fechtner, F., Alumbaugh, B., Reeder, M., & Smith, G. (2016). Muscle activation in seated and standing uphill cycling. *Medicine & Science in Sports & Exercise. 48(5S)*, 409.
- Smith, G, Levy, M., & Alumbaugh, B. (2015). Rolling performance of tube and tubless mountain bike wheels. *Medicine & Science in Sports & Exercise. 47(5S), 252.*
- Sands, W., Alumbaugh, B., McNeal, J., Murray, S., & Stone, M. (2015). Comparison of floor exercise apparatus spring-types on a gymnastics rearward tumbling take-off. *Science of Gymnastics Journal, 6(2)*, 45-51.
- Alumbaugh, B., Levy, M., Phillips, S., Smith, Graeme, & Smith, Gerald (2014). Effect of wheel diameter on mountain bike impact forces. *Medicine & Science in Sports & Exercise, 46(5S)*, 420-421.

RICHARD CLIFTON BELL
361 Hyde Hollow Rd., Eureka Springs, AR 72632
970.248.1365 or 970.314.3242
drdickbell@hotmail.com

CURRICULUM VITAE

EDUCATION

Doctor of Education, United States Sports Academy. Daphne, AL (Sport Management)
Juris Doctor, University of South Carolina. Columbia, SC
Master of Arts, The Citadel/College of Charleston. Charleston, SC (History)
Bachelor of Science, Clemson University. Clemson, SC (Pre-Medicine)

TEACHING EXPERIENCE

Colorado Mesa University

Director of Sport Management, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado, Director of Sport Management program (2005-present)
Exemplary Faculty Award for Colorado Mesa University, 2007, 2011 - 2018,
Faculty Club Advisor of the Year, 2014 (Sport Management Student Association)
Faculty Technology Award nominee for 2016
Courses Taught: (all courses taught have an online component)

Introduction to Sport Management	Sport Law and Risk Management
Leadership and Ethics in Sport	Sport Economics and Finance
Org./Admin./Legal Issues in Sport	Sport Psychology
Governance and Comm. in Sport	Sport Marketing
History and Philosophy in Sport	Sport Operations Management Legal
Environment of Business	Criminology Facility/Equipment

Management in Sport (Graduate)
Event and Program Management in Sport (Graduate)
Sport Law and Ethics (Graduate)
Sport in Society (Graduate)

Service:

Faculty Advisor to the Sport Management Student Association Chair of the University Assessment Committee (2008-2011) Chair of the Educational Access Services Committee (2006-2012)
Teacher to Teacher Committee Faculty Development Committee
Distance Learning and Technology Committee
Leadership Academy Committee

Columbia Southern University

Adjunct Professor, College of Business (2009-present)
Courses Taught:

Team Building and Leadership	Human Resource Management Methods
Negotiation/Conflict Resolution	Training and Development
Management Information Systems	Psychological Foundations of Leadership Crisis
Communication Management	Current Issues in Leadership
Sport Law and Risk Management (graduate)	Sport Finance (graduate) Sport
Public Relations (graduate)	Sports Facilities (graduate)

Adjunct Professor, College of Arts and Sciences (2010-present)

History of Western Civilization 1 & 2	United States History 1 & 2
Unites States Military History 1 & 2	

Waldorf University

Adjunct Professor (2011-present)

Team Building and Leadership	Sport Finance
Negotiation and Conflict Resolution	Emerging Trends in Sport (graduate)
Strategic Marketing in Sport (graduate)	Sociology of Sport
American History	Business Law

Courses Taught:
History of Western Civilization

MILITARY SERVICE

Naval Aviator, United States Navy. Viet Nam era veteran (1967-1979)

PUBLICATIONS

Bell, R.C., Ratzlaff, S.E., & Murray, S.R. (2008). *The impact of the HIPAA privacy rule on collegiate sport professionals*. The Sport Journal, 11(2). Spring 2008

Bell, R.C. (2007). *A history of women in sport prior to Title IX*. The Sport Journal, 10(2), Spring 2007.

Bell, R. & Miller, L.K. (2006), *Legal and ethical considerations.* In Stoldt, C. & Dittmore, S. Sport Public Relations. Chicago: Human Kinetics Publishers.

Henrich, T., Bell, R.C., Carleton, B., & Henrich, D. (2006). *Motivation, goals, and purposes of participation: antecedents to quality physical education programs*. Journal of ICHPER- SD, XLII(1), Winter 2006.

Bell, R.C. & Chang, C-M (2002*). The exploration of the effect of Taekwando training on personality traits*. The Sport Journal, 5(3), Fall 2002.

Hsu, C-H, Bell, R.C. & Cheng, K-M (2002). *Transformational leadership and organizational effectiveness in recreational sports/fitness programs*. The Sport Journal, 5(2), Summer 2002.

Bell, R.C. & Chen, S. (2002). *A strength training program for the "Ya-Tung" women's basketball team of Taiwan*. The Sport Journal, 5(1), Spring 2002.

Bell, R.C. (2001). *Risk management is important to sport/recreational managers*. The Sport Supplement, 9(4).

Bell, R.C. (2001). *People skills and the art of communication*, News and Views, 45, University of Bahrain.

Bell, R.C. (2000). *A modern perspective of the ancient Olympic events*. The Sport Journal, 4(1). Bell, R.C. (2000). *It's time to work together to stop doping in sports.* The Sport Journal, 4(2).

PRESENTATIONS

Coach's Freedom of Expression/Religion, Sport and Recreation Law Association, 2011 SRLA Conference, Savannah, GA. March 2011

Sport Finance. National Association of Senior Games annual meeting, Las Vegas, Jan. 2011 Workshop on Sport Business and Personnel Management, Sports Authority of Thailand, Bangkok, June 2010

Preparing and Teaching a Sport Law Course Online, Sport and Recreation Law Association, 2009 SRLA Conference, Albuquerque, NM. March 2009

Sport Management in the 21st Century. Invited lecturer. Doctoral class of Chandrakansem Rajabhat University, Thailand. June 2008

Offering a Distance Education Sport Law Course: Suggestions for Success. Sport and Recreation Law Association, 2008 SRLA Conference, Myrtle Beach, SC. March 2008

The History of Women in Sport Prior to Title IX: 2007 Summer Lecture Series, Gateway Canyons. May 2007

Communication and People Skills, National Disabled Veterans Winter Sports Clinic, Snowmass, CO. April 2007.

Courts v. Congress: Usurping Legislative Purpose, Sport and Recreation Law Association, 2007 SRLA Conference, Chapel Hill, NC. March 2007

Sport Professional's HIPAA Considerations, AAHPERD National Convention, Salt Lake City, Utah. April 2006

Legal Issues in Sport Public Relations, Sport and Recreation Law Association, 2006 SRLA Conference, Virginia Beach, Virginia. March 2006

The Impact of the HIPAA Privacy Rule on Sport Professionals, Sport and Recreation Law Association, 2005 SRLA Conference, March 2005

Current Implications of Title IX on Sport, Recreation and Physical Education Programs: Half Day Workshop. AAHPERD National Convention. Chicago, IL. April 2005

The History of Women in Sport Prior to Title IX: Women in Sport Symposium, Bowling Green State University. February 2005

Native American Influence on Sport in the United States: University of the Incarnate Word, November 2003

Title IX. Its Current Status and A Look into the Future. Women's History Month at The University of the Incarnate Word. March, 2003.

Jill C. Cordova, Ph.D.
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Grand Junction, CO 81506
970-248-1715
jcordova@coloradomesa.edu

Educational Degrees:

Ph.D. Health and Physical Education. *University of New Mexico*, Albuquerque, NM. 1992

M.A. Education. *Humboldt State University*, Arcata, CA. 1985

B.A. Health, Physical Education, and Recreation. *Humboldt State University*, Arcata, CA. 1979

Professional Experience

Professor	Department of Kinesiology, *Colorado Mesa University*, Grand Junction, CO. 1992-Present
Department Head	Department of Kinesiology, *Colorado Mesa University*, Grand Junction, CO. 2007-2016, 1997-2003
Instructor	Health and Wellness, *Albuquerque Technical Institute*, Albuquerque, NM. 1989-1992
Graduate Assistant	Health, and Physical Education, *University of New Mexico* Albuquerque, NM. 1989-1992
Instructor	Physical Education and Recreation, *Humboldt State University*, Arcata, CA. 1984-1989
Instructor	Physical Education. *College of the Redwoods*, Eureka, CA. 1983-1989

Electrical stimulation used with bicycle ergometers: Fitness implications for individuals with spinal cord injuries. *CAHPERD Journal Times*. 53 :(4) 5, 1991.

In the clinic - A clinical case study of functional aerobic exercise. *Clinical Kinesiology*. 46: (3) 21-24, 1992.

Adapted physical education in California: Employment prospects. *CAHPERD Journal Times*. January 1988.

Other Publications

Recreation for Everyone. *Challenge Magazine (Disabled Sports USA)*. February 2019.

Integrated Activities: Raft, Camp, and Bike. *Challenge Magazine (Disabled Sports USA)*. Summer 2017.

Good Posture: How Important is it in the Workplace? *The Business Times*, Vol. 17, (10), February 2010, p. 12.

Help employees to get fit: tell them to take a walk. *The Business Times*, Vol. 15, (43), June 2008, p. 18-19.

Right steps help to put out burnout. *The Business Times*, Vol. 14, (43), November 2007, p. 12.

Motivation a key aspect of retention. *The Business Times*, Vol. 14, (32), September 2007, p. 12.

By "going green," businesses help the environment – and themselves. *The Business Times*, Vol. 14, (16), May 2007, p. 12.

Make workplaces more healthy places. *The Business Times*, Vol. 14, (1), February 2007, p. 13.

Exercise pays off for employees. *The Business Times*, Vol. 13, (39), November 2006, p. 13.

Why happy employees are likely to become productive employees. *The Business Times*, Vol. 13, (25), July 2006, p. 8.

Listen up: noise on the job hazardous to hearing. *The Business Times*, Vol. 13, (13), May 2006, p. 13.

Best health care consumers informed, assertive. *The Business Times*, Vol. 13, (5), March 2006, p. 12.

Following a few tips, helps make air travel less taxing on health. *The Business Times*, Vol. 12, (44), November 2005, p. 13.

The 21st Judicial District Probation Department, Grand Junction, CO. July 2013. *Wellness – What is it all about?*

National Disabled Veterans Winter Sports Clinic, Snowmass, CO. April 2013. *Making the Connection between Adaptive Recreational Activities and Year Long Fitness.*

The 21st Judicial District Probation Department, Grand Junction, CO. March 2013. *Nutrition and Making Good Choices about Your Physical Health.*

Ameriprise Financial, Grand Junction, CO. August 2012. *Holistic Health.*

Residence Life Staff, Mesa State College, September 2009. *How to Keep Your Skin Healthy.*

Leadership Academy, Mesa State College, November and December 2007. *Stress Management.*

36th National Adapted Physical Education Conference, San Francisco, California. November 2007. *A Motor Activities Training Program for Athletes with Severe and Profound Intellectual Disabilities.*

Associated Landscape Contractors of Colorado, Grand Junction, Colorado. October 2007. *Management Style.*

Mesa County Library District, Grand Junction, Colorado, April 2007. *Nutrition and Health.*

Student Residents Association, Mesa State College, September 2006. *Weight Management and Nutrition.*

National Multiple Sclerosis Society, Grand Junction, Colorado, September 2006. *Fitness Principles and Activities.*

National Association for Kinesiology and Physical Education in Higher Education Conference, San Diego, California. January 2006. *The making of an inter-disciplinary graduate degree: Master of Business Administration (MBA) with a track in Sport and Fitness Management.*

National Association for Kinesiology and Physical Education in Higher Education Conference, Tucson, Arizona, January 2005. *Are our PETE Students Prepared to Teach in an Inclusive Classroom?*

National Disabled Veterans Winter Sports Clinic, Snowmass, CO. April 7, 2004. *Adaptive Aquatics.*

National Disabled Veterans Winter Sports Clinic, Snowmass, CO. April 7, 2004. *Animal as Teachers and Healers.*

National Disabled Veterans Winter Sports Clinic, Snowmass, CO. April 8, 2004. *Yoga: Why Everyone Who Tries It, Loves It.*

Professional Organization Membership:

ATRA – American Therapeutic Recreation Association
ACSM - American College of Sports Medicine
AAHPERD - American Association of Health, Physical Education, Recreation, and Dance
AALR - American Association for Leisure and Recreation
AAHE - Association for the Advancement of Health Education
COAHPERD - Colorado Association for Health, Physical Education, Recreation, and Dance
NAKPEHE - National Association for Kinesiology and Physical Education in Higher Education

Recent Service on Institutional Committees

Distinguished Faculty Committee
Distance and Technology Committee
Campus Internship Committee
Departmental Scholarship Committee
Campus Wide Appeals Committee
Professional Developmental Funds Campus Committee
Tenure/Promotion Committee
K12-Adapted Physical Education Advisory Committee
NCATE/NASPE Accreditation Committee
Athletic Training Education Program Accreditation Committee
Monfort Family Human Performance Laboratory Advisory Board
Academic Policies
Faculty Advisor K-12 Student Club
Teacher Education Advisory Council
General Education Working Group
NCA Self Study Review Committee
Council of Chairs
Fulbright Application Review Committee
Campus Community Wellness Committee
NCATE Certification Committee
NATA Athletic Training Accreditation Committee
Curriculum Committee: Kinesiology
Faculty Senate
Student Recreation Policy Committee
Search Committees: Dean of Professional Studies, Kinesiology faculty positions, Athletic Director, Professors of Finance, Sociology, Psychology, Teacher Education, and Vice President for Student Services.
University Curriculum Committee
Chair, Architectural Design Committee for New University Recreation Center
Chair, Minors Committee
Program Review of BSN Nursing Program
Coalition Curriculum Committee in Professional Studies
Who's Who among Students in American Universities and Colleges?
College Student Advising Committee
Human Relations Council - Affirmative Action Representative

The Adolescent Challenge. This project also received Office of State Colleges funding ($5000). This program is designed to promote regular moderate physical activity through a 50-day program. This project will include children attending District 51 schools as well as student involvement as team leaders.

MedX Back Program. This program was established to offer the opportunity for our students to become involved in a new state of the art back strengthening program. This was a joint venture between the Physical Therapy Specialty Center and the Department of Kinesiology at Colorado Mesa University.

11. Activity and Health. Mesa State College colloquium 1997.
12. Incorporating Mountain Biking into Your Secondary Physical Education Curriculum. Colorado Association for Health, Physical Education, Recreation, and Dance. 1998.
13. Jogging for Fun. Colorado Association for Health, Physical Education, Recreation, and Dance. 1998.
14. Nutrition for Health and Performance. Colorado Association for Health, Physical Education, Recreation, and Dance. 1999.
15. Nutrition for better Track and Field Performance. Glenwood Springs High School. 2000.
16. Exercise Physiology for Physical Educators. Colorado Association for Health, Physical Education, Recreation, and Dance. 2000.
17. Daily Physical Education Attenuates the Prevalence of Adult-Onset Diabetes in Children and Adolescents. Colorado Association for Health, Physical Education, Recreation, and Dance. 2001.
18. Aerobic Conditioning Principles: How Children Differ from Adults. Colorado Association for Health, Physical Education, Recreation, and Dance. 2001.
19. How Daily Physical Education Reduces the Prevalence of Diabetes in Children and Adolescents. Colorado Association for Health, Physical Education, Recreation, and Dance. 2002.
20. Devcloping a Proactive Classroom Management Plan. Keynote Speaker for MSC student internship orientation: 2003.
21. Ring Hockey: A Safe Alternative to Floor Hockey. Colorado Association for Health, Physical Education, Recreation, and Dance. 2004.
22. Adult-Onset Diabetes: How Physical Education Can Help. Colorado Association for Health, Physical Education, Recreation, and Dance. 2004.
23. Making Floor Hockey Safe. Colorado Association for Health, Physical Education, Recreation, and Dance. 2005.
24. Fun Frisbee Lead-Up Activities. Colorado Association for Health, Physical Education, Recreation, and Dance. 2006.
25. Frisbee Activities For All Ages. Colorado Association for Health, Physical Education, Recreation, and Dance. 2007.
26. A Safe Alternative to Floor Hockey. Colorado Association for Health, Physical Education, Recreation, and Dance. 2008.
27. Games with a Purpose. Colorado Association for Health, Physical Education, Recreation, and Dance. 2009.
28. Stress Management. Leadership Academy, Mesa State College. 2010
29. Socializing Children Through movement. Colorado Association for Health, Physical Education, Recreation, and Dance. 2010.
30. Stress Management. Leadership Academy, Mesa State College. 2011
31. Quality Disc Activities, Colorado Association for Health, Physical Education, Recreation, and Dance. 2011.
32. Safe Alternative to Hockey, Colorado Association for Health, Physical Education, Recreation, and Dance. 2012
33. Disc Skills for all Levels, Colorado Association for Health, Physical Education, Recreation, and Dance. 2013

CARMINE R. GRIECO, PhD, CSCS*D

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Maverick Center MFHPL Rm. 118
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Tel: (970) 248.1918

EDUCATION

Old Dominion University, Norfolk, VA

- **PhD** Education (Human Movement Sciences), May, 2012
  Dissertational Focus: *Alternative Therapy and Treatment of Type 2 Diabetes*
  Doctoral Advisor: Sheri R. Colberg, PhD, FACSM

- **MS** Exercise Science, August, 2008
  Master's Thesis: *The Effect of Intensity of Aerobic Training on Insulin Sensitivity*
  Thesis Advisor: David P. Swain, PhD, FACSM

University of Wyoming, Laramie, WY

- **BS** Exercise and Sport Sciences, May 1996

TEACHING EXPERIENCE

Colorado Mesa University, Grand Junction, CO

Assistant Professor of Kinesiology, 2015 - Present
KINE 303 Physiology of Exercise
KINE 303L Physiology of Exercise Lab
KINE 404 Clinical Exercise Physiology
KINE 405 Sports Nutrition
KINE 405 (*Web*) Sports Nutrition
KINE 487 H Structured Research (*Honors*)
KINE 494 Senior Seminar
KINE 499 Internship

Glenville State College, Glenville, WV

Assistant Professor of Exercise Science, 2012 - 2015
EXSC 375 Strength and Conditioning Leadership
EXSC 455 Psychology of Exercise and Human Performance
EXSC 465 Human Performance Testing
EXSC 493 Practicum Supervision

3. Baldo C, Banman N, Bonan-Hamada E, Calland R, **Grieco CR**, Nadelson L, Noel C, Owens S, Santos K, and Sharp E. The Determination of Faculty Perceptions and Knowledge of the Teacher-Scholar Model at a Primarily Teaching Institution. *International Research in Education* 7(1): 1-21, 2019

4. **Grieco CR**. Fat of Fiction: Low-Carbohydrate Ketogenic Diet for Weight Management. *Personal Training Quarterly* 5(2), 2018

5. **Grieco CR** and Reeder M. Exercise for the Treatment of Osteoporosis. *Personal Training Quarterly* 4(4), 2017

6. **Grieco CR** and Kelleran K. Humans Before Hardware. *Colorado Police Quarterly* 3(2), 2017

7. **Grieco CR** and Reeder M. Exercise for the Treatment of Hypertension. *Personal Training Quarterly* 4(3), 2017

8. **Grieco CR** and Reeder M. Exercise for the Treatment of Cognitive Disease. *Personal Training Quarterly* 4(2), 2017

9. **Grieco CR** and Reeder M. Exercise for the Treatment of Diabetes. *Personal Training Quarterly* 4(1), 2017

10. **Grieco CR**. Combat/Tactical Breathing. *Colorado Police Quarterly* 2(4), 2016

11. **Grieco CR** and Thompson AG. Heart Rate Variability: A Key to Police Officers' Health and Performance. *Colorado Police Quarterly* 2(3), 2016

12. **Grieco CR** and Hook LJ. Heart Rate Variability for Personal Training, part II. *Personal Training Quarterly*, 3(3), 2016

13. **Grieco CR** and Hook LJ. Heart Rate Variability for Personal Training, part I. *Personal Training Quarterly*, 3(2), 2016

14. **Grieco CR.** Communication: Interviews from Experts in Personal Training. *Personal Training Quarterly*, 2(4), December, 2015.

15. **Grieco CR**. Assessment and Measures: Interviews from Experts in Personal Training. *Personal Training Quarterly*, 2(3), September, 2015

16. **Grieco CR**. Technology and the Personal Trainer: Interviews from Experts in Personal Training. *Personal Training Quarterly*, 2(2), June, 2015

17. Thompson AG, Swain DP, Branch JD, Spina RJ and **Grieco CR**. Autonomic Response to Tactical Pistol Performance Measured by Heart Rate Variability. *Journal of Strength and Conditioning Research,* 29(4), 926-933, 2015

18. **Grieco CR**. Best Business Practices: Interviews from Experts in Personal Training. *Personal Training Quarterly*, 2(1), March, 2015

10. **Grieco CR**. Job Hunting in the Fitness Field, *American Fitness Magazine*, January/February, 2003

11. **Grieco CR**. PNF Stretching and Training Tips. *American Fitness Magazine*, July/August, 2002

12. **Grieco CR**. Tax Tips for 2002, *Personal Fitness Professional*, January, 2002

ABSTRACT PRESENTATIONS

1. *Skiing Economy During Classic and Skate Technique in Beginning and Advanced Cross-Country Skiers*. Malmquist E and **Grieco CR**. Poster presentation at the Annual Rocky Mountain regional meeting of the American College of Sports Medicine, Colorado Springs, CO, April, 2018.

2. *Validation of Heart Rate Sensor and Phone App in Lab Versus Home-Based Environment*. Morton GA, **Grieco CR**, and Gibson AL. Poster presentation at the Annual meeting of American College of Sports Medicine, Denver, CO, May/June, 2017.

3. *The Effect of a Two-Week Sprint Interval Training Program: A Pilot Study*. Miller K and **Grieco CR**. Poster presentation at the Annual Rocky Mountain regional meeting of the American College of Sports Medicine, Greeley, CO, April, 2017.

4. *The Effect of a Two-Week Sprint Interval Training Program: A Pilot Study*. Miller K and **Grieco CR**. Poster presentation at the Colorado Mesa University Student Showcase, Grand Junction, CO, April, 2017.

5. *Validation of Heart Rate Sensor and Phone App in Lab Versus Home-Based Environment*. Morton GA, **Grieco CR**, and Gibson AL. Poster presentation at the Southwest regional meeting of American College of Sports Medicine, Costa Mesa, CA, December, 2016.

6. *Physical Performance Adaptations Following a Lower Extremity Injury Prevention Program in Female Collegiate Soccer Players*. Greska EK, Cortes N, Onate JA, **Grieco CR**, Ringleb S and Van Lunen B. Poster presentation at Annual meeting of the American College of Sports Medicine, Indianapolis, IN June 2013

7. *The Acute Effect of Short-Term Breathing Exercises on Sympathovagal Balance in Type 2 Diabetes*. **Grieco CR**, Colberg SR, Somma CT, Vinik AI and Thompson AG. Oral presentation at South East regional meeting of American College of Sports Medicine, SC, February, 2013

8. *The Relationship Between Heart Rate Variability, Shooting Experience, and Performance in a Tactical Pistol Qualifier*. Thompson AG, Swain DP, Branch DJ, **Grieco CR** and Spina RJ. Poster presentation at South East regional meeting of American College of Sports Medicine, SC, February, 2013

3. *International Journal of Molecular Sciences*, August 2014 – July 2016

GRANTS (Awarded)

1. Collegiate Shooting Sports Initiative Challenge Grant Program, National Shooting Sports Foundation, Glenville State College. Accepted February, 2014, $10,000
2. Undergraduate STEM Research Grant, Glenville State College. Accepted October, 2012, $3,250
3. Undergraduate Research Grant, Honors College, Old Dominion University. Heart Rate Variability and VO2 Max in Healthy College Students. Accepted February, 2009, $1,500
4. Undergraduate Research Grant, Honors College, Old Dominion University. Effects of Stress on Heart Rate Variability Among Emergency Medical Service Providers. Accepted September, 2011, $1,500
5. Undergraduate Research Grant, Honors College, Old Dominion University. The Effect of Aerobic vs. Anaerobic Exercise Intensity on Cognitive Function. Accepted May, 2012, $2,500

GRANTS (Applied For)

External

1. *Melatonin Effects on Autonomic Balance, Inflammation, and Oxidative Stress in Type 2 Diabetes*. National Institutes of Health (NIH) R21. Colberg SR, **Grieco CR**, Somma CT and Vinik AI. Submitted: June, 2012, $275,000
2. *The Effect of Exercise Type on Postprandial Glycemia, Heart Rate Variability, and Mood in Individuals with Type 2 Diabetes*. Lifescan. Submitted: November, 2010, $14,925
3. *The Acute Effect of Yogic Breathing Exercises on Melatonin Secretion in Type 2 Diabetes Mellitus*. American College of Sports Medicine. Submitted: January, 2010, $3,400

Internal

1. Undergraduate Research Apprenticeship Program Site Grant (URAP), Honors College, Old Dominion University. Submitted: November, 2011, $22,000
2. Undergraduate Research Grant, Honors College, Old Dominion University. Effect of Music on Strength and Rate of Force Development. Submitted: November, 2011, $1,500

16. 8/2013 – 5/2015
Institutional Review Board, Glenville State College

17. 8/2012 – 5/2015
Faculty Development Committee, Glenville State College

18. Co-Hosted the PA/WV NSCA State Conference at Indiana State University
6 March, 2015

19. 1/2013 – 8/2014
Consultant, Northern West Virginia Rural Health Education Center ("Be Healthy Now", a Community Transformation Grant funded by the Centers for Disease Control and Prevention)

20. 2013 - 2014
Task Force, Veteran Recruitment and Retention Initiative **(Chair)**

21. 2012 - 2014
Health and Human Performance Program Development Committee, Glenville State College **(Chair)**

22. 2012
Classroom Emergency Protocol Task Force, Glenville State College

23. 2012 - 2013
Online Programming Committee, Glenville State College

24. 2011 - 2012
Nutritional Consultant, Old Dominion University Men's Tennis Team

25. 2010 - 2012
Faculty Advisor, Human Movement Sciences Society, Old Dominion University

26. 2009 - 2010
President, Human Movement Sciences Society, Old Dominion University

PRESENTATIONS (Professional)

1. Heart Rate Variability (HRV) for Health, Fitness & Performance. Colorado Mesa University campus, October, 2017

2. Road Bike Western Colorado: A Continuing Medical Education (CME) conference for physicians. *Exercise in the Prevention and Treatment of Type 2 Diabetes.* September, 2017

3. Road Bike Western Colorado: A Continuing Medical Education (CME) conference for physicians. *Essentials of Exercise Prescription for Physicians.* October, 2016

STUDENT RESEARCH MENTORING

1. Mitchell Vandel (Honors) Colorado Mesa University 2017 – 2018
   A Pilot Study of Injury Prediction in Female D2 Soccer Players Using Functional Movement Screen (FMS) and Balance Error Scoring System (BESS)

2. Emma Malmquist (Honors) Colorado Mesa University 2017 – 2018
   Skiing Economy During Classic and Skate Technique in Beginning and Advanced Cross-Country Skiers

3. Kelsey Miller (Honors) *Colorado Mesa University* 2015 – 2017
   Differential Effects of Sprint Interval Training on Gender

4. Lacey Hook (Honors) *Colorado Mesa University* 2015 - 2016
   Effect of Melatonin on Heart Rate Variability

5. Mark Fowler *Glenville State College* (Undergraduate Project) 2014 - 2015
   Project: Effect of Aerobic Exercise on Academic Success in a Developmental Math Class

6. Carly Caldon *Glenville State College* (Undergraduate Thesis) 2013
   The Relationship Between Chronic Injury and Surgery and Psychological Distress in Collegiate Athletes

7. Carly Caldon *Glenville State College* (Undergraduate Project) 2012 - 2013
   Project: Functional Movement Screen and Injury Prediction among High School and Collegiate Athletes

8. William Perez *Old Dominion University* (Undergraduate Honors Thesis) 2011 -2012
   Project: The Effect of Aerobic vs. Anaerobic Exercise Intensity on Cognitive Function

9. Chris Futrell *Old Dominion University* (Undergraduate Honors Thesis) 2011 - 2012
   Project: The Strength of Music

10. Rachel Simmons *Old Dominion University* (Undergraduate Honors Thesis) 2010 - 2012
    Project: Heart Rate Variability in EMS Personnel in Response to a Standard Shift

11. Jennifer Brown *Old Dominion University* (Master's Thesis) 2010 - 2012
    Project: Effect of Yogic Breathing Techniques on Pulmonary Function in Asthmatics

12. Andrew Thompson (Master's Thesis) 2010 - 2012
    Project: Effect of Environmental Stress on Heart Rate Variability and Accuracy During a Simulated Combat Shooting Task

13. Mohammed Alkatan *Old Dominion University* (Master's Thesis) 2009 - 2010
    Project: Effect of Caffeine on Maximum Strength and Rate of Force Development in Male Weight Lifters

14. Andrew Thompson (Undergraduate Honors Thesis) 2008 - 2009
    Project: Heart Rate Variability and VO_{2max} in Healthy College Students

CONFERENCE PARTICIPATION

1. Rocky Mountain ACSM Annual Meeting, Colorado Springs, CO, April, 2018 (***Abstract***)
2. ACSM Annual Meeting, Denver, CO, May/June, 2017
3. Rocky Mountain ACSM Annual Conference, Greeley, CO, April, 2017 (***Abstract***)
4. National Strength and Conditioning Association (NSCA) Colorado State Conference, Grand Junction, CO, November, 2016
5. NSCA Tactical Strength and Conditioning (TSAC) Conference, San Diego, CA, April, 2016 (***Presenter***)
6. NSCA Personal Trainers Conference, Anaheim, CA, October, 2015 (***Presenter***)
7. NSCA National Conference, Orlando, FL, July, 2015
8. West Virginia State Association for Physical Education, Recreation & Dance Conference (WVAPHERD), Flatwoods, WV, November, 2014
   (***Presenter***)
9. NSCA Personal Trainers Conference, Washington, D.C., October, 2014
10. West Virginia Academic Administrator's Association, Flatwoods, WV, September, 2014
    (***Presenter***)
11. NSCA National Conference, Las Vegas, NV, July, 2014
12. NSCA Virginia State Clinic, Norfolk, VA, August, 2013
    (***Presenter***)
13. South East American College of Sports Medicine (ACSM) Regional Conference, Greenville, SC, February, 2013
    (***Presenter***)
14. ACSM Annual Meeting and World Congress on Exercise is Medicine, Indianapolis, IN, May, 2013
15. NSCA Mid-Atlantic Regional Conference, Norfolk, VA, August, 2012
    (***Presenter***)
16. American Diabetes Association (ADA) 72nd Scientific Session, Philadelphia, PA, 2012
    (***Abstract Presentation***)
17. ACSM Annual Meeting and World Congress on Exercise is Medicine, Baltimore, MD, 2010

JEREMY HAWKINS, PhD, ATC
COLORADO MESA UNIVERSITY
1100 NORTH AVENUE GRAND JUNCTION CO 81501
970.248.1374 (office) jrhawkins@coloradomesa.edu

CURRICULUM VITAE

EDUCATION

Ph.D. Brigham Young University, Provo, UT, April 2009
(Physical Medicine and Rehabilitation)
M.S. Oregon State University, Corvallis, OR, June 2004
(Sports Medicine, Public Health Minor)
B.S. Brigham Young University, Provo, UT, April 2002
(Physical Education, emphasis: Athletic Training)

CERTIFICATIONS AND CREDENTIALS

Certified Athletic Trainer (# 020302059; 2003 – Present)
Endorsed Athletic Trainer, State of Colorado (# AT.0001223; 2013 – Present)
National Provider Identifier: 1861411415 (2006 – Present)
Illinois Licensed Athletic Trainer (# 096.0030038; 2010 – 2013)
Health Care Provider CPR & AED/Advanced First Aid, current

ACADEMIC EXPERIENCE

Department Head, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado (2016 – Present)

Associate Professor, Athletic Training Program Director, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado (2016 – Present)

Assistant Professor, Athletic Training Program Director, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado (2013 – 2016)

Faculty, University of Phoenix, Phoenix, Arizona (2010 – 2014)

Assistant Professor, Director of Undergraduate Athletic Training Education Program, School of Kinesiology and Recreation, Illinois State University, Normal, Illinois (2010 – 2013)

Assistant Teaching Professor, Clinical Education Coordinator of Athletic Training Education Program, Department of Exercise Sciences, Brigham Young University, Provo, Utah (2008 – 2009)

Instructor, Clinical Education Coordinator of Athletic Training Education Program, Department of Exercise Sciences, Brigham Young University, Provo, Utah (2006 – 2008)

7. Heumann KJ, Cimolina J, Hawkins JR, Pettitt RW, Murray SR. The Acute Effect of Walking on Ultrasound Measurements from the Achilles InSight Ultrasonometer in College-age Individuals. *Int J Ex Sci.* 2016;9(4):491-496.
8. Hawkins SW, Hawkins JR. Clinical Applications of Cryotherapy among Sports Physical Therapists. *Int J Sports Phys Ther.* 2016;11:141-148.
9. Hawkins JR, Hawkins SW. Clinical Applications of Therapeutic Modalities among Certified Athletic Trainers, Part I: Cryotherapy. *Int J Athl Ther & Train.* 2016;21:62-67.
10. Hawkins JR, Hawkins SW. Clinical Applications of Therapeutic Modalities among Certified Athletic Trainers, Part II: Thermotherapy. *Int J Athl Ther & Train.* 2016;21:68-74.
11. Mills RM, Hawkins JR. Using Storytelling and YouTube Videos to Teach Nutrition in an Online Environment. *J National Extension Assoc Fam & Consumer Sci.* 2015;10:47-52.
12. Hawkins JR. Athletic Injury Management Model in Humans: Revisit. *J Athl Enhancement.* 2015;4:5.
13. Hawkins JR, Sharp EB, Williams SA. Take a Page from Your Coach's Play Book: Teaching Technical and Tactical Skills in Athletic Training. *Athl Train Educ J.* 2015;10(3):244-248.
14. Hawkins JR, McLoda TA, Stanek JM. A Subjective and Objective Process for Athletic Training Selection. *Athl Train Educ J.* 2015;10(2):183-189.
15. Hawkins JR. Athletic Injury Management Model in Humans. *J Athl Enhancement.* 2014;3:5.
16. Hawkins JR, Miller KC. The Importance of Target Tissue Depth in Cryotherapy Application. *J Athl Enhancement.* 2012;1:2.
17. Hawkins JR, Shurtz J, Spears C. Traditional Cryotherapy Treatments are More Effective than Game Ready® on Medium Setting at Decreasing Sinus Tarsi Tissue Temperatures in Uninjured Subjects. *J Athl Enhancement.* 2012;1:2.
18. Jutte LS, Hawkins JR, Miller KC, Long BC, Knight KL. Skinfold Thickness at 8 Common Cryotherapy Sites in Various Athletic Populations. *J Athl Train.* 2012;47:170-177.
19. Hawkins JR, Knight KL, Long BC. Are *Room Temperature* and *Thermal Neutral* Synonymous Terms? An Investigation of Common Therapeutic Modality Control Variables. *J Athl Train.* 2007;42:327-332.
20. Jutte LS, Knight KL, Long BC, Hawkins JR, Schulthies SS, Dalley EB. The uncertainty (validity and reliability) of three electrothermometers in therapeutic modality research. *J Athl Train.* 2005;40:207-210.

Peer-Reviewed Publications under Review/Revision

1. Selkow NM, Kemmer C, Marcotte A, Hawkins JR. Hamstring Muscle Temperature Change Using "To-Go" Ice Bags. *Int J Athl Ther & Train.* Under Review.

Other Publications

1. Hawkins JR. Students: It's a Wonderful Life. *NATA Now, the Official Blog of the NATA News Magazine.* December 16, 2016. (Accessible at: http://www.nata.org/blog/todd-christman/students-it%E2%80%99s-wonderful-life)

16. Hawkins JR. The Need to Teach and Practice Ethics. *NATA Now, the Official Blog of the NATA News Magazine*. March 31, 2014. (Accessible at: http://www.nata.org/nata-news-blog/emphasizing-ethics-education)
17. Hawkins JR. A How-To on Hitting the Books. *NATA News, News Magazine of the National Athletic Trainers Association*. 2014;March:24.
18. Hawkins JR. Letter to the Editor: Clinical Coordinator or Clinical Education Coordinator. *J Athl Train Educ*. 2009;4:4-5.
19. Hawkins JR. Understanding HIPAA. *NATA News*. 2004;November:24-26.
20. Hawkins JR. Training Program for Wildland firefighters. *Wildland Firefighter, The Voice of the Wildland Firefighter*. 2002;5(11):11-13.

Book Chapters

1. Murray SR, Pettitt RW, Udermann BE, Ryan R, Hawkins JR (2015). Safety and Injuries. In: *Wellness for Life*. 3rd ed. Dubuque, IA: Kendall Hunt Publishing Company.

Conference Presentations

1. Heumann KJ, Reeder M, Hawkins JR. Free Communications Poster Presentation: The effects of between inning cryotherapy and/or compression on measures of performance in division II baseball pitchers. *National Strength and Conditioning Association Regional Conference (2018)*. Colorado Springs, Colorado.
2. Heumann KJ, Reeder M, Hawkins JR. Free Communications Poster Presentations: Positive correlations of between inning cryotherapy and/or compression on measures of performance in division II baseball pitchers. *National Strength and Conditioning Association National Conference (2018)*. Indianapolis, Indiana.
3. Hawkins JR. Special Topics Presentation: Sleep as it Relates to Injury. *National Athletic Trainers' Association 69th Clinical Symposia & AT Expo (2018)*. New Orleans, LA.
4. Hawkins JR, Heumann KJ, Reeder M. Free Communications Poster Presentation: Longitudinal Biometric Changes in Athletic Training Students. *National Athletic Trainers' Association 69th Clinical Symposia & AT Expo (2018)*. New Orleans, LA. Published abstract: *J Athl Train*, 53(6):S – 235-236.
5. Heumann KJ, Reeder M, Snyder N, Kasch S, Hawkins JR. Free Communications Poster Presentation: The effect of between innings cooling or compression on baseball pitching during competitive game. *2017 American College of Sports Medicine Annual Meeting*. Denver, CO. Published abstract: *Med Sci Sports Exerc*, 49(5S):1068.
6. Beauregard T, Borders C, Hawkins JR, Selkow NM. Free Communications Poster Presentation: Access to medical care in deaf high school athletics. *2017 Northwest Athletic Trainers' Association Annual Meeting and Clinical Symposium*. Tacoma, WA.
7. Ledford CL, Hattervig SL, Hawkins JR. Free Communications Poster Presentation: Mandible fracture in a female lacrosse player. *2016 Rocky Mountain Athletic Trainers' Association Annual Meeting and Clinical Symposium*. Albuquerque, NM.
8. Cimolino J, Hawkins JR, Murray SR, Heumann KJ. Free Communications Poster Presentation: The Acute Effect of Walking on Ultrasound Measurements from the Achilles InSight Ultrasonometer in College-aged Individuals. *2015 Tennessee Association for Health, Physical Education, Recreation, and Dance Annual Convention*. Murfreesboro, TN.

21. Hawkins JR. Free Communications Oral Presentation: Is Tennis Ball Induced Bruising a Useful Acute Injury Model? *2011 National Athletic Trainers' Association Annual Meeting and Clinical Symposium.* New Orleans, LA. Published abstract: *J Athl Train*, 46:S – 128.
22. Hawkins JR. Education Session Presentation: Best Teaching Practices and Course Design. *2011 Illinois Athletic Trainers' Association State Meeting and Clinical Symposium.* Normal, IL.
23. Hawkins JR, Brucker J. Therapeutic Modalities Evidence Based Forum Discussant; *2010 National Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Philadelphia, PA.
24. Hawkins JR, Knight KL. Free Communications Poster Presentation: The treatment effect of cryotherapy, compression, a tobacco poultice, and the PolyMem SportsWrap® on an experimentally induced bruise. *2009 Rocky Mountain Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Salt Lake City, UT.
25. Hawkins JR, Knight KL, Rich BSE, Millward C, Cassat D. Free Communications Poster Presentation: Development of an Acute Injury Model in Humans. *2008 National Athletic Trainers' Association Annual Meeting and Clinical Symposium.* St. Louis, MO. Published abstract: *J Athl Train*, 43:S – 59.
26. Hawkins JR, Miller KC, Knight KL. Free Communications Poster Presentation: Rate of cryotherapy temperature change – a function of adipose thickness or thermocouple depth? *2007 National Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Anaheim, CA. Published abstract: *J Athl Train*, 42:S – 65.
27. Miller KC, Hawkins JR, Knight KL. Free Communications Poster Presentation: Variations of skinfold thickness at different locations in college-aged physically active individuals and athletes. *2007 National Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Anaheim, CA. Published abstract: *J Athl Train,* 42:S – 68.
28. Hawkins JR, Miller KC, Knight KL. Free Communications Poster Presentation: Rate of cryotherapy temperature change – a function of adipose thickness or thermocouple depth? *2007 Rocky Mountain Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Denver, CO.
29. Jutte LS, Hawkins JR, Long BC, Miller KC, Knight KL. Free Communications Poster Presentation: Variations of skinfold thickness at different locations in college-aged physically active individuals and athletes. *2007 Rocky Mountain Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Denver, CO.
30. Hawkins JR, Knight KL. Free Communications Poster Presentation: How controlled are your controls? *2006 National Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Atlanta, GA. Published abstract: *J Athl Train*, 41:S – 101.
31. Hawkins JR, Long BC, Knight KL. Free Communications Poster Presentation: Cold modalities decrease pain following orthopedic injuries. *2006 Rocky Mountain Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Salt Lake City, UT.
32. Hawkins JR, Long BC, Knight KL. Free Communications Poster Presentation: How controlled are your controls? *2005 Rocky Mountain Athletic Trainers' Association Annual Meeting and Clinical Symposium.* Phoenix, AZ.

3. Hawkins JR, Grieco C, Heumann KJ, Reeder M, Smith GA. Grant to purchase activity monitors. Colorado Mesa University, Faculty Professional Development Fund 2015 – 2016. Amount requested: $2,662.95. Funded: $1,864.00.
4. Hawkins JR. Travel associated with attending the 2015 National Athletic Trainers' Association Clinical Symposia and AT Expo in St. Louis, Missouri, June 23 –26, 2015. Colorado Mesa University, Faculty Professional Development Fund 2014 – 2015. Amount requested: $1,349.00. Funded: $944.00.
5. Hawkins JR. Clinical Applications of Cooling and Heating Therapeutic Modalities among Certified Athletic Trainers and Physical Therapists. Illinois State University, University Research Grant. Amount requested: $5,500.00. Grant period: July 1, 2013 – June 30, 2014. Funded: $5,500.00. (Grant withdrawn due to leaving the university.)
6. Hawkins JR. Validation of a Superficial Bruise Injury Model. Illinois State University, University Research Grant. Amount requested: $5,400.00. Grant period: July 1, 2012 – June 30, 2013. Funded: $5,400.00.
7. Hawkins JR. Evaluation of Rate of Cooling Dependent Upon Skinfold Thickness. Illinois State University, University Research Grant. Amount requested: $5,500.00. Grant period: July 1, 2011 – June 30, 2012. Funded: $5,500.00.

TEACHING

Courses Taught – Colorado Mesa University

KINA 121 – *Beginning Tennis*
KINE 200 – *Foundations of Kinesiology*
KINE 252 – *Principles of Evaluation and Assessment*
KINE 253 – *Clinical Experiences in Athletic Training I*
KINE 234 – *Prevention and Care of Athletic Injuries*
KINE 373 – *Upper Body Injury Assessment*
KINE 374 – *Lower Body Injury Assessment*
KINE 410 – *Rehabilitative Exercises*
KINE 420 – *Therapeutic Modalities*
KINE 420 – *Therapeutic Interventions*
KINE 430 – *Medical Conditions and Pharmacology in Sports*
KINE 478 – *Clinical Experiences in Athletic Training V*
KINE 501 – *Research Methods*

Course Taught – University of Phoenix

SCI 162 – *Principles of Health and Wellness*
SCI 164 – *Essentials of Health and Wellness*
SCI 241 – *The Science of Nutrition*

Courses Taught – Illinois State University

KNR 207 – *Foundations for Successful Coaching*
KNR 284 – *Prevention and Care of Athletic Injuries*
KNR 288 – *Therapeutic Modalities*
KNR 335 – *Administration of Athletic Training*
KNR 361 – *Pathology and Pharmacology in Athletic Training*

Vice Chair, Undergraduate Curriculum Committee (2014 – 2015)
Director, Athletic Training Program (2013 – Present)
Member, Undergraduate Curriculum Committee (2013 – 2016)
Member, Department of Kinesiology Scholarship Committee (2013 – 2018)
Member, Monfort Family Human Performance Lab Assistant Search Committee (Fall 2013)
Member, Athletic Training Program Clinical Education Coordinator Search Committee (Summer 2013)

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

National Athletic Trainers' Association (2001 – Present)
Rocky Mountain Athletic Trainers' Association (2001 – 2002, 2004 – 2010, 2013 – Present)
Colorado Athletic Trainers' Association (2013 – Present)
Great Lakes Athletic Trainers' Association (2010 – 2013)
Illinois Athletic Trainers' Association (2010 – 2013)
Utah Athletic Trainers' Association (2001 – 2002, 2004 – 2010)
Northwest Athletic Trainers' Association (2002 – 2004)
Oregon Athletic Trainers' Association (2002 – 2004)
National Strength and Condition Association (2002 – 2004)
Illinois Association for Health, Physical Education, Recreation & Dance (2011 – 2013)

Heumann, K.J., Cimolino, J., Hawkins, J.R., Pettitt, R.W., Murray, S.R. (2016). The acute effect of walking on ultrasound measurements from the Achilles InSight ultrasonometer in college-aged individuals. *International Journal of Exercise Science, 9*(4), Article 11.

Heumann, K.J., Murray, S.R. (2015). Jump Rope: "Tricks" of the trade. *Strategies: A Journal for Physical and Sport Educators, 28*(5), 3-9.

Heumann, K.J., Swan, P.D. (2014). Qualitative ultrasound comparisons between pre-pubertal normally active girls verses competitive jump rope participants. *Women in Sport and Physical Activity Journal, 22,* 54-58.

Herrmann, S.D., **Heumann, K.J.,** Der Ananian, C.A. Ainsworth, B.A. (2013). Validity and reliability of the Global Physical Activity Questionnaire (GPAQ). *Measurement in Physical Education and Exercise Science, 17,* 221-235.

Malehorn, K., Hiniker, J., Mackey, T., **Heumann, K.J.,** Murray, S.R., Pettitt, R.W. (2013). Kinesio Tape® applied to the thorax augments ventilatory efficiency during heavy exercise. *International Journal of Exercise Science, 6*(2), 157-163.

Warr, B.J., **Heumann, K.J.,** Dodd, D.J., Swan, P.D., Alvar, B.A. (October, 2012). Injuries, changes in fitness, and medical demands in deployed National Guard soldiers. *Military Medicine, 177*(10), 1136-1142.

Warr, B.J., Alvar, B., Dodd, D., **Heumann, K.,** Mitros, M., Keating, C., Swan, P.D. (November, 2011). How do they compare?: an assessment of pre-deployment fitness in the Arizona National Guard. *The Journal of Strength and Conditioning Research, 25*(11), 2955-2962.

OTHER PUBLICATIONS (NON PEER REVIEWED)

Sabin, J., Collins, E., & **Heumann, K.** (2014). Urban Trails Committee doggedly planning for a better tomorrow. *The Daily Sentinel, April 27.*

BOOKS

Murray, S.R., **Heumann, K.J.** (2015). *Wellness for Life,* (3rd ed.). Dubuque, IA: Kendall Hunt Publishing Company.

PROFESSIONAL PRESENTATIONS

Heumann, K.J., Reeder, M., Hawkins, J. (November, 2018). The effects of between inning cryotherapy and/or compression on measures of performance in division II baseball pitchers. Poster presentation at the *National Strength and Conditioning Association Regional Conference,* Colorado Springs, Colorado.

Heumann, K.J., Reeder, M., Hawkins, J. (July, 2018). Positive correlations of between inning cryotherapy and/or compression on measures of performance in division II baseball pitchers. Poster presentation at the *National Strength and Conditioning Association National Conference,* Indianapolis, Indiana.

Hawkins, J., **Heumann, K.J.,** Reeder, M. (June, 2018). Longitudinal biometric changes in athletic training students. Poster presentation at the *National Athletic Training Associations Clinical Symposia & AT Expo,* New Orleans, Louisiana.

Heumann, K.J., Swan, P. (October, 2010). Feasibility of measuring acute changes in os calcis stiffness index following whole-body vibration with resistance and jump training in young women. Orally presented for the student research award competition at the *Southwest Chapter of the American College of Sports Medicine Annual Meeting,* San Diego, California.

Heumann, K.J., Warr, B., Swan, P. (June, 2010). Body composition and the relationship to strength and power. Poster presented at the *57th Annual American College of Sports Medicine Meeting,* Baltimore, Maryland.

Keating, C.J., Swan, P., **Heumann, K.J.** (June, 2010). Comparison of total body water in high school wrestlers using bio-impedance measures. Poster presented at the *57th Annual American College of Sports Medicine Meeting,* Baltimore, Maryland.

Heumann, K.J., Swan, P. (May, 2010). Feasibility of Measuring Acute Changes in Os Calcis Stiffness Index Following Whole Body Vibration With Resistance and Jump Training in Young Women. Poster presented at the *International Osteoporosis Foundation World Congress on Osteoporosis,* Florence, Italy.

Herrmann, S., **Heumann, K.J.,** Bowles, H., Meckes, N., Ainsworth, B. (May 2010). Evaluation of the Global Physical Activity Questionnaire (GPAQ). Poster presented at the *International Congress for Physical Activity and Health*, Toronto, Canada.

Heumann, K.J., Swan, P.D., Ainsworth, B., Yngve, A. (October, 2009). Comparison of bone strength in adults classified by ACSM physical activity guidelines. Poster presented at the *Southwest Chapter of the American College of Sports Medicine Annual Meeting,* San Diego, California.

Herrmann, S., **Heumann, K.J.,** Bowles, H., Ainsworth B. (October, 2009). Validity of the Global Physical Activity Questionnaire (GPAQ). Poster presented at the *Southwest Chapter of the American College of Sports Medicine Annual Meeting*, San Diego, California.

Keating, C., Swan, P., **Heumann, K.J.** (October, 2009). Comparison of total body water in high school wrestlers using bio-impedance measures. Poster presented at the *Southwest Chapter of the American College of Sports Medicine Annual Meeting,* San Diego, California.

Heumann, K.J., Swan, P.D., Kahl, K. (May, 2009). Effects of varying sports and normal activity in pre-pubescent 10-year old girls. Thematic poster presented at the *56th Annual American College of Sports Medicine Meeting*, Seattle, Washington.

Heumann, K.J., Swan, P.D. (November, 2008). A comparison of calcaneal ultrasound measurements in competitive jump ropers and normally active females. Poster presented at the *Southwest Chapter of the American College of Sports Medicine Annual Meeting*, San Diego, California.

Heumann, K.J., Swan, P.D. (February, 2008). Comparison of Calcaneal Ultrasound in Competitive Jump Ropers and Age Matched Controls. Poster presented at the *Building Healthy Lifestyles Conference*, Arizona State University, Mesa, Arizona.

COMMUNITY PRESENTATIONS

2018	Teacher 2 Teacher Event, Grand Junction, CO "Effective and Efficient Writing Assignments"
2016	Monfort Family Human Performance Lab Lecture Series, Grand Junction, CO "Osteoporosis: A Pediatric Disease with Geriatric Consequences"
2015	2015 Walking and Biking Summit, Grand Junction, CO

2018	CIM Advise Committee, Colorado Mesa University, Grand Junction, CO
2018	Recreation Center, Wellness Coordinator Search Committee, Colorado Mesa University, Grand Junction, CO
2018	Athletic Department, Office Manager Search Committee, Colorado Mesa University, Grand Junction, CO
2017-2018	Physician Assistant Assistant/Associate Professor (3) Search Committee Co-Chair, Colorado Mesa University, Colorado Mesa University, Grand Junction, CO
2017-2018	Course Leaf Committee, Colorado Mesa University, Grand Junction, CO
2017-Present	Graduate Studies Advisory Committee, Colorado Mesa University, Grand Junction, CO
2017-Present	Student Conduct Board, Colorado Mesa University, Grand Junction, CO
2017-2018	Tenure and Promotion Committee, Colorado Mesa University, Grand Junction, CO
2017	Physician Assistant Program Director Search Committee, Colorado Mesa University, Grand Junction, CO
2016	Recreation Center Art Committee, Colorado Mesa University, Grand Junction, CO
2016	Clinical Coordinator Search Committee, Colorado Mesa University, Grand Junction, CO
2015-Present	Higher Learning Commission Steering Committee: Teaching and Learning: Quality, Resources, and Support, Colorado Mesa University, Grand Junction, CO
2015	Strategic Plan – Faculty Focus Group, Colorado Mesa University, Grand Junction, CO
2014-2015	Exercise Science Professor Search Committee, Colorado Mesa University, Grand Junction, CO
2014-Present	Program Director for Education Recognition Program, Certified Strength and Conditioning Specialist, National Strength and Conditioning Association, Colorado Mesa University, Grand Junction, CO
2014-Present	Program Director for Education Recognition Program, Certified Personal Trainer, National Strength and Conditioning Association, Colorado Mesa University, Grand Junction, CO
2013-2014	Dance Professor Search Committee, Colorado Mesa University, Grand Junction, CO
2013	Athletic Training Education Program Clinical Coordinator Search Committee, Colorado Mesa University, Grand Junction, CO
2013	Athletic Training Education Program Director Search Committee, Colorado Mesa University, Grand Junction, CO
2012-Present	Who's Who Committee, Member, Colorado Mesa University, Grand Junction, CO
2012-Present	Wellness Committee, Member, Colorado Mesa University, Grand Junction, CO
2012-Present	Benefits Committee, Member, Colorado Mesa University, Grand Junction, CO
2012-2016	Faculty Senate Salary and Benefits Committee, Member, Colorado Mesa University, Grand Junction, CO
2012-2014	Scholarship Review Committee, Department of Kinesiology, Grand Junction, CO
2012	Head Swimming Coach Search Committee, Colorado Mesa University, Grand Junction, CO
2012	Monfort Family Human Performance Lab Director Search Committee, Colorado Mesa University, Grand Junction, CO
2011-Present	Academic Advising, Advisor, Colorado Mesa University, Grand Junction, CO

2012-Present	Annual Zumba Party in Pink, Volunteer Instructor, Colorado Mesa University, Grand Junction, CO
2010-2011	Member: Women's Auxiliary Board for Improving Chandler Area Neighborhoods, Chandler, AZ
2008-2015	Boys & Girls Club Thanksgiving Dinner Server, Chandler, AZ
2007-2011	Co-Commissioner & Commissioner of Jump Rope: Grand Canyon State Games, Tempe, AZ
2007-2011	Volunteer for the Grand Canyon State Games, Summer, Winter, and Native American Games, Winners Circle Weekend, Tempe, AZ
2008-2011	Annual Volunteer Events: Frank Kush Family Fun Run and Dog Walk, Tempe, Arizona Relay for Life, Mesa, AZ

AWARDS

2010	Gail Butterfield Award Recipient, Southwest American College of Sports Medicine Student Research Award Competition, San Diego, California
2006	Physical Education Major of the Year Award, Northwestern College, Orange City, Iowa
2004	Amateur Athletic Union Major Contributor to the Sport of Jump Rope, Des Moines, Iowa
2002	Joe Selleh Award, Tempe, Arizona

- Providing clinical site information on each athletic training student according to the CAATE undergraduate, self- study process

Teaching Experience

August 2016- Current

Instructor of Kinesiology and Athletic Training

Athletic Training Program
Department of Kinesiology, Colorado Mesa University, Grand Junction, CO.

KINE 370 Lecture and Lab: Biomechanics

- Offering only on-campus biomechanics course for upperclassmen students
- Using a holistic approach to biomechanical concepts including: quantitative biomechanical analysis, qualitative biomechanical analysis, and lab activities that reinforce in-class concepts.
- Introducing students to research methods in biomechanics using Vicon, Electromyography, and MaxTraq software.
- Assigning activities to honor's students that include creating labs and guiding the class on topics of their choice.

KINE 378: Clinical Experiences in Athletic Training

- Connecting basic upper extremity anatomical principles to clinical in-field skills needed to be an athletic trainer. Including observation, palpations, range of motion, manual muscle testing neurological testing
- Introducing upper extremity injury scenarios that mimic those that athletic trainer will encounter
- Critical thinking regarding signs and symptoms of upper extremity injury
- Assigning a research based injury write up project that encompasses a simplified form of a literature review in order to expose students to research interests and format

KINE 253: Clinical Experiences in Athletic Training I

- Providing an example of advocacy for the athletic training profession
- Guiding newly admitted students in the athletic training program and protocols to follow
- Introducing clinical evaluation skills such as taking a history, observation, goniometric measurements of range of motion, and manual muscle testing procedures.
- Addressing the physiology behind healing and how to relate these principles to rehabilitation.
- Ensuring clarity on environmental concerns and how to treat these concerns in preparation for football clinical hours

KINE 240: Introduction to Clinical Athletic Training

- Identify and enforce CAATE requirements for pre-athletic training applicants regarding observation hours, CAATE paperwork, and clinical competencies
- Assisting students that are unfamiliar with ATrack technology and how to use it
- Providing an example of advocacy for the athletic training profession

- Grading various types of coursework including: online quizzes, abstract essays, in-class lab documents, written and skills-based examinations
- Reliability and flexibility in scheduling and time management throughout the duration of the semester
- Welcoming critique on how to improve my student's experience with a teaching assistant

May 2015- August 2015

Instructional Design for Future Faculty Workshop

- Cohort-based workshop designed specifically for graduate students who intend to become college or university teachers
- Studied and applied research and theory of teaching
- Evaluated the nature and needs of today's undergraduates
- Designed effective learning outcomes, syllabi and learning activities
- Developed portfolio including teaching philosophy, course plans, and development plan

Research & Scholarship

Professional Presentations:

- **Lally E,** Begalle R, Selkow N. Plantar Foot Pressures in Those With and Without a Lateral Hip Shift During an Overhead Squat. *Rocky Mountain Athletic Trainers' Association 2017 Annual Clinical Symposia, Westminster, Colorado, Professional Oral Presentation; March 24, 2017*
- **Lally E,** Begalle R, Selkow N. Plantar Foot Pressures in Those With and Without a Lateral Hip Shift During an Overhead Squat. *National Athletic Trainers' Association 2017 Annual Clinical Symposia, Houston, TX, Professional Poster Presentation; June 29th, 2017*

Clinical Experience

March 2017- Current

Certified Athletic Trainer
Rugby Colorado, Grand Junction, CO.

- Providing athletic training services to patients in athletic training, as needed to high school club rugby players.
- Documentation of clinical cases using InjureFree online documentation software.
- Communicate with athletes, guardians, and coaches on status of athletes' injury. Provide professional opinion on how to proceed after injury has occurred.
- Making clinical decisions regarding concussion return to play and fulfilling concussion protocols effectively
- Acute care of severe and minor injuries that occur in high intensity, contact sports

January 2016 – May 2016

Certified Athletic Trainer
SMART Clinic, Illinois State University, Normal, IL.

proper time of day. Properly provide a "warm-up" and stretching protocol at the start of sessions

- Administrative duties: provide intake paperwork for campers including: sports injury history, proof of insurance coverage, physical health history and allergy records

May 2015

Certified Athletic Trainer
PT Solutions

- Providing PRN athletic training services to a variety of sporting events in Chicagoland Suburban Cities
- Clinical Duties: acute care, evaluations and management of injury. Coordinate with current Head Athletic Trainer to ensure best coverage for tournaments and locations. Communicate with athletes, guardians, and coaches on status of athletes' injury. Provide professional opinion on how to proceed after injury has occurred. Refer appropriate patient cases to Ameda Hospital or PT Solutions Physical Therapy Clinics

June 2014- July 2014

Certified Athletic Trainer
J. Robinson Intensive Wrestling Camp, Minneapolis, MN

- Provided athletic training services to approximately 200 youth wrestling athletes
- Evaluations and treatment of acute athletic injuries
- Quickly and efficiently provide acute care throughout the duration of competition
- Communicating between a team of certified athletic trainers and athletic training students
- Overnight "on call" care for athletes
- Proper documenting practice
- Communication with coaches and parents regarding health of athletes
- Accompanying athletes to hospital visits, precise documentation

May 2009- August 2009

Athletic Training Student Intern
Physical Therapy Chicago, Chicago, IL.

- Assist Physical Therapist with care of patients with various skill level
- Clinical duties: administering outcome measures throughout patient's time of treatment for insurance company documentation. Selecting and applying the proper modalities to use for patients. Providing rehabilitation programs for particular patient cases.
- Administration Duties: faxing and copying appropriate documents to Allied Healthcare professionals and insurance companies. Provide HEP documentation for patients

Professional Memberships & Certifications:

- CPR and AED certified rescuer
- BOC Certified Athletic Trainer #2000016536

STEVEN ROSS MURRAY

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CURRICULUM VITAE

EDUCATION

Doctor of Arts, Middle Tennessee State University (Physical Education, 1996)
Master of Science, Middle Tennessee State University (Wellness and Fitness, 1993)
Bachelor of Science, University of North Alabama (Physical Education, 1991)
Berea College, Berea, Kentucky (Health and Physical Education, 1986-1988)

(Additional graduate study in human resource management, Cumberland University, Lebanon, Tennessee, 1998; N.B., I was procuring and supervising numerous grants at the time and needed to understand more about labor law.)

PROFESSIONAL EXPERIENCES

Director, Physical Education Program, College of Letters & Science, University of California, Berkeley (2018-present)

Professor of Teaching, College of Letters & Science, University of California, Berkeley (2018-present)

Courses Taught:

- History and Philosophy of Sport and Physical Activity

Professor, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado (2007-2018)

Head, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado (2003-2007)

Acting Dean, School of Business and Professional Studies, Colorado Mesa University, Grand Junction, Colorado (May-August 2004)

Associate Professor, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado (2002-2007; tenured 2003)

Assistant Professor, Department of Kinesiology (formerly Department of Human Performance and Wellness), Colorado Mesa University (formerly Mesa State College), Grand Junction, Colorado (1998-2002)

Courses Taught:

- Event and Program Management in Sport (MBA course)
- Facility and Equipment Management in Sport (MBA course)
- Governance and Communication in Sport
- History and Philosophy of Sport and Physical Education
- Organization/Administration/Legal Considerations of Sport and Physical Education
- Worksite Health Promotion
- Health and Wellness
- Methods of Track and Field
- Introduction to Higher Education
- American Red Cross Courses
    - Standard First Aid

- Body composition assessment via skinfolds, hydrostatic weighing, and bioelectrical impedance
- Resting and exercise electrocardiography (EKG)
- Electromyography (EMG)
- Rudimentary anthropometry, e.g., circumferences, height and weight, body mass index (BMI)
- Laboratory course sessions
- Guest lectures for various professors in undergraduate courses

Program Director, Mid-Cumberland Human Resource Agency, Nashville, Tennessee (1996)

- Wrote, submitted, and secured a federal grant for $436,000 for *The 1996 Summer Youth Employment and Training Program*
- Supervised an 11-county program, employing roughly 500 individuals
- Collaborated with 11 County Commissioners to develop a work-and-learning job-skills program for area youth
- Completed the project within the budgetary restrictions and federal regulations

Lead Wellness Advisor, Nissan Motor Manufacturing Corporation, Smyrna, Tennessee (1992-93)

- Worked within the cooperative program through Middle Tennessee State University as a master's student
- Supervised some 20 employees within the corporation's activity center
- Oversaw fitness testing, program development, recreational and aquatic activities, and employee training
- Developed, initiated, and taught certification programs for First Aid and Cardiopulmonary Resuscitation (CPR), Water Safety Instructor, and Lifeguarding.

Student Teacher (physical education, grades 5-8), Avalon Middle School, Muscle Shoals, Alabama (1991)

- Taught multiple physical education courses to students in grades 5-8
- Performed fitness testing on and graded students

Undergraduate Teaching Assistant, Department of Health and Physical Education, Berea College, Berea, Kentucky (1987-88)

Courses Taught (assisted):

- Fundamental Skills
- Aquatics (i.e., Swimming and Lifesaving)

Instructor for Water Safety, First Aid, and CPR, American Red Cross (1986-2004)

Courses Taught:

- Beginning/Intermediate/Advanced Swimming
- Cardiopulmonary Resuscitation (CPR)
- Community/Standard First Aid
- Responding to Emergencies
- Basic Rescue
- Water Safety Instructor
- Lifesaving/Lifeguard Training

Lifeguard, Cleveland Community Center, City of Cleveland, Cleveland, Tennessee (Summers 1986-1991, 1994-1995)

Swimming Coach, YMCA of Cleveland, Cleveland, Tennessee (Summer 1990)

Lifeguard and *Swimming Instructor*, YMCA of Cleveland, Cleveland, Tennessee (Spring and Summer 1985)

1. Sands, William A., Marco Cardinale, Jenny R. McNeal, Steven R. Murray, Christopher Sole, Jacob Reed, Nikos Apostolopoulos, and Michael H. Stone. (In Review). Measurement and Management of an Elite Athlete. *Measurement in Physical Education and Exercise Science.*
2. Bronson, Amy J., Nikki Williams, and Steven R. Murray. (2019). Actinic Keratoses: Field Cancerization and Photodynamic Therapy. *The Clinical Advisor.*
3. Perry, Nathan, T. Timothy Casey, and Steven Ross Murray. (2018). Do Socio-cultural Traits and Other Demographics Affect Outdoor Recreation Constraints? The Case for Mesa County, Colorado. *Journal of Kinesiology and Wellness,* 7, 97-108.
4. Sands, William A., Steven R. Murray, Jeni R. McNeal, Cindy Slater, and Michael H. Stone. (2018). Historical Changes in Height, Mass, and Age of USA Women's Olympic Gymnastics Team: An Update. *Science of Gymnastics Journal,* 10(3), 391- 399.
5. Heumann, Kristin J. and Steven Ross Murray. (2018). Double the Fun with Two-person, One-rope Jump Rope. *Strategies: A Journal for Physical and Sport Educators*, 31(1), 5-12.
6. Pettitt, Robert W., Jacob B. Mehrhoff, David S. Mandeville, Cherie D. Pettitt, and Steven Ross Murray. (2017). Influence of Elbow Angle on the Reliability and Validity of Bioelectrical Impedance Analysis. *Journal of Sports Medicine and Therapy*, 2, 138-144.
7. Murray, Steven Ross, Coryann Ledford, Duane O. Hartshorn, Colby Crawford, David Nock, James A. Merrell, Michael T. Reeder, Robert W. Pettitt, and Jeremy R. Hawkins. (2017). An Unnecessary Broken Jaw: A Case Report Justifying Mandatory Protective Headgear for Girls' and Women's Lacrosse. *International Journal of Sports Science and Medicine,* 1(2), 032-033.
8. Murray, Steven Ross, Michael T. Reeder, and Matthew R. Compton. (2017). Weighted-ball Training Leading to a Stress Fracture of the Distal Ulna in a Collegiate Softball Pitcher. *Athletic Training & Sports Health Care: The Journal for the Practicing Clinician,* 9(3), 138-140.
9. Sands, William A., Ashley A. Kavanaugh, Steven R. Murray, Jeni R McNeal, and Monèm Jemni. (2017). Modern Techniques and Technologies Applied to Training and Performance Monitoring. *International Journal of Sports Physiology and Performance*, 12(Suppl2), S2-63-S2-72.
10. Heumann, Kristin J., Jacob Cimolino, Jeremy R. Hawkins, Robert W. Pettitt, and Steven R. Murray. (2016). The Acute Effects of Exercise on Ultrasound Measurements from the Achilles InSight Ultrasonometer in College-aged Individuals. *International Journal of Exercise Science*, 9(4), 168-173.
11. Dicks, Nathan D., Nicholas A. Jamnick, Steven R. Murray, and Robert W. Pettitt. (2016). Load Determination for the 3-min All-out Exercise Test for Cycle Ergometry. *International Journal of Sports Physiology and Performance*, 11, 197-203.
12. Sands, William A., Jeni R. McNeal, Gabriella Penitente, Michael H. Stone, Steven Ross Murray, Lawrence Nassar, and Monèm Jemni. (2015). Stretching the Spine of Gymnasts: A Review. *Sports Medicine*, 1-13. doi:10.1007/s40279-015-0424-6.
13. Heumann, Kristin J. and Steven Ross Murray. (2015). Jump Rope: "Tricks" of the Trade. *Strategies: A Journal for Physical and Sport Educators,* 28(5), 3-9.
14. Pettitt, Robert W. Ashley M. Placek, Ida E. Clark, Nicholas A. Jamnick, and Steven R. Murray. (2015). Sensitivity of Prescribing High-Intensity, Interval Training with the Critical Power Model. *International Journal of Exercise Science*, 8(3), 202-212.

28. Ryan, Robert, Steven Ross Murray, and Robert W. Pettitt. Invited contributing authors for Doherty-Restrepo, Jennifer. (2012). Education Literature: Current Literature Summary. *Athletic Training Education Journal,* 7(1), 45-48.
29. Sands, William A., Wendy L. Kimmel, Jeni R. McNeal, Steven Ross Murray, and Michael H. Stone. (2012). A Comparison of Pairs Figure Skaters in Repeated Jumps. *Journal of Sports Science and Medicine,* 11, 102-108.
30. Murray, Steven Ross, William A. Sands, and Douglas A. O'Roark. (2011). Throwing the Ancient Greek *Dory*: How Effective is the Attached *Ankyle* at Increasing the Distance of the Throw? *Palamedes: A Journal of Ancient History*, 6, 137-151.
31. Johnson, Tyler M., Patrick R. Sexton, Ashley M. Placek, Steven R. Murray, and Robert W. Pettitt. (2011). Reliability of the 3-min All-Out Exercise Test for Cycle Ergometry. *Medicine & Science in Sports & Exercise*, 43(12), 2375-2380.
32. Andrews, Tedi R., Theresa Mackey, Thomas A. Inkrott, Steven R. Murray, Ida E. Clark, and Robert W. Pettitt. (2011). Effect of Hang Cleans or Squats Paired with Countermovement Vertical Jumps on Vertical Displacement. *The Journal of Strength and Conditioning Research,* 25(9), 2448-2452.
33. Ryan, Robert E., Joshua D. Fullmer, and Steven Ross Murray. (2011). Digital Dislocation During American Football Practice, Resulting in Surgical Amputation: A Case Review. *Athletic Training & Sports Health Care: The Journal for the Practicing Clinician*, 3(3), 141-143.
34. Murray, Steven Ross, William A. Sands, Nathan A. Keck, and Douglas A. O'Roark. (2010). Efficacy of the Ankyle in Increasing the Distance of the Ancient Greek Javelin Throw. *Nikephoros: Zeitschrift für Sport und Kultur im Altertum*, 23, 43-55, 329-333.
35. Pettitt, Robert W., Brian E. Udermann, David M. Reineke, Glenn A. Wright, Rebecca A. Battista, John M. Mayer, and Steven Ross Murray. (2010). Time-Course of Delayed Onset Muscle Soreness Evoked by Three Intensities of Lumbar Eccentric Exercise. *Athletic Training & Sports Health Care: The Journal for the Practicing Clinician*, 2(4), 171-176.
36. Murray, Steven Ross. (2010). Fighting Arts of the Hellenic, Hellenistic, and Roman Eras [approximately 4,000 words] in *Martial Arts of the World: An Encyclopedia of History and Innovation* edited by T. A. Green and J. R. Svinth. Santa Barbara, CA: ABC-CLIO, 233-40.
37. Murray, Steven Ross. (2010). Amazons and Gladiatrices [approximately 2,000 words] in *Martial Arts of the World: An Encyclopedia of History and Innovation* edited by T. A. Green and J. R. Svinth. Santa Barbara, CA: ABC-CLIO, 213-217.
38. Murray, Steven Ross. (2010). Boxing Gloves of the Ancient World. *The Journal of Combative Sport,* http://ejmas.com/jcs.
39. Murray, Steven R., Brian E. Udermann, David M. Reineke, and Rebecca A. Battista. (2009). Energy Expenditure of Sport Stacking. *The Physical Educator*, 66(4), 180-185.
40. Ryan, Robert E., Troy E. Ward, Steven R. Murray, Mitchell T. Copeland, Brian E. Udermann, and Robert W. Pettitt. (2009). Giant-Cell Reaction to a Bioabsorbable Implant. *Gundersen Lutheran Medical Journal*, 6(1), 21-23.
41. Ryan, Robert E., Steven R. Murray, and Malissa Martin. (2009). The Use of Discovery Learning in Athletic Training Education. *Athletic Therapy Today,* 14(4), 32-35.

55. Murray, Steven R., Michael T. Reeder, Brian E. Udermann, and Robert W. Pettitt. (2006). High-Risk Stress Fractures: Pathogenesis, Evaluation, and Treatment. *Comprehensive Therapy,* 32(1), 20-25.
56. Udermann, Brian E. and Steven R. Murray. (2006). Cup Stacking: Does it Deserve a Place in Physical Education Curricula? *Teaching Elementary Physical Education,* 17(1), 8-9.
57. Doberstein, Scott T., Brian E. Udermann, Steven R. Murray, Marco S. Boscolo, David W. Neuefeldt, and Phillip O. Burr. (2005). Validity of Clarke Sign in Assessing Anterior Knee Pain. *Gundersen Lutheran Medical Journal,* 3(2), 51-53.
58. Udermann, Brian E., Daniel G. Cavanaugh, Mark H. Gibson, Scott T. Doberstein, John M. Mayer, and Steven R. Murray. (2005). Slipping Rib Syndrome in a Collegiate Swimmer. *Journal of Athletic Training,* 40(2), 120-122.
59. Murray, Steven R., Michael Reeder, Troy Ward, and Brian E. Udermann. (2005). Navicular Stress Fractures in Identical Twin Runners: High-Risk Fractures Require Structured Treatment. *The Physician and Sportsmedicine,* 33(1), 28-33.
60. Udermann, Brian E., John M. Mayer, and Steven R. Murray. (2004). Quantification of Isometric Lumbar Extension Strength Using a BackUP™ Lumbar Extension Dynamometer. *Research Quarterly for Exercise and Sport,* 75(4), 434-439.
61. Udermann, Brian E., John M. Mayer, Richard G. Donelson, James E. Graves, and Steven R. Murray. (2004). Combining Lumbar Extension Training with McKenzie Therapy: Effects on Pain, Disability, and Psychosocial Functioning in Chronic Low Back Pain Patients. *Gundersen Lutheran Medical Journal,* 3(2), 7-12.
62. Murray, Steven R., Michael T. Reeder, and Brian E. Udermann. (2004). Urachal Cyst in a Collegiate Football Player. *The Clinical Journal of Sport Medicine,* 14(2), 101-102.
63. Udermann, Brian E., Steven R. Murray, John M. Mayer, and Kenneth Sagendorf. (2004). The Influence of Cup Stacking on Hand-Eye Coordination and Reaction Time of Second-Grade Students. *Perceptual and Motor Skills,* 98, 409-414.
64. Miller, Jessica L. and Steven R. Murray. (2004). Wellness and Its Relationship to Self-Concept and Identity Development. *Colorado Association for Health, Physical Education, Recreation, and Dance Journal,* 29(1), 5-6.
65. Murray, Steven R. and Brian E. Udermann. (2004). Motor Programs: Do they Exist? *Colorado Association for Health, Physical Education, Recreation, and Dance Journal,* 29(1), 10-13.
66. Udermann, Brian E., John M. Mayer, James E. Graves, and Steven R. Murray. (2003). Quantitative Assessment of Lumbar Para-Spinal Muscle Endurance. *Journal of Athletic Training,* 38(3), 259-262.
67. Murray, Steven. (July 2003). Female Gladiators of the Ancient Roman World. *The Journal of Combative Sport,* http://ejmas.com/jcs/jcsframe.htm.
68. Murray, Steven R. and Brian E. Udermann. (2003). Fluid Replacement: A Historical Perspective and Critical Review. *International Sports Journal,* 7(2), 58-73.
69. Ray, Tommy L., Michael Reeder, Brian E. Udermann, Steven R. Murray, and Robert E. Ryan. (April 2003). Lacerated Liver in an Intercollegiate Men's Baseball Player During a Flag Football Game: A Case Report. In the "From the *Journal of Athletic Training*" section of the *NATA NEWS: News Magazine of the National Athletic Trainers' Association,* 57-60.

3. Murray, Steven Ross. (2015). "Boxing Gloves of the Ancient World" in the Official Program for the 16th Indian Women National Boxing Championship, 2015-2016. N.B., The article was an abridged version of a similar piece published in *The Journal of Combative Sport* under the same title.
4. Murray, Steven Ross. (Fall 2015). COMMENTARY: The Importance of Physical Fitness for Police Officers. *Colorado Police Quarterly: The Official Journal of the Colorado Association of Chiefs of Police*, 1(1), 4.
5. Murray, Steven Ross. (Spring 2013). Antik Dünyada Kadin Gladyatörler. *Aktü el Arkeoloji*, 68-73. (In Turkish). N.B., Translated to English it reads: Female Gladiators of the Ancient World. *Actual Archaeology*, 68-73.
6. Murray, Steven R. (October 13, 2004). Self-care programs give employees a role in reducing premiums. *The Business Times of Western Colorado*, 11(36), 13.
7. Murray, Steven R. (September 1, 2004). Employees, like athletes, need motivation. *The Business Times of Western Colorado*, 11(30), 11.
8. Murray, Steven R. and Brian Udermann. (2004). Responses to "Questionable Practices in Physical Education": Research Supports Cup Stacking. *The Journal of Physical Education, Recreation, and Dance*, 75(6), 7.
9. Murray, Steven R. (July 28, 2004). Hot times require cool prevention: Avoid dehydration and heat-related illness. *The Business Times of Western Colorado*, 11(25), 16.
10. Murray, Steven R. (June 16, 2004). Helping employees to do their parts curbs health costs. *The Business Times of Western Colorado*, 11(19), 11.
11. Murray, Steven R. (May 12, 2004). Research confirms that healthy workers are more productive. *The Business Times of Western Colorado*, 11(14), 12.
12. Murray, Steven R. (April 7, 2004). Workplace safety: Prevention pays. *The Business Times of Western Colorado*, 11(9), 12.
13. Murray, Steven R. (March 3, 2004). Alcohol abuse hurts not only employees, but also employers. *The Business Times of Western Colorado*, 11(4), 15.
14. Murray, Steven R. (February 4, 2004). Fighting Obesity: Employee's loss, business' gain. *The Business Times of Western Colorado*, 10(52), 15.
15. Murray, Steven R. (December 10, 2003). Pain hurts productivity, too. *The Business Times of Western Colorado*, 10(44), 15.
16. Murray, Steven R. (November 12, 2003). Want to cut health care costs? Let employees help. *The Business Times of Western Colorado*, 10(40), 14.
17. Murray, Steven R. (October 8, 2003). Get moving to lower health costs. *The Business Times of Western Colorado*, 10(35), 12.
18. Murray, Steven R. (September 3, 2003). Programs bridge workplace gap. *The Business Times of Western Colorado*, 10(30), 12.
19. Murray, Steven R. (August 6, 2003). Falls on the job no laughing matter. *The Business Times of Western Colorado*, 10(26), 16.
20. Murray, Steven R. (June 25, 2003). Work in the sun not always fun: Employees need protection from harmful effects of ultraviolet radiation. *The Business Times of Western Colorado*, 10(20), 11.
21. Murray, Steven R. (May 21, 2003). Stretching to curb injuries free and easy. *The Business Times of Western Colorado*, 10(15), 16.
22. Murray, Steven R. (April 23, 2003). Hazardous materials used at the worksite? Information saves lives. *The Business Times of Western Colorado*, 10(11), 11.

43. Murray, Steven R. (August 15, 2001). Statistics tell frightening health story. *The Business Times of Western Colorado*, 8(15), 20.
44. Murray, Steven R. (July 18, 2001). In hot weather, workers must keep their cool. *The Business Times of Western Colorado*, 8(13), 14.
45. Murray, Steven R. (June 20, 2001). High blood pressure: Awareness program stops "silent killer." *The Business Times of Western Colorado*, 8(11), 19.
46. Murray, Steven R. (May 16, 2001). EAPs best way to promote worksite health. *The Business Times of Western Colorado*, 8(9), 16.
47. Murray, Steven R. (April 2001). Issues Response: Is there a place for dodgeball in physical education? *Journal of Physical Education, Recreation, and Dance*, 72(4), 17-18.
48. Murray, Steven R. (April 18, 2001). Seat belts save lives—and money: Buckling up can prevent workday commute from becoming a real killer. *The Business Times of Western Colorado*, 8(6), 14.
49. Murray, Steven R. (March 21, 2001). Prevention the key to workplace safety. *The Business Times of Western Colorado*, 8(5), 10.
50. Murray, Steven R. (February 21, 2001). Alcohol abuse exacts toll on human capital. *The Business Times of Western Colorado*, 8(3), 13.
51. Murray, Steven R. (February 7, 2001). It's the perfect time for health promotion. *The Business Times of Western Colorado*, 8(2), 10, 13.
52. Murray, Steven R. (January 2001). Get employees moving toward better health. *The Business Times of Western Colorado*, 8(1), 18.
53. Murray, Steven R. (January 2001). Exercising in the Cold: How to prevent cold-weather injuries. *Mesa State College Sports Medicine Newsletter*, Winter, 1-2.
54. Murray, Steven R. (December 2000). Keep profits from going up in smoke. *The Business Times of Western Colorado*, 7(12), 20.
55. Murray, Steven R. (November/December 2000). Issues Response: Should martial arts be taught in physical education classes? *Journal of Physical Education, Recreation, and Dance*, 71(9), 12-14.
56. Murray, Steven R. (November 2000). Carpal tunnel syndrome preventable. *The Business Times of Western Colorado*, 7(11), 17.
57. Murray, Steven R. (October 2000). Here's why health promotion pays. *The Business Times of Western Colorado*, 7(10), 16.
58. Murray, Steven R., (September 2000). Stress can take deadly toll on employees. *The Business Times of Western Colorado*, 7(9), 24.
59. Murray, Steven R. (August 2000). Employers can promote healthy habits. *The Business Times of Western Colorado*, 7(8), 19.
60. Murray, Steven R. (July 2000). Healthy workers mean healthy profits. *The Business Times of Western Colorado*, 7(7), 20.
61. Murray, Steven R. and Brian E. Udermann. (June 2000). Championships Are Won During The Summer. *Mesa State College Sports Medicine Newsletter*, Spring/Summer, 1-2.
62. Murray, Steven R. (March 2000). Issues Response: In which department or college of a university should sport studies (sport management, sport administration, etc.) be taught? *Journal of Physical Education, Recreation, and Dance,* 71(3), 13.
63. Murray, Steven R., (February 2000). Issues Response: How can you have an elective physical education program and maintain gender balance within the classes? *Journal of Physical Education, Recreation, and Dance*, 71(2), 11.

presentation was delivered twice at the convention; published abstract in the convention's proceedings.)

6. 2015 Tennessee Association for Health, Physical Education, Recreation, and Dance Annual Convention. Murray, Steven Ross, Jacob Cimolino, Robert W. Pettitt, Jeremy R. Hawkins, and Kristin J. Heumann. *The Acute Effect of Walking on Ultrasound Measurements from the Achilles InSight Ultrasonometer in College-aged Individuals.* (Published abstract in the convention's proceedings).
7. 2013 National Athletic Trainers' Association Annual Meeting and Clinical Symposium. Pettitt RW, Austad MA, Murray SR, Sexton PJ. *Acute Response of High-Intensity and Traditional Resistance Exercise on Anaerobic Power.* (Published abstract in *Journal of Athletic Training*, 2013, 48(3 Supplement), S-251).
8. 2013 American College of Sports Medicine Annual Meeting. Clark, Ida E., Steven R. Murray, Cherie D. Pettitt, Thomas W. Kernozek, and Robert W. Pettitt. *Alternative Procedures for the 3-Min All-Out Exercise Test.* (Published abstract in *Medicine & Science in Sports & Exercise*, 2013, 45(5S), S573).
9. 2013 American College of Sports Medicine Annual Meeting. West, Brianne, Ida E. Clark, Cherie D. Pettitt, Steven R. Murray, Thomas W. Kernozek, and Robert W. Pettitt. *Applying the Critical Velocity Model for an Off-Season Interval Training Program.* (Published abstract in *Medicine & Science in Sports & Exercise,* 2013, 45(5S), S423).
10. 2013 American College of Sports Medicine Annual Meeting. Sands, William A., Jeni R. McNeal, Brent Alumbaugh, Gabriella Penitente, Monèm Jemni, Steven Ross Murray, Chieh-Ying Chiang, Christopher J. Sole, and Michael H. Stone. *Tumbling Take-Off Foot Contact Comparisons—Two Types of Gymnastics Spring Floors.* (Published abstract in *Medicine & Science in Sports & Exercise,* 2013, 45(5S), S453).
11. 2012 Association for Distance Education and Independent Learning (ADEIL) Annual Conference. Murray, Steven R. *Designing an Asynchronous, Self-Paced Course for Online and Blended Delivery: Problems, Solutions, and Results.*
12. 2012 Northland Chapter—American College of Sports Medicine Annual Meeting. Clark, Ida E., Steven Ross Murray, and Robert W. Pettitt. *Alternative Procedures for the 3-min All-Out Exercise Test.* (Published abstract in the conference's proceedings).
13. 2011 The Popular Culture Association in the South and the American Culture in the South Conference. Swanson, Margaret A., William F. Meehan III, and Steven R. Murray. *Gridiron Greatness and Traditions: Football in the Big Ten and Southeastern Conferences.*
14. 2011 American College of Sports Medicine Annual Meeting. Murray, Steven Ross, William A. Sands, Nathan A. Keck, and Douglas A. O'Roark. *Efficacy of the Ankyle in Increasing the Distance of the Ancient Greek Javelin Throw.* (Published abstract in *Medicine & Science in Sports & Exercise*, 2011, 43(5S), S598).
15. 2011 Northland Chapter—American College of Sports Medicine Annual Meeting. Placek, Ashley M., Ida E. Clark, Steven R. Murray, and Robert W. Pettitt. *3-Minute All-Out Cycle Ergometer Test for Predicting Intervals.* (Published abstract in the conference's proceedings).
16. 2011 Rocky Mountain Chapter—American College of Sports Medicine Annual Meeting. Cramer, M.J., K. Fritz, A. Skarda, J. Richmeier, B. Alumbaugh, C. Auswandon, S. Murray, R. Pettitt, and G. Leadbetter. *The Effect of Moderate Alcohol Consumption on Fuel Utilization, Perceived Exertion, and Running Performance Between Genders* [sic]. (Published abstract in the conference's proceedings).

28. 2004 American Alliance for Health, Physical Education, Recreation, and Dance National Convention. Murray, Steven R. and Jessica L. Miller. *Wellness and Its Relationship to Self-Concept and Identity Development.* (Published abstract in *Research Quarterly for Exercise and Sport*, 2004, 75(1S), A-29).
29. 2004 American Alliance for Health, Physical Education, Recreation, and Dance National Convention. Udermann, Brian E., Steven R. Murray, John M. Mayer, and Ken Sagendorf. *Influence of Cup Stacking on Hand-Eye Coordination and Reaction Time of Second-Grade Students.* (Published abstract in *Research Quarterly for Exercise and Sport*, 2004, 75(1S), A-53).
30. 2003 American College of Sports Medicine Annual Meeting. Udermann, B.E., S.T. Doberstein, J.M. Mayer, and S.R. Murray. *Wrist Injury—Football.* (Published abstract in *Medicine & Science in Sports & Exercise*, 2003, 35(5S), S362).
31. 2002 Colorado Association for Health, Physical Education, Recreation, and Dance Convention. Murray, Steven R. *Olympic Revival: The First Three Olympiads 1896-1904.* (Published abstract in the conference's proceedings).
32. 2002 American College of Sports Medicine Annual Meeting. Udermann, B., M. Reeder, M. Copeland, R. Ryan, and S. Murray. *Urachal Cyst in a Collegiate Football Player.* (Published abstract in *Medicine & Science in Sports & Exercise*, 2002, 34(5S), S164).
33. 2001 American College of Sports Medicine Annual Meeting. Udermann, B., J. Mayer, S. Murray, and D. Babble. *Quantification of Isometric Lumbar Extension Strength on a BackUp Lumbar Extension Dynamometer.* (Published abstract in *Medicine & Science in Sports & Exercise*, 2001, 33(5S), S300).
34. 2000 American Psychological Society National Conference. Miller, Jessica L. and Steven R. Murray. *Wellness and Its Relationship to Self-Efficacy.* (Published abstract in the conference's proceedings).
35. 2000 American Alliance for Health, Physical Education, Recreation, and Dance National Convention. Murray, Steven R. and Jessica L. Miller. *Students' Attitudes Toward Wellness.* (Published abstract in *Research Quarterly for Exercise and Sport*, 2000, 71(1S), A-42).
36. 2000 American Alliance for Health, Physical Education, Recreation, and Dance National Convention. Murray, Steven R. and Jessica L. Miller. *Birth Control and Condom Usage Among College Students.* (Published abstract in *Research Quarterly for Exercise and Sport*, 2000, 71(1S), A-42).
37. 1999 Colorado Association for Health, Physical Education, Recreation, and Dance Annual Conference. Perrin, Karen and Steven R. Murray. *Developing a Collegiate Basic Instructional Program Policy Manual.* (Published abstract in the conference's proceedings).
38. 1999 American Psychological Society National Conference, Miller, Jessica L. and Steven R. Murray. *Wellness: Course Efficacy, Student Attitudes, and Relationship to Self-Concept.* (Published abstract in the conference's proceedings).
39. 1997 Southern District Association for Health, Physical Education, Recreation, and Dance Conference. Murray, Steven R. and Timothy J. Michael. *The Efficacy of an Introductory Health/Wellness Course in Positively Changing Wellness Behaviors.* (Published abstract in the conference's proceedings).
40. 1995 Southern District Association for Health, Physical Education, Recreation, and Dance Conference. Murray, Steven R. and Jim Colligon. *Wellness, Fitness, Health*

16. Cracker Barrel Old Country Store Foundation, $15,000 for the interior renovation of Cumberland University's Baird Chapel, 1998.
17. Tennessee Arts Commission, $2,500 for the Adams Art Gallery at Cumberland University, 1997.
18. Thackston Family Foundation, $1,200 for the Fall Film Festival at Cumberland University, 1997.
19. Tennessee Historical Commission, $40,000 grant for the exterior renovation of Cumberland University's Baird Chapel, 1997.
20. Private Industry Council (federal grant), $790,000 for *The 1997 Summer Youth Employment and Training Program* through Mid-Cumberland Human Resource Agency, Nashville, Tennessee. (N.B., I worked with Dr. Daniel N. McMasters on developing and writing the grant, but he was the program director), 1997.
21. Private Industry Council (federal grant), $436,000 for *The 1996 Summer Youth Employment and Training Program* through Mid-Cumberland Human Resource Agency, Nashville, Tennessee, 1996.

Internally funded

1. Colorado Mesa University Faculty Professional Development Fund, $498 for professional development to make two presentations at the Western Society for Kinesiology and Wellness Conference in Reno, Nevada, 2016.
2. Colorado Mesa University Lectures and Forums Committee, $700 to help bring Professor Lee Sandstead of The Travel Channel's *Art Attack with Lee Sandstead* to campus to make several lectures to the community and campus, 2008.
3. Colorado Mesa University Faculty Professional Development Fund, $1,200 for professional development to make a presentation at the International Conference on Health, Fitness, and Active Living in Athens, Greece, 2008.
4. Colorado Mesa University Faculty Professional Development Fund, $800 for professional development to make two presentations at the National American Alliance for Health, Physical Education, Recreation, and Dance Convention in New Orleans, Louisiana, 2004.
5. Office of State Colleges of Colorado, $700 for special inventive professional development programs to obtain Health Promotion Director Certification from the Cooper Institute in Dallas, Texas, 2001.
6. Colorado Mesa University, $800 for professional development to make two presentations at the National Alliance for Health, Physical Education, Recreation, and Dance Convention in Orlando, Florida, 2000.

INVITED LECTURES AND PROFESSIONAL WORKSHOPS DELIVERED

- *Coming Full Circle: The Importance of Case Reports in the Professional Literature and How Best to Prepare Them.* Distinguished Lecture, Rocky Mountain University of Health Professions, Provo, Utah, April 8, 2019.
- *Keys to Training for the Recreational Athlete.* Cycling CME (Continuing Medical Education), Grand Junction, Colorado, September 9, 2016.
- *Career and Professional Preparation for Students Studying Kinesiology,* Martin Methodist College, Pulaski, Tennessee, October 28, 2015.
- *Hydration in the Athlete and Active Patient*, Cycling CME (Continuing Medical Education), Grand Junction, Colorado, September 23, 2015.

Invited Manuscript Reviewer, European Physical Education Review (2011)
Invited Grant Reviewer, National Association for Sport and Physical Education's NASPE/ING Run for Something Better® School Awards Program (2010 to 2012)
Author, Kendall Hunt Publishing Company (2009-present)
Author, Bent Tree Press (2007-2009)
Member, Executive Board of the Colorado Association for Health, Physical Education, Recreation, and Dance (1999-2004)
Editor-in-Chief, Colorado Association for Health, Physical Education, Recreation, and Dance Journal (2000-2004)
Book Reviewer, Wadsworth Group: Thomson Learning (2001-2004)
Book Reviewer, McGraw-Hill (2004-2009, 2014-2017)
Book Reviewer, Pearson: Benjamin Cummings (2005-2007)
Book Reviewer, Holcomb Hathaway, Publishers (2006-2008)
Book Reviewer, F.A. Davis Company (2011-2016)

UNIVERSITY SERVICE (N.B., Only major assignments are listed)

Colorado Mesa University (formerly Mesa State College), Grand Junction, Colorado

- *Member*, Faculty Tenure and Promotion Committee (2007-2010, 2012, 2014-2016); Chairman of the sub-committee for promotion from Assistant to Associate Professor (2007 and 2009)
- *Member*, Faculty Pre-tenure Review Committee (2009-2017), Chairman (2009-2010; 2013-2017)
- *Member*, Library Advisory Committee (2014-2017), Vice Chairman (2016-2017)
- *Member*, Benefits Committee (2007-2011)
- *Member*, Distance Learning and Technology Committee (2007-2009, 2012-2014)
- *Member*, Graduate Council (2000-2010), Chairman (2002-2006), Vice Chairman (2001-2002, 2006-2007, 2008-2010)
- *Head*, Department of Kinesiology (2003-2007)
- *Acting Dean*, School of Business and Professional Studies (May-August 2004; June 1999, 2001, and 2002)
- *Member*, Suspensions and Appeals Committee (2003-2009)
- *Chairman*, Institutional Review Board (2009-2010)
- *Member*, nine faculty search committees and two departmental staff committees, i.e., athletic trainers (1998-present)
- *Chairman*, three faculty search committees (1998, 2002, 2017)
- *Member*, Degree Distinction Committee (2008-2009)
- *Member*, Department Head Merit Pay Committee (2007)
- *Member*, Faculty Compensation and Merit Pay Committee (2006)
- *Member*, Assistant Vice President of Academic Affairs search committee (2006)
- *Chairman*, Wrestling Head Coach search committee (2006)
- *Senator*, Faculty Senate (2003-2004)
- *Chairman*, College Organizational Structure Committee (2004)
- *Chairman*, North Central Association Accreditation Sub-committee (2004)
- *Member*, North Central Association Accreditation Committee (2004)
- *Member*, Dean search committee (2001)
- *Chairman*, Departmental NCATE preparation committee (1998)
- *Member*, Freshman Year Initiative (FYI) development committee (2002); professor for the FYI Program (2002-2008).

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EDUCATION

2006	**Florida State University** Ph.D., Sport Management Dissertation Title: *The creation and development of an international sport federation: A case study of the International Triathlon Union from 1989-2000.*	**Tallahassee, FL**
2001	**Montana State University-Billings** M.S., Sport Management.	**Billings, MT**
1987	**Eastern Montana College** B.A., Mass Communications	**Billings, MT**
1984	**Northwest Community College** A.A.S., Photography	**Powell, WY**

TEACHING

Colorado Mesa University (Fall 2018 – present)

- KINE 205 Introduction to Sport Management (online & face-to-face)
- KINE 335 Sport in Society (online & face-to-face)
- KINE 340 Sport Operations (online)
- KINE 345 Finance of Sport
- KINE 494 Sport Management Senior Seminar
- KINE 500 Facility/Equipment Management (online)
- KINE 520 Management Policy/Regulations in Sport (online)
- KINE 591 Directed Readings (online)

Montana State University-Billings (Fall 2017 & Spring 2018)

- COMX106 Communications in a Dynamic Workplace

Montana State University-Billings (Fall 2016)

- WRIT095 Developmental Writing
- WRIT104 Workplace Communications

Montana State University-Billings (Fall 2015)

- WRIT095 Developmental Writing

Auckland University of Technology (Semester 1, 2014)

- 516557 Sport and Recreation in Society
- 517020 Conjoint Sport and Business Co-op Supervision
- 469015 Advanced Sport Management
- 589635 Leadership & Management I
- 478200 Specialists Readings

Florida State University (2003-2006)

- PET 4401 Introduction to Sport Management
- PET 4499 Sport Governance
- PET 4930 Sport and Society
- PET 4942/5947 Sport Management Internship Coordinator

TEACHING ASSISTANT (FSU)

- PET 5478 Issues in Sport Law
- PET 5470 Foundations of Sport Management

GUEST LECTURER (AUT)

- 516001 Industry Experience and Research: Qualitative Methods
- 515203 Professional Practice

GUEST LECTURER (FSU)

- PET 4461 Sport Marketing: Marketing the 2002 Winter Olympics
- PET 4463 Sport Finance: Funding a Business

PUBLICATIONS

Published Refereed Journal Articles

Dickson, G., Hallman, K., & **Phelps**, S. (2017). Antecedents of a sport volunteer's sense of community. *International Journal of Sport Management and Marketing, 17*(1/2), 71-93.

MacFarlane, J., **Phelps**, S., & Schulenkorf, N. (2016). Discovering network legitimacy in the fitness industry: A case study of REPS NZ. *International Journal of Sport Management, 17*(1), 1-25.

Dickson, G., Naylor, M., & **Phelps**, S. (2015). Consumer attitudes towards ambush marketing: Rugby World Cup 2011. *Sport Management Review, 18*(2), 280-290. http://dx.doi.org/10.1016/j.smr.2014.07.001

Walters, S., Hallas, J., **Phelps**, S., & Ikeda, E. (2015). Enhancing the ability of students to engage with theoretical concepts through the creation of learner-generated digital video. *Sport Management Education Journal, 3*(2), 102-112. http://dx.doi.org/10.1123/SMEJ.2014-0041

Dickson, G., **Phelps**, S., & Waugh, D. (2014). The impact of affiliate disaffiliation on the interorganisational dynamics of a federated network. *European Sport Management Quarterly*, 14(5), 538-555. http://dx.doi.org/10.1080/16184742.2014.950306

Phelps, S., & Kent, A. (2010). Isomorphism and choice in the creation and development of an international sport federation: A review of the International Triathlon Union. *International Journal of Sport Management and Marketing, 8*(3/4), 277-295.

Phelps, S. (2010). Communicating the need for a new field of dreams: If we don't rebuild it will they go? *Sport Management Review, 13*(3), 296-304.

Dickson, G., **Phelps**, S., & Waugh, D. (2010). Multi-level governance in an international strategic alliance: The plight of the Phoenix and the Asian football market. *Asian Pacific Journal of Marketing and Logistics, 22*(1), 111-124.

CONFERENCE PRESENTATIONS

Sharp, A., Dickson, & **Phelps**, S. (November 2013). Complex Adaptive System Modeling: An Approach to Understanding the New Zealand Sport Sector. Sport Management Association of Australia and New Zealand Conference, University of Otago, New Zealand.

Kang, B.S., Dickson, G., Naylor, M., & **Phelps**, S. (November 2012). *Endurance sport online communities: An examination of scale psychometrics.* Sport Management Association of Australia and New Zealand Conference.

Dickson, G., Naylor, M., & **Phelps**, S. (September 2012). *A comparison of sampling techniques in sport marketing research.* European Association of Sport Management.

Naylor, M., Dickson, G., **Phelps**, S., & Hedlund, D. P. (June 2012). *Rugby World Cup 2011: Sponsor memorization.* North American Society for Sport Management Conference.

Naylor, M., Dickson, G., & **Phelps**, S. (December 2011). *Perceptions of the ethics of ambush marketing: Rugby World Cup 2011.* International Conference of the African Sport Management Association (ASMA).

MacFarlane, J., **Phelps**, S., & Schulenkorf, N. (November 2011). *Perceptions of Legitimacy amongst Members and Non-Members of a Federated Network: A Case Study of the New Zealand Register of Exercise Professionals (REPs NZ).* Sport Management Association of Australia and New Zealand Conference.

Phelps, S., Schulenkorf, N., & Patrick, T. (June 2011). *When, where, how, and why do we teach the PhDs to teach? An autoethnographic comparison of universities.* North American Society for Sport Management Conference.

Phelps, S. & Dickson, G. (November 2010). *Full of sound and fury signifying nothing: The implementation of ambush marketing legislation.* New Zealand Tourism & Hospitality Research Conference.

Dickson, G. & **Phelps**, S. (November 2010). *Explaining the under-utilisation of event-specific ambush marketing legislation.* Sport Management Association of Australia and New Zealand Conference.

Phelps, S. & Dickson, G. (June 2010). *"That which isn't worth replicating isn't worth knowing": Is theoretical replication and extension in sport management research missing?* North American Society for Sport Management Conference.

Waugh, D., **Phelps**, S., & Dickson, G. (June 2010). *Oceania Football Confederation: The impact of affiliate disaffiliation on the inter-organizational dynamics of a federated network.* North American Society for Sport Management Conference.

Phelps, S. (December 2007). *Surviving positivism: Social construction in organisational theory.* Sport Management Association of Australia and New Zealand Conference.

Phelps, S. (December 2007). *Isomorphism and choice in the creation and development of an international sport federation: A review of the International Triathlon Union.* Sport Management Association of Australia and New Zealand Conference.

Phelps, S. (October 2005). *A practical application of institutional theory: A look at USA triathlon's board of directors' election of 2003.* Florida State University Sport Management Conference.

Dittmore, S., Mahony, D., & **Phelps**, S. (June 2005). *Diversity in sport management research? An examination of sport management dissertation topics.* North American Society for Sport Management Conference.

GRADUATE STUDENT SUPERVISION

Completed Post-Graduate Degrees

Paul Cleary (Master of Business, AUT). Secondary supervisor: *National Sporting Organisations and private franchise relationships: A New Zealand comparative case study of inter-organistional learning*

Caroline Dickson (Master of Health Practice, AUT). Secondary supervisor: *Girls' experience of physical activity*

Kate Elliott (Honour's Health & Environmental Science, AUT). Primary supervisor: *The effect of sport participant satisfaction in determining a favourable attitude towards the naming-rights sponsor*

Melody Johnston (MBus, AUT). Primary supervisor: *The legitimising effects of hosting a World Championship event for a National Sports Organisation*

Byung Seok Kang (PhD, AUT). Secondary supervisor: *Factors affecting knowledge sharing within endurance-sport online communities (ESOC).*

John McFarlane (Master of Business, AUT). Primary supervisor: *Perceptions of Legitimacy amongst Members and Non-Members of a Federated Network: A Case Study of the New Zealand Register of Exercise Professionals (REPs NZ)*

Nicola Power (Master of Health Practice, AUT). Secondary supervisor: *Male primary school teachers experience of touch – A hermeneutic phenomenological study*

Preben Stai (MBus, AUT). Primary supervisor: *Expectations and Experiences of Volunteers at Sport-for-Development Projects: The Case of Sri Lanka.*

Dan Waugh (Master of Business, AUT). Primary supervisor: *The impact of affiliate defection on the inter-organisational dynamics of a federated network: New Zealand and the Oceania Confederation*

Alec Wilson (MBus, AUT). Secondary Supervisor: *Recruitment, registration, & retention of talented foreigners: A review of HRM practices and player recruitment strategies of A-League Football Franchises.*

GRADUATE STUDENT THESIS/DISSERTATION EXAMINATION

Cox. K. M. (2012). (PhD, AUT Health and Environmental Sciences). *Responsibility for children's physical activity.*

Crofts, C. (2010). (Master of Philosophy Applied Humanities, AUT). *Triwoman 2009: Participant attributes and intentions.*

Hodgetts, D. (2011). (PhD, University of Central Queensland). *Legacy by osmosis? Investigation of sport development legacies resulting from the conduct of a major sport event.*

Jayaswal, T. (2009). (Master of Philosophy Applied Humanities, AUT). *Events-induced tourism: A protocol analysis.*

Kwok, K.R. (2011). (Master of Philosophy Health and Environmental Sciences). *Tactical innovation in New Zealand representative rugby: A grounded theory of developing.*

Mowbray, D.P. (2012). (PhD, AUT Faculty of Business). *Searching for the "mythical unicorn" – the missing link between boards of directors and organizational effectiveness.*

Michael Reeder, D.O.
2185 Dinosaur Ct.
Grand Junction, CO 81507
970.201.7149 ormtreeder14@gmail.com

Curriculum Vitae

Education

Doctor of Osteopathic Medicine, Ohio University College of Osteopathic Medicine, Osteopathic Medicine, 1988.
Bachelor of Science, Youngstown State University, Biology, 1984.

Postdoctoral Training

Osteopathic Intern, Doctors Hospital, Massillon, Ohio, 1988-1989.
Emergency Medicine Resident, Akron General Medical Center, July 1989-June 1992.
Primary Care Sports Medicine Fellow, Albany Medical College of Union University, July 1995-June 1996.

- Implementation of a university-based sports medicine program to include education of residents and medical students. Regular lectures given to residents in the Departments of Family Practice, Emergency Medicine, and Physical Medicine and Rehabilitation.
- Medical care/fitness for all intercollegiate student-athletes at Siena College, and on a consulting basis with Rensselaer Polytechnic Institute (RPI).
- Medical care and training aspects of the USA Olympic Field Hockey Program.

Professional Experience as a Physician

Physician, Rocky Mountain Orthopaedic Associates, Grand Junction, Colorado, November 2007 to 2015.
Physician, Western Orthopedics and Sports Medicine, Grand Junction, Colorado, July 1996 to November 2007.
Physician, Doctors Office, Urgent care and musculoskeletal medicine, Grand Junction, Colorado, 1997 to 1998.
Physician, Emergency Departments, St. Mary's Hospital and Community Hospital, Grand Junction, Colorado, 1996- 2007.
Physician, Emergency Medicine Department of Doctors Hospital, Massillon, Ohio, 1992- 1995.

- Scheduling, educational planning and monthly lectures to house staff
- Coordinating Residency clinical activities, Northeastern Ohio Osteopathic Emergency Medicine Residency 1992-1995.

Physician, United States Army Reserve - Medical Corps (1985-1993).

Director and Moderator of Cycling CME

* Development of continuing medical education for medical providers
* Assessment of educational needs and interventions
* Development of CME content in accordance with appropriate accreditation guidelines

Associate Director, Primary Care Sports Medicine Fellowship, St. Mary's Hospital, Grand Junction, Colorado, 2012-2016.

Program Chair, Colorado Society of Osteopathic Medicine Annual Meeting, 2012.

Moderator, Colorado Society of Osteopathic Medicine Conference, "Orthopedics in Primary Care", 2011.

Moderator and Core Speaker, AOASM National Clinical Conference, "Common Athletic Injuries to the Spine", 1998.

Clinical Instructor, Department of Family Practice, Albany Medical College of Union University, Albany, New York, 1995-1996.

Clinical Instructor, Northeast Ohio Emergency Medicine Residency, 1992-1995.

Clinical Assistant Professor, Department of Emergency Medicine, Ohio University, 1992-1995.

Clinical Instructor, Department of Emergency Medicine at Northeastern Ohio University College, 1990-1992.

Other Teaching and Educational Activities

Moderator and Curriculum Director of *Cycling CME*, Medical Provider education, 2014-present.

Continuing Medical Education (CME) presentations at both at Community Hospital and St. Mary's Hospital, Grand Junction, CO: Topics have included *Exercise and the Brain*; *Supplements in the Athlete*; *The Throwing Athlete*; *Head and Neck Trauma in the Athlete*; *Medical Conditions in the Athlete; The Pediatric Athlete; Nutrition and Hydration in the Athlete; Concussions in the Athlete; ACL Prevention Programs; Orthopedics in Primary Care – What's New?; ImPact Testing and Concussion Management; The Mature Athlete; Tendinopathy in the Shoulder; Exercise is Medicine;* in addition, Casting Workshop, Wellness Topics, Back Pain presentations addressing both adults and adolescent athletes (1996 to present).

Medical Educational presentations and workshops at St Mary's Family Practice Residency: Topics have included multiple sports medicine, wellness and musculoskeletal medicine topics (2000 to present).

Low Back Pain Education Program, "Management of Low Back Pain in Primary Care", RMHP educational series, 2004.

Coaches Clinics and Workshops (1998, 2002 and 2004).

Conference Presentations

Cycling CME Conferences, 2015-2017. Multiple topics related to Exercise as Medicine, Exercise and the Brain, Nutrition and Common Sports Medicine and Musculoskeletal Injuries

National Strength and Conditioning Association, Colorado State Clinic, "The Overhead Athlete", 2016

Grand Junction Walking and Biking Summit, "Exercise is Medicine", 2015

Applied Sports Medicine in Primary Care Conference: Concussion – A Comprehensive Review,

Murray SR, Reeder MT, Compton MR. Weighted-Ball Training Leading to a Stress Fracture of the Distal Ulna in a Collegiate Softball Player. *Athletic Training and Sports Health* Care 2017; 9(3):138-140.

Reeder MT, Smith B. Little League Shoulder. *J American Osteopathic Association* 2015; 115(8): 522.

Steerman JG, Reeder MT, Udermann BE, Pettit RW, Murray SR. Avulsion Fracture of the Iliac Crest Apophysis in a Collegiate Wrestler. *Clin J Sport Med* 2008; 18(1); 102-3.

Udermann BE, Reineke DM, Martinez RD, Gibson MH, Gillette CM, Doberstein ST, Mayer JM, Murray SR, Reeder MT. The Effect of Resistance Training on Lumbar Muscular Strength and Endurance. *Gunderson Lutheran Med Journal* 2006; 4(1): 8-13.

Harmon KJ, Reeder MT, Udermann BE, Murray SR. Isolated Rupture of the Plantaris Tendon in a High School Track Athlete. *Clin J Sport Med 2006*; 16(4): 361-363.

Murray SR, Reeder MT, Udermann BE, Pettit RW. High Risk Stress Fractures; Pathogenesis, Evaluation and Treatment. *Comprehensive Therapy* 2006; 32(1): 20-25.

Murray SR, Reeder MT, War T, Udermann BE. Navicular Stress Fractures in Identical Twin Runners. *Physician and Sports Medicine.* 2005; 33(1); 28-33.

Murray SR, Reeder MT, Udermann BE. Urachal Cyst in a Collegiate Football Player. *Clin J Sports Med* 2004; 14(2); 101-102.

Ray TL, Reeder MT, Udermann BE, Murray SR, Ryan R. Lacerated Liver in an Intercollegiate Men's Baseball Player During a Flag Football Game: A Case Report. NATA News, *Journal of Athletic Training.* 2003; 4(03); 57-60.

Reeder MT, Dick BH, Atkins J, Pribis A, Martinez J. Stress Fractures: Current Concepts in Diagnosis and Treatment. *International Journal of Sports Medicine.* 1996; 22(3): 198-210.

Reeder MT, White L, Dougherty JD. Pharmaceutical Representatives and Emergency Medicine Residents: A National Survey. *Annals of Emergency Medicine.* 1993; 22: 1593-1596.

Other Publications

Grieco CR and Reeder M. Exercise for the Treatment of Osteoporosis. *Personal Training Quarterly* 4(4), 2017.

Grieco CR and Reeder M. Exercise for the Treatment of Hypertension. *Personal Training Quarterly* 4(3), 2017.

Grieco CR and Reeder M. Exercise for the Treatment of Cognitive Disease. *Personal Training Quarterly* 4(2), 2017.

Grieco CR and Reeder M. Exercise for the Treatment of Diabetes. *Personal Training Quarterly* 4(1), 2017.

Pribis A, Reeder MT, Dick BH. *Type A-1 Tibia Fibula Fracture Associated with Anterior Tibial Stress Fracture in a Basketball Player: A Case of the "Dreaded Black Line?"* (Published abstract in Medicine and Science in Sports and Exercise 28 (5S) 1996)

Keswick L, Das L, Reeder MT, Dick BH. *Knowledge of the Female Athlete Triad in a Population of Elite Female High School Athletes.* (Published abstract in Medicine and Science in Sports and Exercise 28 (5S) S66 1996)

Achievements

Diplomate of the American Board of Emergency Medicine (1994 to present)
Certificate of Added Qualification – Primary Care Sports Medicine
Teacher of the Year, St. Mary's Family Practice Residency, 2003
Chief Resident – Emergency Medicine Residency, Akron General Medical Center, 1991-1992
Previous Chapter President 1986/Member 1984-1988 Sigma Sigma Phi (National Osteopathic Honorary Society)
Phi Kappa Phi 1983

Sharp, E.B. & Veal, M.L. (2010, November). *Jeopardy, TAHPERD Style.* Presented at Tennessee Association of Health, Physical Education, Recreation, and Dance State Convention, Murfreesboro, TN.

Sharp, E.B. & Starkweather, A. (2010, November). *Superstars.* Presented at Tennessee Association of Health, Physical Education, Recreation, and Dance State Convention, Murfreesboro, TN.

Bowles, E. & Kang, M. (2010, March). *Effect of Teaching Experiences on Pre-Service Teaching Concerns: A Meta-Analysis.* Poster presented at American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Indianapolis, IN. Abstract published in *Research Quarterly for Exercise and Sport, 81*(Suppl 1), 41-42.

Bowles, E. (2009, November). *Superstars*. Presented at Tennessee Association of Health, Physical Education, Recreation, and Dance State Convention, Murfreesboro, TN.

Veal, M. L., Alstot, A., **Bowles, E.** & O'Rourke, M. (2009, October). *What Concept Maps Reveal about Teacher Candidates' Knowledge.* Presented at National Association of Sport and Physical Education Physical Education Teacher Education conference, Myrtle Beach, SC.

Jackson, S. & **Bowles, E.** (2009, April). *Rollin' Round the Rim with the Rollin' Razorbacks Basketball Team*. Presented at American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Tampa, FL.

Bowles, E. (2008, April). *Making Hoops for Heart a College Class Project*. Presented at American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Ft. Worth, TX.

Bowles, E. (2007, November). *Making Hoops for Heart a Class Project*. Presented at the Arkansas Association of Health, Physical Education, Recreation, and Dance State Convention, Eureka Springs, AR.

Bowles, E. (2006, October). *Gender Differences in Throwing Skills of First and Fourth Grade Students*. Paper presented at the Southern Academy of Women in Physical Activity, Sport, and Health Conference, Fayetteville, AR.

INVITED PRESENTATIONS

Convention and workshop coordinators asked for a presentation on a specific topic.

Belknap, K., Casey, P., Gillies, A., O'Roark, D., Seebach, J., & **Sharp, E.B.** (2018, August). *Lighting the Fires of Learning: The Maverick Milestone and Essential Speech Classes.* Presented to CMU faculty during the Fall 2018 Professional Development.

Sharp, E.B. (2018, October). *Annual Meeting of Higher Education PETE programs in Colorado.* Presented at Society of Health and Physical Educators of Colorado State Convention, Aurora.

Advisor, InterVarsity Club	2013-Present
Advisor, Christian Challenge	2012-Present
Advisor, Fellowship of Christian Athletes	2012-Present
Advisor, The Physical Educator's Club	2011-Present

Recruitment Activities

Kinesiology representative for "Mesa Experience"	2012-Present
Kinesiology representative at Major's Fair	2011-Present

COMMUNITY SERVICE

Secretary, She Has A Name Board of Directors	2015-Present
Volunteer, Mathare, Kenya trip	2014, 2017
Vacation Bible School Director, HEART of Junction	2013-Present
Member, Board of Directors, Grand Junction Christ Center	2013-2014
Volunteer, Special Olympics Colorado	2013
Volunteer, Rocky Mountain Athletic Conference Swim Meet	2013
Nursery Director, HEART of Junction	2012-Present
Bible Study Leader, Fellowship of Christian Athletes	2012-2018
Attend Monthly District 51 Elementary PE Meetings	2011-Present
Volunteer, WOC children's ministry program	2009
Volunteer coach, 4th grade girls basketball team	2008
Volunteer, Tri Peaks Bike Challenge	2007
Volunteer, Special Olympics State Basketball Tournament	2007
Volunteer, USA Kids Golf Tournament	2007-2008
Participant, NCATE review of School of Education (ATU)	2005

UNIVERSITY TEACHING EXPERIENCE

Colorado Mesa University 2011-Present

KINE 200	History and Philosophy of Sport and Physical Education
KINE 214	Methods of Team Activities
KINE 260	School Health Education (online & classroom based)
KINE 320	Methods of Teaching Physical Education in Elementary Schools
KINE 307	Philosophy and Psychology of Coaching (hybrid style)
KINE 335	Sport in Society (online & classroom based)
KINE 401	Org/Ad/Legal Considerations in PE & Sports
KINE 408	Methods of Teaching Secondary Physical Education
KINE 497	Pre-Internship
ESSL 290	Maverick Milestone: Moving to Learn, Learning to Move

Middle Tennessee State University 2008-2011

PHED 3500	Physical Education for Early Childhood
PHED 2020	Beginning Golf
PHED 1170	Beginning Racquetball
PHED 1080	Beginning Bowling

PE 3603 (ATU)	Methods and Materials in PE for Sec. Schools (2006-2008) *Sent students to local schools to observe & teach classes*

PROFESSIONAL DEVELOPMENT

CMU Faculty Workshops

Student Success and Technology Workshop	Fall 2018
Design for Creative Practice	Spring 2018
Living the Teacher-Scholar Model and Preparing the Tenure and Promotion Portfolio	Fall 2017
Breaking the Iron Cage of Poverty	Spring 2017
Communicating and Relating More Effectively with Students who Live in the Crisis of Poverty	Spring 2017
Mental Health and Suicide Prevention	Fall 2016
Title IX	Fall 2016
Diversity and Inclusion	Fall 2016
Critical Thinking Unmasked: How to Infuse it into a Discipline-Based Course	Fall 2016
Brainy But Balanced: Achieving the Elusive Work-Life Balance in Academia	Spring 2015
General Education Workshop	Spring 2014
Engaging the NeXt Generation of College Students	Fall 2013
Teacher to Teacher Workshop on Critical Thinking	Spring 2013
What the Best College Teachers Do	Fall 2012
Learning and Study Strategies Inventory (LASSI)	Fall 2011
"Desire 2 Learn" Training sessions	Fall 2011

Trainings

Student Conduct Board and Title IX Training	Fall 2017, 2018
PAL (Physical Activity Leader) Training (SHAPE America)	Spring 2017
ASIST Trained: Applied Suicide Intervention Skills Training	Spring 2015
Initial PETE Standards Orientation, NCATE Program Report Preparation, and Assessments/Rubric Development Workshop	Spring 2007

Conventions

SHAPE America PETE/HETE Conference	Oct '09, '15, '18
Western Slope Physical Education Institute	June 2013, 2015, 2016, 2018
Society of Health And Physical Educators America (formerly American Alliance for Health, Physical Education, Recreation, and Dance) National Convention/Workshops	Spring '03, '04, '07, '08, '10, '12, '14, '16, '17, '18
Society of Health and Physical Educators Colorado (formerly Colorado Association of Health, Physical Education, Recreation, and Dance) State Conventions.	October, 2011-Present
Central AHPERD District Leadership Conference	Summer 2013, 2016
Annual Mtg of the Asso. for Distance Education & Independent Learning	October 2012

Supervised **7 students** in conducting a golf fundraiser that raised over $5,000 — 2014-2016

SUPERVISED STUDENT RESEARCH

Brennan, Emily. (May 2017). Factors Why Students Cheat. *Poster presented at CMU Student Showcase.*

Bowden, Hanna. (May 2014). Deviance in Sport Through the Media. *Poster presented at CMU Student Showcase.*

Durden, Lisa. (May 2014). Identifying how Fans Choose a Team to be Loyal Too. *Poster presented at CMU Student Showcase.*

Quakenbush, Jessica. (May 2014). Sports Influence on Young Children. *Poster presented at CMU Student Showcase.*

Neumann, Kristin. (May 2014). "My" Team: The Study of Fan Identity. *Poster presented at CMU Student Showcase.*

Meyer, Michael. (April 2013). Preparing to be a Professional. *Poster Presented at CMU Student Showcase.*

Medina, Benjamin. (April 2012). Study of Gender Interaction and Utilization of the Recreation Center. *Poster Presented at CMU Student Showcase.*

Anderson, Thane & Potter, Jeffery. (April 2012). Fans and How they Affect Sport in Society. *Poster Presented at CMU Student Showcase.*

Casebolt, Jessica & Mesch, Kelsey. (April 2012). How Coaches Make Decisions: An Insight to Athlete Selection, Positional Placing, and Winning. *Poster Presented at CMU Student Showcase.*

Luttrell, Matthew. (April 2012). What it Takes to be an Elite Athlete in High School. *Poster Presented at CMU Student Showcase.*

WORKS IN PROGRESS

Sharp, E.B. & Gillies, A. (Submitted on August 30, 2017) *Successful Team Teaching in an Interdisciplinary Environment.* Submitted to The Teaching Professor.

Sharp, E.B. & Gillies, A. (Manuscript in progress) *Changing Habits of University Students.*

Vitae updated January 17, 2019.

EVIDENCE OF CONTINUOUS IMPROVEMENT

- Myokinesthetics- Upper Extremity- 20 contact hours- July 21, 2018- Moscow, ID
- Myokinesthetics- Lower Extremity- 16 contact hours- July 30, 2017- Moscow, ID
- Positional Release Therapy: An Evidence-Based Review- 3 contact hours- July 7, 2017- Moscow, ID
- Theory, Practice & Clinical Application of TMR-Level 1- 16 contact hours- August 29, 2016, Online
- Theory, Practice & Clinical Application of TMR Manipulation- 16 contact hours- July 24, 2016, Moscow, ID
- Positional Release Therapy: Spine & Pelvis- 10.5 contact hours- July 26, 2015, Moscow, ID
- Myokinesthetics- Upper Extremity- 20 contact hours- July 8, 2016- Moscow, ID
- Mulligan Concept: Lower Extremity- 14 contact hours- July 12, 2015- Moscow, ID

SCHOLARSHIP AND CREATIVE WORK

Scholarship Related to Discipline

Journal Articles

- Bonser, R.J., Hancock, C.L., Hansberger, B.L., Loutsch, R.A., Stanford, E.K., Zeigel, A.K., Baker, R.T., May, J., Nasypany, A., & Cheatham, S. (2017). Changes in hamstring range of motion following neurodynamic sciatic sliders: A critically appraised topic. The Journal of Sport Rehabilitation, 26(4); 311-315
- Hancock, C., Hansberger, B., Loutsch, R., Stanford, E., Zeigel, A., Bonser, R., Baker, R., Cheatham, S., May, J., Nasypany,
  A.M. (2016). Changes in hamstring range of motion following proprioceptive neuromuscular facilitation stretching compared with static stretching: A critically appraised topic. The International Journal of Athletic Therapy & Training, 21(5); 1-7.

Conference Presentation

- "Trauma Releasing Exercises and their Use in Patient Care, for Athletic Trainers and Students"- Co-Presenting with Mackenzie Holman (Rocky Mountain Athletic Trainers' Association Clinical Symposium- April 12-15- Phoenix, AZ)
- "Teach or Treat: The Value of a Teaching Clinic for the Development of Professional Athletic Training Students and Faculty"- Single Presenter -March 23, 2018- (Northwestern Athletic Trainers' Association Annual Meeting- March 22-25, 2015- Portland, OR)
- "Advancements in Manual Therapy: An Introduction to Contemporary Applications"- Presented with Dr. Russell Baker & Dr. Lindsay Larkins-March 22, 2018 (Northwestern Athletic Trainers' Association Annual Meeting- March 22-25, 2015- Portland, OR)
- "Evidence Based Treatment of Meniscal Lesions and Knee Pain" –Presented with Dr. Lindsay Larkins - March 25, 2018 (Northwestern Athletic Trainers' Association Annual Meeting- March 22-25, 2015- Portland, OR)
- "Return to Play Criteria: More than just a Hop, Skip, or Jump" Co-presenter with Dr. Karla Judge and Dr. Janet McMurray (Northwestern Athletic Trainers' Association Annual Meeting- March 27, 2015- Spokane, WA)
- "Apparent Hamstring Tightness: Removing Stretching From Your Daily Practice" Learning Lab Assistant (National Athletic Trainers' Association Clinical Symposia & AT Expo – June 24, 2015- St. Louis, MO)

Scholarship Related to Discipline

Journal Articles

- Bonser, R.J., Hancock, C.L., Hansberger, B.L., Loutsch, R.A., Stanford, E.K., Zeigel, A.K., Baker, R.T., May, J., Nasypany, A., & Cheatham, S. (2017). Changes in hamstring range of motion following neurodynamic sciatic sliders: A critically appraised topic. The Journal of Sport Rehabilitation, 26(4); 311-315

Appendix E

Library Assessment

Library Program Assessment
John U. Tomlinson Library
Colorado Mesa University

Date of Assessment: July 2018

Programs under review: BA Kinesiology – Adapted Physical Education, BA Kinesiology – K-12 Teaching, BS Fitness and Health Promotion, BS Exercise Science, BS & AS Sport Management

Description of Programs:
The **BA in Kinesiology Adapted Physical Education** prepares the student to adapt or modify physical education curriculum and/or instruction to address the specific abilities of an individual and to develop activities that are appropriate and affective for persons with disabilities.
The **BA in Kinesiology K-12 Education** prepares the student to teach elementary, middle and high school physical education. Coursework will include a broad kinesiology background and teaching methods plus classroom experience and student teaching.
The **BS in Fitness & Health Promotion** explores areas such as exercise science, physical activity, health promotion and nutrition to prepare students to enter fields as program directors, strength coaches and for graduate programs in nutrition and occupational therapy.
The **BS in Excrcise Science** prepares students for graduate programs such as physical therapy, physician assistant, occupational therapy and exercise physiology.
The **AS in Sport Management** prepares the student to obtain entry-level positions in the field or to pursue a bachelor's degree in sport management.
The **BS in Sport Management** provides the student with the understanding and knowledge of sport activities and business practices necessary to oversee sports programs and facilities.

Program Level/s: Bachelor (5) and Associate (1)

Liaison: Barbara Borst

1. **Collection Assessment**
   Collection development is the joint responsibility of the Kinesiology faculty and the Kinesiology Librarian. Review slips and new title lists are sent to the faculty each month for their review. They may also recommend titles found in their journal reading or publishers' advertisements. Titles recommended are sent to the librarian who reviews them and sends them on for purchase as funds allows. The librarian's responsibility is to keep the collection balanced and fill gaps when necessary. The table below shows the total number of items purchased for the Kinesiology Department in the last 6 years (519) and the break down for the programs under review.

b. **Monographic Sources**

The collection was evaluated using Library of Congress subject headings and keyword phrases. Subject headings and keywords were chosen by course title and content. Titles were counted by these topics and then the topics were sorted by program to create the charts below. A Topic was included in as many programs as applicable. Thus, a title may be included in more than one program. The charts reflect books published since 2000. With the exception of Sports Management about 21% to the titles have been published since 2015. The percentage for sports management is 27%. Not counted in this assessment are economics, management and marketing books found in the business sections and public health and health promotion books found in the nursing section. Overall, the collection for these programs is well grounded both age and content wise and provides a good base upon which to continue building. Subject area charts are attached at the end of the assessment.

Age Analysis by program:

Adapted Physical Education	Paper	E-Book
2015-	97	57
2010-2014	204	76
2005-2009	191	21
2000-2004	127	3
TOTAL	619	157

K-12 Teaching	Paper	E-Book
2015-	121	55
2010-2014	226	68
2005-2009	226	21
2000-2004	167	3
TOTAL	741	147

Fitness & Health Promotion	Paper	E-Book
2015-	82	56
2010-2014	178	51
2005-2009	134	27
2000-2004	131	4
TOTAL	525	138

Exercise Science	Paper	E-Book
2015-	109	81
2010-2014	222	91
2005-2009	193	35
2000-2004	156	3
TOTAL	680	210

Sports Management	Paper	E-Book
2015-	54	18
2010-2014	140	25
2005-2009	108	
2000-2004	76	
TOTAL	378	43

SPORTDiscus

Topic	Total articles	2010-19 articles	Peer reviewe	Full Text
Sports -- history	1194	561	349	71
Sports ethics	370	241	134	65
Sports – philosophy	509	236	174	73
Physical education ethics	56	20	19	14
Olympic games	5,257	2,432	581	335
Exercise physiology	12,561	9,797	8,538	7,374
Sports administration	3,780	1,636	849	623
Sports law	7,955	2,164	1,062	938
Kinesiology	4,372	629	544	512
Human anatomy	216	56	40	30
Physical fitness	83,276	14,956	6,914	5,710
Physical fitness - testing	1,205	404	328	281
First aid in illness & injury	1,459	139	65	35
Sports injury prevention	1,672	1,166	693	488
Sports injuries treatment	856	632	447	304
Sports injuries in children	78	39	28	18
Physical fitness for older people	534	177	118	99
Exercise for older people	581	200	124	110
Physical education for people with disabilities	505	247	228	222
Physical education for children with disabilities	171	41	20	17
Children with disabilities	763	441	361	194
Physical education (primary)	85	85	83	48
Physical education (elementary)	50	50	50	41
Physical education (middle school)	48	38	38	35
Physical education (secondary)	101	100	94	71
Physical education standards	58	58	54	50
Physical education teachers	2,603	1,268	1,143	915

base and a wide breadth and depth of coverage for the Kinesiology programs. The lists below reflect this coverage.

Current print and online subscriptions:

ACSM's Health & Fitness Journal 2001-
Aerospace Medicine & Human Performance 2015-
American Journal of Health Education 2001-
American Journal of Public Health 1972-
Annual Review of Physiology (QP 1 A535) 1982-
Athletics Administration 1980-
Coach & Athletic Director 1995-
Health (San Francisco) 1992-
JOPERD 1981-
Journal of Athletic Training 1992-
Journal of Community Health 1980-
Journal of Olympic History 2014-
Journal of Sport History 1981-
Journal of Sports Medicine & Physical Fitness 1981-
Journal of Strength & Conditioning Research 1999-
Medicine & Science in Sports & Exercise 1992-
Nikephoros 2013-
Nutrition Today 1977-
Olympika 2013-
Research Quarterly for Exercise & Sport 1980-
Sports Illustrated 1967- *Sports*
Litigation Alert 2004- *Sports*
'N Spokes 1985-
Strategies (AAHPERD) 1992-
Strength & Conditioning Journal 1995-
University of California Berkeley Wellness Letter 1991-

Electronic journals available through publisher's package subscriptions

(Representative titles from Sage and Wiley packages)

American Journal of Health Promotion 1999- (Sage)
American Journal of Human Biology 1996- (Wiley
American Journal of Sports Medicine 1999- (Sage)
Clinical Physiology & Functional Imaging 1996- (Wiley)
European Physical Education Review 1999- (Sage)
Global Health Promotion 1999- (Sage)
Health Education & Behavior 1999- (Sage)
Health Education Journal 1999- (Sage)

Saving Lives: *Stopping Anaphylaxis – an Allergic Emergency.* 24 min. 2013
Violent Impact: *Bone Fractures & Brain Trauma.* 48 min. 2009
We Should Accept Performance-enhancing Drugs in Competitive Sports: *a Debate.* 100 min. 2014

The Library also purchases both educational DVDs and popular movies to support the curriculum. Examples are:
Advanced Strength Training (2015)
Dan Gable's Wrestling Essentials (2005)
Eat to Win: Nutrition for Athletes (2006)
First Olympics: Blood, Honor & Glory (2004)
History of Physical Education in the United States (2005)
Individual Differences (2004)
Introduction to Adapted Aquatics (2005)
Not Just a Game (2010)
One Day in September (2001)
Peak 10 (2013)
Sociology of Sports in the United States (2005)
Spotlight on Careers in Fitness and Sports (2007)
Sport Taping Basics. 2nd ed. (2012)
Sports Nutrition Essentials (2006)

Concussion (Popular Movie)
I, Tonya (Popular Movie)
Rocky (Popular Movie)

f. Additional Resources:

Journal literature not available through Colorado Mesa University, including those titles not available because of publisher embargo, can be provided by the Interlibrary Loan Department. The average amount of time it takes to fill an article request is 12 hours.
Physical items such as books and DVDs not owned by Colorado Mesa University can be borrowed from other libraries within the state or region through programs such as Prospector and when necessary throughout the world. Items from regional libraries typically arrive in 3-5 business days.

Physical fitness	Paper	E-Book
2015-	8	3
2010-2014	15	
2005-2009	6	
2000-2004	15	1
TOTAL	44	4

Physical fitness testing	Paper	E-Book
2015-	2	
2010-2014	6	
2005-2009	6	
2000-2004	5	
TOTAL	19	

First aid in illness & injury	Paper	E-Book
2015-	3	1
2010-2014	9	
2005-2009	8	
2000-2004		
TOTAL	20	1

Sports injuries	Paper	E-Book
2015-	14	9
2010-2014	22	19
2005-2009	15	7
2000-2004	18	1
TOTAL	69	36

Physical fitness for older people	Paper	E-Book
2015-		1
2010-2014	4	
2005-2009		
2000-2004	7	
TOTAL	11	1

Adapted physical education	Paper	E-Book
2015-	1	
2010-2014	7	
2005-2009	11	
2000-2004	8	
TOTAL	27	

Motor learning or motor ability	Paper	E-Book
2015-	2	3
2010-2014	9	10
2005-2009	10	1
2000-2004	5	
TOTAL	26	14

Physical education and training	Paper	E-Book
2015-	20	2
2010-2014	29	2
2005-2009	43	1
2000-2004	46	
TOTAL	138	5

Sports – social aspects	Paper	E-Book
2015-	12	1
2010-2014	23	
2005-2009	17	
2000-2004	13	
TOTAL	65	1

Sports – vocational guidande	Paper	E-Book
2015-	4	
2010-2014	8	
2005-2009	2	
2000-2004	1	
TOTAL	15	

Sports facilities/stadiums	Paper	E-Book
2015-	3	2
2010-2014	7	2
2005-2009	9	
2000-2004	4	
TOTAL	23	4

Representative titles from the aggregator databases: (embargo period)

Full-text journals found in literature searches in Section C: Journal Articles. Current full-text is available except where a publisher embargo is indicated in parenthesis.

Activities in physical education & sport
Adapted physical activity quarterly
Advances in exercise & sports physiology
American journal of health studies
American journal of public health
Anatomy: international journal of experimental & clinical anatomy
Applied physiology, nutrition & metabolism (12 month)
Archives of environmental & occupational health (18 month)
Archives of exercise in health & disease
Archives of physical medicine & rehabilitation
Arena: journal of physical activities

Journal of human kinetics
Journal of human sport & exercise
Journal of intercollegiate sport
Journal of issues in intercollegiate athletics
Journal of legal aspects of sport
Journal of motor behavior (18 month)
Journal of NCAA compliance
Journal of nutrition education & behavior
Journal of physical activity & health
Journal of physical education & health social perspective
Journal of physical education & sport
Journal of professional exercise physiology
Journal of science & medicine in sport
Journal of sport & exercise psychology
Journal of sport & tourism (18 month)
Journal of sport behavior
Journal of sport management
Journal of sport psychology in action (18 month)
Journal of sport rehabilitation
Journal of sports science & medicine
Journal of sports sciences (18 month)
Journal of strength & conditioning research
Journal of teaching in physical education
Journal of the academy of nutrition & dietetics
Journal of the international society of sports nutrition
Journal of the philosophy of sport (18 month)
Journal of venue & event management
Journal on active aging
Kinesiology
Kinesiology review
Managing leisure (18 month)
Managing sport & leisure (18 month)
Marquette sports law review
Measurement in physical education & exercise science (18 month)
Mississippi sports law review
Motor control
Palaestra
Pediatric exercise science
Physical & health education journal
Physical education & sport pedagogy (18 month)
Physical educator
Physical therapy in sport
Psychology of sport & exercise
Quest (Champaign) (18 month)
Research in kinesiology
Research in physical education, sport & health

APPENDIX F

Curriculum Maps (Matrixes) for Student Learning Outcomes

Bachelor of Arts: Adapted Physical Education
MATRIX I: Identifying a Program's Student Learning Outcomes

Where/when should they learn it? (Course list / groupings (level?)		What should students know/be able to do?				
		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
BIOL	209 Human Anatomy and Physiology	X				
BIOL	209L Human Anatomy and Physiology Lab	X				
FLSL	111 American Sign Language I				X	
FLSL	112 American Sign Language II				X	
KINE	100 Health and Wellness	X		X		
KINE	200 History & Philosophy of Sport & Physical Education			X		
KINE	211 Methods of Lifetime, Individual & Dual Activities		X	X	X	X
KINE	213 Applications of Physical Fitness & Exercise Prescription			X	X	X
KINE	234 Prevention and Care of Athletic Injuries			X		X
KINE	250 Lifeguard Training	X		X		
KINE	251 Water Safety Instructor		X	X		X
KINE	265 First Aid and CPR for the Professional Rescuer	X		X		
KINE	301 Tests and Measurements			X		X
KINE	303 Exercise Physiology	X		X	X	X
KINE	309 Anatomical Kinesiology	X		X	X	X
KINE	360 Motor Learning		X		X	X
KINE	401 Org/Ad/Legal Considerations of PE and Sports	X		X		
KINE	415 Physical Activity & Aging				X	X
KINE	480 Inclusive Physical Activity				X	X
KINE	494 Senior Seminar (Capstone)	X	X	X		
KINE	499 Internship			X	X	
KINE	303L Exercise Physiology Lab	X		X	X	X
KINE	309L Anatomical Kinesiology Lab	X		X	X	X
PSYC	233 Human Growth and Development		X			
PSYC	340 Abnormal Psychology.				X	

ADAPTED PHYSICAL EDUCATION
Student Learning Objectives

SLO 1	Describe and apply physiological and biomechanical concepts related to movement and be able to communicate and formulate conclusions about the results.
SLO 2	Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
SLO 3	Identify the scope and definitions of health, fitness, and human performance using both qualitative and quantitative assessments past and present.
SLO 4	Plan, develop, and implement, and apply developmentally appropriate learning experiences that address the diverse needs of all individuals.
SLO 5	Use qualitative and quantitative assessments to evaluate student learning before, during, and after instruction.

Bachelor of Arts: Fitness and Health Promotion

MATRIX I: Identifying a Program's Student Learning Outcomes

Where/when should they learn it? (Course list / groupings	What should students know/be able to do?						Possible Assessments	Benchmarks
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6		
BIOL 203 Human Nutrition			X				Not taught in KINE department	
BIOL 209 Human Anat and Physiology	X	X					Not taught in KINE department	
BIOL 209L Human Anat & Physiology Lab	X	X					Not taught in KINE department	
KINA 1XX Activity				X		X	Discussion, Hands on Practice	
KINA 1XX Activity				X		X	Skills test	
KINE 100 Health and Wellness	X		X	X		X	Test, Discussion, Written Assignment	
KINE 200 History & Philosophy of Sport & Physical Education					X	X	Test, Discussion, Written Assignment	
KINE 213 Applications of Physical Fitness and Exercise Prescription			X	X		X	Test, Discussion, Written Assignment	
KINE 234 Prevention and Care of Athletic Injuries				X			Test, Discussion, Written Asnmnt, Hands on Practice	
KINE 250 Lifeguard Training				X			Test, Discussion, Written Asnmnt, Hands on Practice	
KINE 260 School and Personal Health	X	X	X	X			Test, Discussion, Written Assignment, Presentation	
KINE 265 First Aid and CPR for the Professional Rescuer				X			Test, Discussion, Written Asnmnt, Hands on Practice	
KINE 297 Practicum				X		X	Written Asnmnt, Hands on Practice	
KINE 301 Tests & Measurements in Sport & Physical Education			X	X	X	X	Test, Discussion, Written Assignment	
KINE 303 Exercise Physiology	X	X	X	X	X	X	Test, Discussion, Written Assignment	
KINE 309 Anatomical Kinesiology	X	X			X		Test, Written Assignment	
KINE 333 Community Health		X	X				Test, Discussion, Written Assignment, Individual Project	
KINE 370 Biomechanics		X			X		Test, Written Assignment	
KINE 401 Org/Ad/Legal Considerations of PE and Sports					X		Test, Discussion, Written Assignment	
KINE 403 Preparation for Strength and Cond Certificate					X		Test, Written Assignment	
KINE 404 Preparation for ACSM HFS Certificate	X	X	X		X	X	Test, Discussion, Term Paper, Written Assignment, Hands on Practice	
KINE 405 Sports Nutrition			X		X		Test, Discussion, Written Assignment	
KINE 411 Worksite Health Promotion		X	X			X	Test, Discussion, Written Assignment, Individual Project	
KINE 415 Physical Activity & Aging		X	X	X		X	Test, Discussion, Term Paper, Written Assignment	
KINE 430 Medical Conditions and Pharmacology in Sports				X			Test, Discussion, Written Assignment	
KINE 480 Inclusive Physical Activity				X		X	Test, Discussion, Written Assignment	
KINE 487 Structured Research					X		Test, Term Paper	
KINE 494 Senior Seminar (Capstone)						X	Test, Discussion, Written Assignment	
KINE 499 Internship				X	X	X	Written Asnmnt, Hands on Practice	
KINE 303L Exercise Physiology Lab	X	X		X	X		Test, Discussion, Written Assignment, Hands on Practice	
KINE 370L Biomechanics Lab		X			X		Test, Written Assignment	

FITNESS & HEALTH PROMOTION

Student Learning Objectives

SLO 1	Identify the principle systems of the human body, describe the functions of each system, and apply this knowledge to the field of fitness and health promotion.
SLO 2	Describe individual body systems and how they are interrelated.(skeletal, nervous, respiratory...cardiovascular)
SLO 3	Identify risk factors associated with chronic disease
SLO 4	Identify exercise cautions and other safety concerns
SLO 5	Identify the scope and definitions of human performance, with the ability to analyze the data critically
SLO 6	Describe and communicate how physical activity relates to health.

Bachelor of Arts: K-12 Teaching

MATRIX I: Identifying a Program's Student Learning Outcomes

Where/when should they learn it? (Course list / groupings (level?))			Program SLO being assessed							
			SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	Possible Assessments	Benchmark
BIOL	209	Human Anatomy and Physiology	x					x	Not taught in KINE dept	
BIOL	209L	Human Anatomy and Physiology Lab	x					x	Not taught in KINE dept	
EDUC	211	Foundations of Education	x					x	Not taught in KINE dept	
EDUC	342	Pedagogy & Assessment: Secondary/K-12			x	x	x	x	Not taught in KINE dept	
EDUC	343	Teaching to Diversity			x	x	x	x	Not taught in KINE dept	
EDUC	499D	Teaching Internship/Colloq.: Elementary	x	x	x	x	x	x	Not taught in KINE dept	
EDUC	499H	Teaching Internship/Colloq.: Secondary	x	x	x	x	x	x	Not taught in KINE dept	
ENGL	111	English Composition				x		x	Not taught in KINE dept	
ENGL	112	English Composition				x		x	Not taught in KINE dept	
KINA	101	Beginning Swimming		x					Skills test	
KINA	102	Intermediate Swimming		x					Skills test	
KINA	1XX	Activity		x					Skills test	
KINA	1XX	Activity		x					Skills test	
KINE	100	Health and Wellness		x					Written test	
KINE	200	Hist. & Philosophy of Sport & Physical Education	x						Written test	
KINE	211	Methods of Lifetime, Individual & Dual Activities		x	x				Tests, Lesson Plans	
KINE	213	Applications of Physical Fitness & Exercise Prescription	x						Written test	
KINE	214	Methods of Team Activities		x	x				Tests, Lesson Plans	
KINE	220	Methods of Dance and Gymnastics		x					Tests, Lesson Plans	
KINE	234	Prevention & Care of Athletic Injuries	x						Written test, skills test	
KINE	250	Lifeguard Training	x						Written test, skills test	
KINE	251	Water Safety Instructor Course	x						Written test, skills test	
KINE	256	Creative Play and Literacy		x					Tests, Lesson Plans	
KINE	260	School and Personal Health			x	x			Tests, Lesson Plans, Projects	
KINE	265	First Aid and CPR for the Professional Rescuer	x						Written test, skills test	
KINE	301	Tests and Measurements in					x		Written test, Projects	
KINE	303	Exercise Physiology	x						Written test	
KINE	303L	Exercise Physiology Lab	x						Written test, Labs	
KINE	309	Anatomical Kinesiology	x						Written test	
KINE	309L	Anatomical Kinesiology Lab	x						Written test, Labs	
KINE	320	Methods of Teaching Elementary PE Sport & Physical Education			x		x	x	Tests, Lesson Plans, Teaching Experiences	
KINE	360	Motor Learning					x		Written test, Labs	
KINE	401	Org./Ad./Legal Considerations of PE and Sports	x						Written test	
KINE	408	Methods of Teaching Secondary PE			x	x	x	x	Tests, Lesson Plans, Teaching Experiences	
KINE	480	Inclusive Physical Activity			x		x		Tests, Lesson Plans, Teaching Experiences	
KINE	494	Senior Seminar (Capstone)	x			x			Written test, Projects	
KINE	497	Pre-Internship in Physical Education	x	x	x	x	x	x	Lesson Plans, Teaching Experiences	
PSYC	233	Human Growth and Development	x			x			Not taught in KINE dept	
SPCH	102	Speechmaking				x			Not taught in KINE dept	

K-12 TEACHING

Student Learning Objectives

SLO 1	Apply and critically evaluate discipline-specific scientific and theoretical concepts vital to the development of physically educated individuals.
SLO 2	Demonstrate and display competent movement performance and health enhancing fitness levels.
SLO 3	Plan, implement, and apply developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
SLO 4	Demonstrate effective communication and pedagogical skills and strategies to enhance student engagement and learning.
SLO 5	Utilize qualitative and quantitative assessments and reflection techniques to foster student learning and inform instructional decisions.
SLO 6	Demonstrate dispositions essential to becoming effective teachers.

Bachelor of Science: Exercise Science

MATRIX I: Identifying a Program's Student Learning Outcomes

Updated 23 April, 2018

			What should students know/be able to do?					
			SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
BIOL	209	Human Anat and Physiology	X			X		
BIOL	209L	Human Anat & Physiology Lab	X	X		X	X	
CHEM	131	General Chemistry	X					
CHEM	131 L	General Chemistry Lab	X					
CHEM	132	General Chemistry	X					
CHEM	132 L	General Chemistry Lab	X					
KINA	1XX	Activity	X	X				
KINA	1XX	Activity	X	X				
KINE	100	Health and Wellness	X	X	X	X		x
KINE	200	History & Philosophy of Sport & Physical Education		X	X			x
KINE	213	Applications of Physical Fitness and Exercise Prescription	X		X	X		
KINE	265	First Aid & CPR/AED for the Health Care Provider						X
KINE	301	Health and Fitness Assessment		X	X	X		
KINE	303	Exercise Physiology	X	X	X	X		x
KINE	303L	Exercise Physiology Lab	X	X	X	X		x
KINE	309	Anatomical Kinesiology	X				X	
KINE	370	Biomechanics	X		X	X	X	
KINE	370L	Biomechanics Lab	X		X	X	X	
KINE	403	Advanced Strength and Conditioning	X		X	X	X	
KINE	404	Clinical Exercise Physiology & Advanced Ex Prescription	X	X	X	X	X	
KINE	405	Sports Nutrition		X	X	X		x
KINE	415	Physical Activity & Aging		X	X	X		x
KINE	494	Senior Seminar (Capstone)			X			x
KINE	499	Internship			X	X		x
STAT	200	Probability and Statistics				X		

Exercise Science

Student Learning Objectives

SLO 1	Evaluate the functions of the individual body systems.
SLO 2	Identify risk factors associated with chronic disease.
SLO 3	Identify the scope and definitions of health, fitness, and human performance with the ability to
SLO 4	Identify the scope and definitions of human performance using both qualitative and quantitative assessments, past and present.
SLO 5	Apply biomechanical principles to movement and be able to communicate and formulate conclusions about the results.
SLO 6	Demonstrate the ability to clearly communicate specialized knowledge.

Bachelor of Science: Sport Management

MATRIX I: Identifying a Program's Student Learning Outcomes

Where/when should they learn it? (Course list / groupings (level?))	What should students know/be able to do?					
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
ACCT 201 Principles of Financial Accounting						
CISB 101 Business Info Technology				X		
ECON 201 Principles of Macroeconomics						
ECON 202 Principles of Microeconomics						
KINE 200 History & Philosophy of Sport & Physical Education	X	X				
KINE 205 Intro to Sport Management	X	X	X	X	X	X
KINE 335 Sport in Society	X			X		X
KINE 340 Sport Operations	X	X		X	X	X
KINE 342 Sport Law & Risk Management					X	X
KINE 345 Survey of Economics and Finance in Sport		X			X	
KINE 350 Leadership and Ethics in Sport	X		X	X		
KINE 401 Org. Ad./Legal Considerations in PE and Sport	X	X	X	X	X	X
KINE 402 Sport Marketing		X		X	X	
KINE 406 Governance and Communication in Sport				X	X	X
KINE 499 Internship			X	X	X	
MANG 201 Principles of Management						
MARK 231 Principles of Marketing						

SPORT MANAGEMENT

Student Learning Objectives

SLO 1	Apply and critically evaluate the socio-cultural aspects of sport and apply these concepts to sport as a medium for integrating gender, ethnic, religious, and disabilities interests.
SLO 2	Apply and critically evaluate fundamental concepts of management, administration, marketing, finance, and economics to sport organizations.
SLO 3	Identify assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions in the construct of codes of personal and professional codes of ethics applied to a sport setting.
SLO 4	Apply skill in interpersonal and organizational communication, and critically analyze the theoretical foundations of mass communication and mass media, both print and electronic.
SLO 5	Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions in the relationships between sport and state/federal legislation, the court system, contract law, tort liability, agency law, antitrust law, constitutional law and collective bargaining and apply these concepts in a sport setting.
SLO 6	Articulate the implications of the various agencies that govern sport at the professional, collegiate, high school, and amateur levels, and critically analyze how governmental agencies influence the roles of sport governing agencies.

APPENDIX G

Assessment Plans and Reports

COLORADO MESA UNIVERSITY
Three-Year Summary Report
KINESIOLOGY - Adapted Physical Education
SPRING 2015 / FALL 2015 / SPRING 2016

The Colorado Mesa University assessment progress report will consist of areas regarding program student learning outcomes, results, and actions taken over a 3-year period. Please attach the last three years of annual assessment reports, and any department/program minutes that recorded discussion of learning outcomes. Summarize each student learning outcome that has been assessed over the past

Assessment Summary

Program Outcome 1	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Describe physiological and biomechanical concepts related to movement and be able to communicate and fomulate conclussions about the results	**KINE 309**	**Individual Project: Students will create an individual project depicting the components of human movements**	**SPRING 2015 SPRING 2016**

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring 2015	41	100	73.29	73%	74.50	96.00	29.00	41	
Spring 2016	34	100	80.56	81%	83.25	98.00	43.50	34	

Actions Taken (Briefly describe the analysis of the results and actions taken for future assessment. Indicate any budget implications based on the analysis. Limit 150 words.)

Analysis of Results:
Our assessment data resulted in mean scores of 73% and above. The students are consistently scoring well within a normal distribution. The students demonstrated their understanding of the components of human movement.

Action Taken:
Faculty revised the individual project to include exam questions which resulted in student's ability to demonstrate understanding of each body area.

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring 2015	42	50	42.00	84%	44.00	50.00	25.00	42	
Spring 2016	42	50	40.00	80%	45.00	50.00	30.00	42	

Actions Taken

Analysis of Results:
Our assessment data resulted in mean scores of 80% and above. The students are consistently scoring well within a normal distribution. In general students are successful with this project. Some students struggle with some of the essential concepts of this project.

Action Taken:
Provided more guidance for students on the essential components of this project.

Program Outcome 4	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Develop developmentally appropriate learning experiences that address the diverse needs of all individuals	KINE 415 KINE 480 KINE 211	Written paper over changes within the body system with aging. Written tests over programming for diverse populations. Lesson Plans: Students are introduced to the concept of lesson planning using a specific format. They submit a minimum of one lesson plan per class.	SPRING 2015 FALL 2015 SPRING 2016

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring 2015	25	100	78.44	78%	76.00	98.00	50.00	68	
	43	50	37.00	74%	37.00	48.00	28.00		
Fall 2015	15	25	21.00	84%	21.00	25.00	18.00	15	
Spring 2016	37	100	81.11	81%	81.00	98.00	48.00	75	
	38	45	33.75	75%	28.50	35.34	15.96		

COLORADO MESA UNIVERSITY
Three-Year Summary Report
KINESIOLOGY - Fitness and Health Promotion
SPRING 2015 / FALL 2015 / SPRING 2016

The Colorado Mesa University assessment progress report will consist of areas regarding program student learning outcomes, results, and actions taken over a 3-year period. Please attach the last three years of annual assessment reports, and any department/program minutes that recorded discussion of learning outcomes. Summarize each student learning outcome that has been assessed over the past three years. Attach rubrics used in assessment.

Assessment Summary

Program Outcome 1	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Evaluate the functions of the individual body systems	KINE 303 KINE 309	Written tests over the functions of individual body systems Individual Project: Students will create an individual project depicting the components of human movement	Spring 2015 Fall 2015 Spring 2016

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring/Fall 2015	41	100	73.29	73%	74.50	96.00	29.00	41	
	75	100	75.10	75%	75.00	100.00	0.00	75	
Spring 2016	34	100	80.56	81%	83.25	98.00	43.50	34	

Actions Taken (Briefly describe the analysis of the results and actions taken for future assessment. Indicate any budget implications based on the analysis. Limit 150 words.)

Analysis of Results:
Our assessment data resulted in mean scores of 73% and above. The students are consistently scoring well within a normal distribution. Exam content represents very challenging material.

Action Taken:
Review guides were implemented to enhance preparation. More time was spent going over the projects. Faculty revised the individual project to include exam questions which resulted in student's ability to demonstrate understanding of each body area.

Program Outcome 4	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Identify the scope and definition of health, fitness, and human performance with the ability to analyze the data critically	KINE 301	Final analysis of all fitness assessments performed over the course of the semester	Spring 2015 Spring 2016

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring 2015	32	135	113.31	84%	115.25	88.50	130.00	32	
Spring 2016	69	135	116.19	86%	123.00	134.00	27.00	69	

Actions Taken

Analysis of Results:
Our assessment data resulted in mean scores of 84% and above. Students did well overall but struggled to explain conclusions.

Action Taken:
A review of correlations needs to be done before turning in this assignment. Students need to continue to work on writing skills.

Program Outcome 5	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Describe and communicate how physical activity relates to health	KINE 303 KINE 415	Written tests over how physical activity relates to health. CV and Strength exams. Written questions over how physical activity relates to health	Spring 2015 Spring 2016

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring 2015	96	50	41.00	82%	40.00	50.00	35.00	121	
	25	200	169.08	85%	168.00	138.00	196.00		
Spring 2016	85	100	84.70	85%	86.90	100.00	47.00	85	

Actions Taken

Analysis of Results:
Our assessment data resulted in mean scores of 82% and above. Students have a good understanding. Could provide more information on pathology of disease. Students need to develop answers based on the evidence presented.

Action Taken:
Exam questions were discussed with students and faculty to check for specific areas where the students are having difficulty. Worked on providing more information on pathology of disease. Connected exam questions to content more efficiently. Incorporated review sessions prior to each exam.

Program Outcome 2	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Consistently display competent motor skills and fitness levels	KINE 214 KINE 497 KINE 211	KINE 211 focuses on individual and movement skills as graded portions of each course. KINE 214 will focus on sport skills. Instructor will check off skills as graded portions of each course. Fitness Assessments on each	SPRING 2015 FALL 2015

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of Students	
			Score	%					
Spring/Fall 2015	15	25	22.00	88%	21.00	25.00	15.00	42	
	24	100	93.08	93%	96.00	100.00	71.00		
	3	21	16.00	76%	17.00	20.00	12.00		
Spring 2016	23	49	42.10	86%	42.90	47.00	32.00	23	

Actions Taken

Analysis of Results:
Our assessment data resulted in mean scores of 76% and above. Overall the student's skills are above average. Flexibility and percent body fat were the lowest categories. Students were able to perform the basic sport skills of team sports.

Action Taken:
Began to emphasize the importance of fitness more with the K12 majors.

Program Outcome 4	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Demonstrate teaching skills and strategies that improve learning for all student abilities.	KINE 320 KINE 408 KINE 497 EDUC 499D EDUC 499H	Teaching Assessments: Students plan and teach lessons to pupils in controlled setting. They are assessed on their ability to communicate with the students and enhance student learning. They are assessed a minimum of 2 times during each course. Teaching Assessments: Students plan and teach lessons to pupils with the guidance of a mentor teacher in local school settings. They are assessed on their teaching ability a minimum of 2 times during the course. Plan and perform student assessments and analyze results: Students plan and teach lessons that include assessment of student learning, with the guidance of a mentor teacher in local school settings. Students present data in a Final Intern Presentation.	SPRING 2015 FALL 2015

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
SPRING 2015 / FALL 2015	10	25	22.70	91%	22.00	25.00	19.00	30	
	10	50	47.55	95%	47.50	50.00	45.00		
	4	10	10.00	100%	10.00	10.00	10.00		
	6	15	14.25	95%	14.25	14.72	13.31		
SPRING 2016	5	20	20.00	100%	20.00	20.00	N/A	13	
	8	15	14.54	97%	14.39	15.00	14.11		

Actions Taken

Analysis of Results:

Our assessment data resulted in mean scores of 91% and above. Students understand the basic processes of teaching a lesson and demonstrated proficient teaching skills. Students did a great job of articulating how their teaching improved student learning at the schools. There is still some concern with them choosing the correct assessments.

Action Taken:

None at this time. Students are doing well. Will emphasize assessment more in KINE 320.

Program Outcome 6	Courses/Educationa l Strategies Used	Assessment Method(s)	Semester of Data Collection
Demonstrate the ability to clearly communicate specialized knowledge	KINE 415 KINE 301	Written paper Practical Exam	Spring 2015 Spring 2016

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring 2015	25	100	78.44	78%	76.00	98.00	50.00	57	
	32	50	38.36	77%	40.00	48.00	20.50		
Spring 2016	68	50	42.96	86%	44.50	50.00	22.00	68	

Actions Taken

Analysis of Results:
Our assessment data resulted in mean scores of 77% and above. Most students were able to collect research to write a formal research paper.

Action Taken:
Exam questions were discussed with students and faculty to check for specific areas where the students are having difficulty. Faculty continue to discuss how to help students improve their writing skills.

Program Outcome 2	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Apply fundamental concepts of management, administration, marketing, finance, and economics to sport organizations.	KINE 345 KINE 402	Questions on the differenent methods of accounting in sport organizations. A marketing plan.	Spring 2015 Fall 2015 Spring 2016

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of Students	
			Score	%					
Spring/Fall 2015	23	50	34	68%	37.5	47	12	59	
	36	50	49	98%	50	50	45		
Spring 2016	27	50	47	94%	50	50	25	27	

Actions Taken

Analysis of Results:
The majority of our assessment data resulted in mean scores that transferred to at or above a 68% average. The students were able to understand and apply fundamental concepts management, administration, marketing, finance, and economics to sport. Students have a good grasp of marketing plan concepts.

Action Taken:
Faculty started meeting with the students prior to preparation of their final marketing plan to answer any questions and review comments on their incremental submissions. Exam questions were discussed with students and faculty to check for specific areas where the students are having difficulty.

Program Outcome 3	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Construct codes of personal ethics and apply professional codes of ethics to a sport setting.	KINE 205 KINE 350	Questions on the importance of codes of ethics for sport organizations. Draft a personal code of ethics and critique a professional code-of-ethics for a sport organization.	Spring 2015 Fall 2015 Spring 2016

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring / Fall 2015	19	100	75.00	75%	86.00	100.00	75.00	56	
	37	30	25.00	83%	30.00	30.00	0.00		
Spring 2016	32	30	30.00	100%	30.00	30.00	30.00	32	

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Fall 2015	19	100	68.00	68%	92.00	100.00	68.00	54	
	35	50	47.30	95%	50.00	50.00	30.00		

Actions Taken

Analysis of Results:
Our assessment data resulted in mean scores that transferred to at or above a 68% average. The students demonstrated their understanding of the complexities of legal applications in a sport setting and how to recognize legal issues in sport management. Students were able to successfully develop a Risk Management Plan. The course materials and instruction are helping the students comprehend and demonstrate their mastery of the material.

Action Taken:
Exam questions were discussed with students and faculty to check for specific areas where the students are having difficulty. Faculty started meeting with the students prior to preparation of their final marketing plan to answer any questions and review comments on their incremental submissions. Will also spend more time reviewing cases that apply constitutional law principles to sport management issues.

Program Outcome 6	Courses/Educational Strategies Used (from Curriculum Map)	Assessment Method(s)	Semester of Data Collection
Articulate the implications of the various agencies that govern sport at the professional, collegiate, high school, and amateur levels.	**KINE 342 KINE 401**	**Developing a risk management plan. Questions covering the different governing bodies of U.S. sport.**	**Spring 2015 Fall 2015 Spring 2016**

Results Summary

Year	Results (include numbers of students								Target or Benchmark (If Applicable)
	N=(total turned in)	Total Possible Pts.	Mean		Median Score	High Score	Low Score	# of students	
			Score	%					
Spring / Fall 2015	35	100	92.00	92%	95.00	100.00	92.00	64	
	29	8	6.72	84%	n/a	n/a	n/a		
Spring 2016	27	432	408.00	94%	405.00	432.00	336.00	27	

Actions Taken

Analysis of Results:
Our assessment data resulted in mean scores that transferred to at or above a 84% average. The students are consistently scoring well within a normal distribution. Students were able to distinguish and have a good understanding of the different governing bodies for each of the different sport segments that make up the U.S. Sport Industry. Students were able to grasp the impact that governing bodies had on the sport industry, based on how efficient and organized each governing body was structured.

Action Taken:
We will spend more time emphasizing the particular functions that each governing body is responsible for and how, if done effectively, will enable the governing bodies to work more efficiently in their quest to achieving goals and objectives.

Program Name: **Adapted Physical Education-BA**

Outcome #	When	Instructor	Term(s) Assessed	Course Number	Strategies Code	Assessment What	Who	Assessment How	Results of Assessment							
									N= (Total turned in)	Total Possible Points	Mean Score	Median Score	High Score	Low Score	Key Findings	Conclusions
1	Describe physiological and biomechanical concepts related to movement and be able to communicate and formulate conclusions															
	Spring	Heumann, Kristin	Spring 2018	KINE 309	D	Lower Body Analysis Exam: Students will create an individual project depicting the components of human movement.	Course Professor	The exam average for the class will be reported	35.00	50.00	36.63	38.00	50.00	17.50	Students struggled with movements in the ankle and toes required to get off the ground.	More emphasis on joint movements required for jumping are required.
2	Apply motor development theory and principles related to skillful movement, physical activity, and fitness.															
	Fall	Fritz, Keith	Fall 2018	KINE 211	B	Lesson Plans: Students are introduced to the concept of lesson planning using a specific format. They submit a minimum of one lesson plan per class.	Course Professor	The average scores for the final lesson plan of the course will be reported.								
	Fall	Fritz, Keith	Fall 2018	KINE 360	D	Plan and perform student assessments and analyze results: Students plan and teach lessons that include assessment of student learning, to pupils in a controlled setting. Students submit raw data and a reflection on the data.	Course Professor	The average scores from final data and reflection submission will be reported.								
3	Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically.															
	Spring	Cordova, Jill	Spring 2018	KINE 213	B	Individual Project: Students will create an individual project where they apply basic concepts to a theoretical or actual case of someone who wants to improve their physical development.	Course Professor	The assignment is graded with a rubric. The average test scores will be reported.	66.00	50.00	41.00	45.00	50.00	0.00	Students are processing the information gathered to apply within their projects.	More practice time could be included in class.
4	Develop developmentally appropriate learning experiences that address the diverse needs of all individuals.															
	Fall	Fritz, Keith	Fall 2018	KINE 211	B	Lesson Plans: Students are introduced to the concept of lesson planning using a specific format. They submit a minimum of one lesson plan per class.	Course Professor	The average scores for the final lesson plan of the course will be reported.								
	Spring	Heumann, Kristin	Spring 2018	KINE 415	A	Written paper over changes within the body system with aging.	Course Professor	Rubric	38.00	100.00	75.45	80.00	98.00	30.00	Students are improving their ability to use the correct sources, and summarize each study Students still struggle to draw conclusions based on the information that they have presented.	More time needs to be spent throughout the program to develop writing skills.
	Spring	Cordova, Jill	Spring 2018	KINE 480	A	Written exam on programming for diverse populations.	Course Professor	The average exam score will be reported.	50.00	45.00	36.00	34.00	41.00	0.00	Students are understanding most of the material.	A study sheet and more discussions could help individual scores.
5	Use a variety of assessments and feedback procedures to foster student learning.															
	Fall	Fritz, Keith	Fall 2018	KINE 360	D	Plan and perform student assessments and analyze results: Students plan and teach lessons that include assessment of student learning, to pupils in a controlled setting. Students submit raw data and a reflection on the data.	Course Professor	The average scores from final data and reflection submission will be reported.								
	Spring	Cordova, Jill	Spring 2018	KINE 480	A	Written exam on assessment and feedback.	Course Professor	The average exam score will be reported.	50.00	41.00	32.00	33.00	39.00	0.00	Students are understanding most of the material.	A study sheet and more discussions could help individual scores.

K-12 Teaching-BA

Outcome#	When	Instructor	Term(s) Assessed	Course Number	Strategies Code	Assessment What	Who	Assessment How	Results of Assessment							
									N= (Total turned in)	Total Possible Points	Mean Score	Median Score	High Score	Low Score	Key Findings	Conclusions
1	Apply scientific concepts that relate to the development of physically educated individuals.															
	Spring	Heumann, Kristin	Spring 2018	KINE 309	D	Lower Body Analysis Exam: Students will create an individual project depicting the components of human movement.	Course Professor	The test average for the class will be reported	35.00	50.00	36.63	38.00	50.00	17.50	Students struggled with movements in the ankle and toes required to get off the ground.	More emphasis on joint movements required for jumping are required.
	Spring	Grieco, Carmine	Spring 2018	KINE 494	A	Written Test: A written test will be given in KINE 494 as an exit exam on the scientific principles.	Course Professor	The test score for KINE 494 will be reported.	3.00	50.00	36.70	34.30	41.40	34.30	This assessment tool is a K-12 specific exit exam. Given the comprehensive nature of the exam students are doing well.	Given the small number of K-12 students it is difficult to draw conclusions, however, it appears as if the students are retaining a significant amount of knowledge from the program.
2	Consistently display competent motor skills and fitness levels.															
	Fall	Fritz, Keith	Fall 2017	KINE 211	D	KINE 211 focuses on individual and movement skills as graded portions of each course.	Course Professor	Skill test assessment averages for the course will be reported.	12.00	13.00	17.00	18.00	20.00	16.00	overall student movement skills are adequate	studentsz will be able to demonstrate needed skills to students
	Spring	Sharp, Elizabeth	Spring 2018	KINE 214	D	KINE 214 will focus on sport skills. Instructor will check off skills as graded portions of each course.	Course Professor	Skill test assessment averages for the course will be reported.	14.00	4.00	3.93	3.99	4.34	3.09	Students performed well on all of the team sport skills.	
	Spring	Sharp, Elizabeth	Fall 2017	KINE 497	A	Fitness Assessments on each individual student will be performed.	Course Professor	Fitness Assessment averages for the course will be reported.	3.00	3.00	2.52	2.57	2.71	2.29	Overall, the students are in good health.	All scored in the average category for the sit and reach.
3	Plan and teach developmentally appropriate standard based lesson plans.															
	Fall	Fritz, Keith	Fall 2017	KINE 211	B	Lesson Plans: Students are introduced to the concept of lesson planning using a specific format. They submit a minimum of one lesson plan per class.	Course Professor	Scores for the final lesson plan of the course will be reported.	12.00	13.00	22.00	23.00	25.00	21.00	student were able to use presented material to craft a adequate plan to teach a lesson	student's grasp of each aspect of a lesson plan is adequate to this level.
	Spring	Sharp, Elizabeth	Spring 2018	KINE 214	B	Lesson Plans: Students are introduced to the concept of lesson planning using a specific format. They submit a minimum of one lesson plan per class.	Course Professor	Scores for the final lesson plan of the course will be reported.	14.00	50.00	37.00	40.00	47.00	0.00	Students did well on their first formal lesson plan in this course.	The method of having them do multiple LPs during the semester for feedback and completion points seems to really help their understanding on the final LP.
	Spring	Sharp, Elizabeth	Spring 2018	KINE 320	D	Lesson Plans: Students plan and teach lessons to pupils in controlled setting. They submit a minimum of three lesson plans per class.	Course Professor	Scores for the final lesson plan of the course will be reported.	12.00	50.00	46.00	47.50	50.00	40.00	Students did very well on their final lesson plans.	The same format for lesson planning drafts, feedback, and ruvisison should continued to be used.

K-12 Teaching-BA

Outcome#	When	Instructor	Term(s) Assessed	Course Number	Strategies Code	Assessment What	Who	Assessment How	Results of Assessment							
									N= (Total turned in)	Total Possible Points	Mean Score	Median Score	High Score	Low Score	Key Findings	Conclusions
	Each Semester	Sharp, Elizabeth	Fall 2017	KINE 497	A	Teaching Assessments: Students plan and teach lessons to pupils with the guidance of a mentor teacher in local school settings. They are assessed on their teaching ability a minimum of 2 times during the course.	Course Professor	Average of two (2) teaching assessment scores	3.00						Note: We switched to an evaluation tool that no longer has scores, it is only ancedotal information about their teaching. The largest struggle this semester was matching assessments to objectives and being consistent with management terms.	The struggle with management terms was due to a lot of nerves. The struggle with matching objectives and assessments was a theme this year. I feel we need an assessment class to help teach this more in depth.
	Each Semester that there are KINE interns	Sharp, Elizabeth	Spring 2018	EDUC 499D & EDUC 499H	A	Plan and perform student assessments and analyze results: Students plan and teach lessons that include assessment of student learning, with the guidance of a mentor teacher in local school settings. Students present data in a Final Intern Presentation.	Course Professor	Scores from Final Intern Presentation.								
5	**Use a variety of assessments and feedback procedures to foster student learning.**															
	Spring	Sharp, Elizabeth	Spring 2018	KINE 320	D	Plan and perform student assessments and analyze results: Students plan and teach lessons that include assessment of student learning, to pupils in a controlled setting. Students submit raw data and a reflection on the data.	Course Professor	Scores from final data and reflection submission will be reported.	12.00	50.00	46.50	45.00	50.00	41.00		
	Fall	Fritz, Keith	Fall 2017	KINE 360	B	Plan and perform student assessments and analyze results. Students plan and teach lessons that include assessment of student learning, to pupils in a controlled setting. Students submit raw data and a reflection on the data.	Course Professor	The average scores from final data and reflection submission will be reported.	11.00	12.00	18.00	19.00	20.00	16.00	Student's grasp of the concepts was good- indicating they incorporated lecture and text information into their solutions.	Finding indicate they incorporated lecture and text information into their solutions.
	Fall	Sharp, Elizabeth	Fall 2017	KINE 408	D	Plan and perform student assessments and analyze results: Students plan and teach lessons that include assessment of student learning, to pupils in a controlled setting. Students submit raw data and a reflection on the data.	Course Professor	Scores from final data and reflection submission will be reported.	12.00	100.00	94.00	93.00	98.00	92.00	Students did well at talking about assessment data from the unit and sharing about student growth. There is still confusion about how to give quality PE grades.	Need to have more lessons on grading. An assessment class for the PE majors would be helpful with this.

Program Name: Exercise Science

Outcome #	When	Instructor	Term(s) Assessed	Course Number	Strategies Code	Assessment What	Who	Assessment How	Results of Assessment: N= (Total turned in)	Total Possible Points	Mean Score	Median Score	High Score	Low Score	Key Findings	Conclusions
1	**Evaluate the functions of the individual body systems.**															
	Spring	Grieco, Carmine	Spring 2018	KINE 303	D	Questions over functions of the individual body systems	Course Professor	The average test scores will be reported per exam.	213.00	300.00	85.50	85.80	100.00	62.90	Began transition to online (D2L) testing this semester. Students performed well and feedback suggests they prefer this format.	Plan to completely transition to D2L testing in the Fall semester and continue to seek student feedback.
	Spring	Heumann, Kristin	Spring 2018	KINE 309	D	Lower Body Analysis Exam: Students will create an individual project depicting the components of human movement.	Course Professor	The test average for the class will be reported	35.00	50.00	36.63	38.00	50.00	17.50	Students struggled with movements in the ankle and toes required to get off the ground.	More emphasis on joint movements required for jumping are required.
2	**Identify risk factors associated with chronic disease.**															
	Spring Odd	Heumann, Kristin	Spring 2017	KINE 301	D	Pre-activity assignment to identify risk factors.	Course Professor	The assignment is graded with a rubric.	29.00	12.00	8.93	9.00	12.00	6.00	Students performed moderately well. Skill development needs to occur for students to be able to ask what he/she intends to ask in a questionnaire.	More time needs to be spent with students to help them understand how to ask questions to find out if it is safe for a participant to start exercise.
	Fall Odd	Heumann, Kristin	Fall 2017	KINE 301	D	Questions to assess knowledge of cardiovascular risk factors.	Course Professor	The question scores will be reported.	30.00	10.00	5.33	6.00	10.00	0.00	Some students excelled on this section of the final exam, while others made no attempt to identify the cut-points that exist.	Consider changing this form of evaluation since not all students will prepare adequately for final exams when all other grades are already set. Students did score 100% which indicates that the material was presented in a manner in which could be understood and repeated.
3	**Identify the scope and definitions of health, fitness, and human performance with the ability to analyze the data critically.**															
	Fall	Heumann, Kristin	Fall 2017	KINE 301	D	Final analysis of all fitness assessments performed over the course of the semester.	Course Professor	The project is graded with a rubric.	31.00	117.00	98.73	104.00	114.00	45.50	Students are performing better on the final project by breaking it apart into multiple due dates after each assessment area is performed.	Students who attend class and turn in assignments on time are achieving high success on the assignments.
4	**Describe procedures and/or statistical analyses for physiological assessments.**															
	Spring	Alumbaugh, Brent	Spring 2018	KINE 303L	D	Lab write-ups are completed over assessments completed during lab time.	Course Professor	The lab write-up is graded with a rubric. The average lab scores will be reported.							Practical exams have beens used for three semesters now and has encouraged students to develop a better understanding of all equipment. Although students do well in most practical skills they still struggle with technical and scientific writing.	Keeping practical exams to further develop the understanding of the equipment. In order to improve writing skills, lab reports have been done in stages as opposed to having an entire report due. Additionally, reports are edited and returned for correction and re-submitted.
	Fall Even	Heumann, Kristin	Fall 2018	KINE 403	A	Needs Analysis project	Course Professor	The average scores will be reported.								
5	**Apply biomechanical principles to movement and be able to communicate and formulate conclusions about the results.**															

Program Name: **Sport Management - BS**

Outcome #	When	Instructor	Term(s) Assessed	Course Number	Strategies Code	Assessment What	Who	Assessment How	Results of Assessment: N= (Total turned in)	Total Possible Points	Mean Score	Median Score	High Score	Low Score	Key Findings	Conclusions
1	**Critically evaluate the historical, socio-cultural, and philosophical aspects of sport.**															
	Spring	Murray, Steven	Spring 2018	KINE 200	B	Questions over the historical influence of ancient sport on modern sport.	Course Professor	The average question scores will be reported.	43.00	10.00	7.13		9.50	4.00	Key finding is that the students score a normal distribution, which is expected in a 200-level course.	The conclusion is that the students are performing within a normal distribution and that the top students are scoring between 85-95%. These data are similar to past semesters.
	Spring	Ward, Matt	Spring 2018	KINE 335	A	Questions over the socio-cultural influence of sport in America	Course Professor	The average question scores will be reported.	44	51	44	47	51	29	Students understand how to look at a variety of issues from several vantage points. They also learned about how to interpret information from the authors to include the bias.	The class is very effective in getting students to learn how to think critically about a wide variety of topics. The text covers an appropriate amout of controversial topics.
2	**Apply fundamental concepts of management, administration, marketing, finance, and economics to sport organizations.**															
	Fall	Bell, Richard	Fall 2017	KINE 345	B	Questions on the different methods of accounting in sport organizations	Course Professor	The average question scores will be reported.	21	28	27	28	28	27	The students understand the basic accounting issues and techniques in sport organizations	The text is good and we are spending an appropriate amount of time covering the topic with outside material
	Spring	Bell, Richard	Spring 2018	KINE 402	A	A marketing plan.	Course Professor	The average project scores will be reported.	43	50	46	50	50	32	The class worked in teams and weaker students were pulled up by their team mates	Scores were all high and I need to find a more independent form of assessment
3	**Construct codes of personal ethics and apply professional codes of ethics to a sport setting.**															
	Fall	Elliott, David	Fall 2017	KINE 205	B	Questions on the importance of codes of ethics for sport organizations.	Course Professor	The average question scores will be reported.	16	40	32	40	40	20	Overall, the students are grasping major concepts of professional code of ethics and how they apply to a sport setting.	Based on the results, outcome #3 is being met satisfactorily; however, addressing some students with additional activities should help in a better understanding of concepts.
	Spring	Bell, Richard	Spring 2018	KINE 350	A	Draft a personal code of ethics and critique a professional code of ethics for a sport organization	Course Professor	The average scores for the assignments will be reported	21	20	20	20	20	18	Students understood the significance that ethical codes play in the profession and personal life	The class lecture and supporting materials are adequate to get the points across.
4	**Apply skill in interpersonal and organizational communication, to the mass media, in both print and electronic medium.**															
	Fall	Elliott, David	Fall 2017	KINE 406	A	Prepare media releases in sport settings and questions over methods of interpersonal comunication in sport organizations	Course Professor	The average scores for the assignments and for the questions.	40	40	35.5	40	40	20	With an emphasis on developing interpersonal and organizational communication, students were able to play the role of a Sport Information Director and implement current technology.	Based on the results, outcome #4 is being met satisfactorily; however, additional follow-up activities may be helpful in getting students to feel more comfortable presenting material as an SID.
5	**Explain the relationships between sport and state/federal legislation, the court system, contract law, tort liability, agency law, antitrust law, constitutional law and collective bargaining.**															
	Fall	Elliott, David	Fall 2017	KINE 205	B	Questions covering the legal aspects of sport in America.	Course Professor	The average test scores will be reported.	16	40	35	40	40	20	Students were able to grasp an understanding of how state/federal legislation affects the sport industry as well as the impact for risk management within the industry.	Based on the results, outcome #5 is being met satisfactorily; however, additional follow-up activities may be helpful in having students experience "real world" scenarios.

Program Name: Sport Management-AS

Outcome #	When	Instructor	Term(s) Assessed	Course Number	Strategics Code	Assessment What	Who	Assessment How	Results of Assessment: N= (Total turned in)	Total Possible Points	Mean Score	Median Score	High Score	Low Score	Key Findings	Conclusions
1	Critically evaluate the historical, socio-cultural, and philosophical aspects of sport.															
	Spring	Murray, Steven	*Spring 2018*	KINE 200	B	Questions over the historical influences of ancient sport on modern day sport	Course Professor	The average question scores will be reported.	43.00	10.00	7.13		9.50	4.00	Key finding is that the students score a normal distribution, which is expected in a 200-level course.	The conclusion is that the students are performing within a normal distribution and that the top students are scoring between 85-95%. These data are similar to past semesters.
2	Identify fundamental concepts of management, administration, marketing, finance, and economics to sport organizations.															
	Spring	Elliott, David	*Spring 2018*	KINE 205	B	Questions - Sport Marketing & Sport Finance	Course Professor	The average questions scores will be reported.	19.00	40.00	38.90	40.00	40.00	30.00	Due to the size of the class, interaction with the students led to a positive learning environment that enabled them to grasp a good understanding of the fundamental concepts of management, administration, marketing and finance as it relates to sport organizations.	Based on the results, outcome #2 is being met satisfactorily.
3	Construct codes of personal ethics and apply professional codes of ethics to a sport setting.															
	Fall	Elliott, David	*Fall 2017*	KINE 205	B	Construct a Personal Code of Ethics and Questions covering Ethics in Sport Management	Course Professor	The average questions scores and assignment scores will be reported.	16.00	40.00	33.80	40.00	40.00	20.00	Overall, the students showed a good understanding of one's own personal ethics and how it can effect, or be affected by the professional code of ethics of a particular sport setting.	Based on the results, outcome #3 is being met satisfactorily; however, additional follow-up activities may be helpful to those students unable to grasp the concepts as quick as other students.
4	Apply skill in interpersonal and organizational communication, to the mass media, in both print and electronic medium.															
	Fall	Elliott, David	*Fall 2017*	KINE 205	B	Presentations of a course project and test questions on effective communication	Course Professor	The average presentation and question scores will be reported.	16.00	40.00	36.90	40.00	40.00	20.00	Overall, students were very successful in developing their interpersonal and organizational skills with the opportunity of conduting and presenting SWOT Analysis of a sport industry.	Based on the results, outcome #4 is being met satisfactorily; however, additional opportunities should be given to students who are uncomfortable in presenting and voicing opinions.

External Reviewer's Report

Submitted: March 14, 2019

Dr. Nita Unruh
Professor and Chair Kinesiology and Sport Sciences
University Nebraska Kearney

For

Program Review AY 2018/2019

Colorado Mesa University
Department of Kinesiology

Visit Date: Thursday, February 14, 2019

Programs Reviewed:

Bachelor of Arts:
Kinesiology

Bachelor of Science:
Exercise Science
Sport Management

Minors:
Exercise Science
Sport Management

Certificate:
Personal Training

NARRATIVE

Preface

I would like to thank Colorado Mesa University for giving me the opportunity to be an external reviewer for the Department of Kinesiology at Colorado Mesa University. I had an extraordinary day during my visit on February 14th, 2019. I had the opportunity to observe classes, see the campus, and visit with students, faculty and staff. I hope that the information I gathered will be useful in the ongoing development of the department. I would like to thank the members of the Academic Affairs Office (Dr. Kurt Haas, Dr. Aparna Palmer, and the Academic Affairs staff), Dr. Hawkins, and the faculty of the Kinesiology Department for their kindness and willingness to share their thoughts on the department with me and to answer all of my numerous questions. Everything that is in this report is based on my opinions; in addition, the suggestions I make are my own. Thus, my conclusions are not representative of any outside interests or influences.

Introduction

The self-study was a well-written document presenting the facts in a straight-forward manner. It is evident that the department is busy and doing very well. In the narrative of the self-study, it was stated several times that there has been continued growth in the department. However, that does not appear to be the case based on my examination of the data that were presented in the tables. There was a significant increase (11.2 %) in the number of majors in 2014-15; but, in fact, it appears that there has been a steady decline in all of the majors with exception of the Exercise Science major since that year. In comparing the number of majors to FTE, there was also a decline over the review period. It is difficult to have an 11% increase in majors and then sustain that level of increase from year to year. Even in the face-to-face interviews that I conducted, the faculty alluded to substantial growth but the data do not reflect that growth to be in the number of majors. Perhaps the growth has not been a result of the increase in majors but a consequence of the change in the offering of courses that support the university-wide Student Learning Outcomes (SLOs). This change may have increased the number of students in certain courses. The many more ways in which faculty are now offering courses (8-week, 10-week, J-term, and full semester classes) may have also contributed to the feeling that they were "overly-stretched." The self-study could have presented some of this information in a more reflective manner; this approach would have helped the reviewer formulate different investigative questions with the various constituencies. For example, there was not a narrative on the faculty themselves, just data on FTE production as a whole department and a mention that their vitae were in the appendix. Information about workload for each faculty member, number of advisees, and how the advising process works along with data on their publications/scholarly presentations could have been presented. This could have led to questions on how to resolve the "overstretched" feelings of faculty.

The meeting with the students and alumni was enlightening; they really shared how the department works. The students were very complimentary of all of the faculty and the genuine care that the faculty expressed for their success as students. The students and alumni also shared their enthusiasm for their chosen majors and were eager to discuss their thoughts on their programs of study. The students/alumni in Pedagogy spoke proudly of all the experiences they get with observations, homeschool physical education opportunities, etc. The Exercise Science and Health Promotion students/alumni expressed their appreciation for being able to do research with faculty in the Human Performance Lab. They stated that those experiences were invaluable. The Sport Management students/alumni shared that they appreciated the workshops they attended and that the workshops helped them with their future careers. When asked what would make their educational experiences better, all of the students and alumni, with

Kinesiology Mission: The Department of Kinesiology empowers students by providing nationally recognized academic and professional programs that promote and manage wellness, physical activity, and healthy lifestyles through excellence in teaching, scholarship, and service.

CMU Mission: Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

The department mission coincides well with the university Mission demonstrating the commitment of the department to the University overall strategic plan.

I. Observations Pertaining to Curriculum

Contribution to University curriculum

The department offers coursework with the KINA prefix (kinesiology activity courses) at the 100 level and the KINE 100 course (Health and Wellness) to help satisfy the wellness requirement for degree programs; in addition, it offers a Maverick Milestone course at the 200 level to help satisfy the Essential Learning capstone requirement. Together, these courses create opportunities to support learning across the university and present an integrated approach to a liberal arts education wherein physical activities can support opportunities for education on the benefits of human movement. This commitment by CMU should be commended.

Program curriculum breadth and depth

With the department having a number of different programs, it is commendable that all majors in the department take KINE 100 and KINE 200 to create a base of learning and expectations for the different programs. The degrees support a well-rounded complement of content areas including Physical Education, Sport Management and Exercise Science. In reviewing each of the curricular programs and the programs SLOs, it appears that the programs are serving the students well by providing the necessary knowledge base and skills needed to prepare them for their various careers.

Curriculum updates

In reviewing the recommendations from the last program review and the report for this program review, it is evident that some changes in curriculum have been implemented. The Bachelor of Arts degree, which had concentrations in Adapted Physical Education, Athletic Training, Exercise Science, K-12 Teaching and Sport and Fitness Management is one of the degree programs that has evolved. Since the last program review, several of the concentrations became stand-alone Bachelor of Science degrees. Those degrees include Athletic Training (which is now transitioning again to the Master's level), Sport Management, Exercise Science, and Fitness and Health Promotion. With these changes from concentrations to degrees, several courses were refined and changed to meet the more specific needs of accreditation and the SLOs.

The department curriculum structure is of particular relevance with updates and modifications in the following areas noted here:

Bachelor of Arts: Kinesiology (Concentrations: Adapted Physical Education and K-12 Physical Education)

Minor but relevant changes were made to the Adapted Physical Education and K-12 concentrations to

II. Observations Pertaining to Student Success

Observations on program growth, trends and potentials

In the last five years, the number of department majors has fluctuated. There was an 11.2% increase in the number of majors from 2013-14 (955 Majors) and 2014-15 (1062 Majors). From the 2014-15 academic year to the 2017-18 academic year, there has been a steady decline in majors for the department. However, department-wide graduation rates have been above 200 students per year. In particular, the Bachelor of Science degree in Exercise Science and Sport Management have seen increasing numbers of students graduating annually since 2015-16. With this graduation rate, it is impressive that the department has maintained the numbers they do have (even though the data reflect a decrease in the number of majors).

In looking at the majors individually, most of the degree programs have been holding steady in their numbers with only slight fluctuations. The Exercise Science program has seen the most growth. As students transition from a concentration to a stand-alone major in Fitness and Health Promotion, there is the possibility to see that major grow as well. The Exercise Science minor has only been in existence for two years but there is potential there for student growth. The decrease in the number of students pursuing the Personal Training certificate and the Personal Training minor is something to explore to determine the cause for the steady decline in students pursuing these credentials since 2015-16.

Students in the Kinesiology department actively participate in professional meetings within their disciplines and pursue opportunities to present at regional and national meetings. There are several student clubs that are very active and they reported that they promote participation in professional conferences. Students have presented at the CMU Student Showcase as well as the Rocky Mountain American College of Sports Medicine (ACSM), national ACSM, SHAPE Colorado and SHAPE America meetings. They have also competed in a regional Rocky Mountain American College of Sports Medicine (RMACSM) Jeopardy-style competition. In five out of the seven competitions between 2011 and 2017, the CMU Kinesiology students have won. This resulted in being awarded travel monies to attend the American College of Sports Medicine Conference (ACSM) to compete at the national level. In 2013, 2015, and 2016, three different students were Awarded the SHAPE America Major of the Year. Students have also published in peer-reviewed journals. It was reported that more students are applying for and being accepted into graduate programs in a variety of disciplines related to Kinesiology upon graduation. All of these accomplishments should be recognized and commended; they show that students are engaged in and prepared for their field of study. This was confirmed in my discussion with students as several of them had already been accepted to graduate schools or were taking on prestigious internships.

In conclusion, in exploring the Colorado Department of Higher Education enrollment trends across the state of Colorado at 4-year institutions, there appears to have been a steady increase in the number of undergraduates since 2013. With that trend in mind, it might be important to determine the areas upon which the Kinesiology department might want to focus their recruitment and retention efforts.

III. Observations Pertaining to Program Resources

Full-time equivalent faculty-to-student ratios and course/student credit hours and faculty success

In the Kinesiology Department faculty list, there are nine tenured/tenure-track faculty, four full-time instructors, and 23 part-time lecturers. Also listed were 48 administrators/coaches. For the

department and the library look to the future.

An evaluation of the reciprocal relationship between the library and the department revealed a good working relationship. The library supports the department and university as a whole with 25 study spaces, half of which are equipped with digital supports. These rooms create outstanding spaces for students in the Kinesiology department to work on their scholarly presentations.

Physical facilities

The department is housed in the Maverick Center. The Maverick Center has multiple classrooms, a human performance lab, an athletic training room, a gymnasium, tennis courts, outside-activity fields and a natatorium (which is shared with Campus Recreation and the Athletics Department). The spaces range in design from classrooms to labs to areas where physical movement can take place. The shared spaces also allow for the growth in the activity courses. All the classrooms appeared to have up-to-date technology relevant to teaching. The Monfort Family Human Performance Lab (MFHPL) was impressive with all of its equipment to assist the students in achieving the learning objectives related to their programs. It should be noted that the lab is getting additional equipment in the near future. There appeared to be adequate space for this equipment but it might be important to think about space as the lab continues to prosper with its research and outreach projects as well as hosting the labs for the Exercise Science classes. In addition, there are no lab fees directly related to the MFHPL for the courses that use the lab and the equipment; if those fees were attached to the lab course, it might help with replacement costs in the future. In the self-study it was also noted that there is adequate office space currently; however, with continued growth, this would be an issue that will need to be examined further in the future.

Instructional technology and equipment

The site visits yielded observations supporting evidence for well-equipped classrooms with appropriate technology and equipment in support of coursework. Classrooms where digital technology is utilized are naturally "smart" and have a complement of systems in place. The Monfort Family Human Performance Lab has a tremendous amount of cutting-edge equipment that should have a replacement plan in place.

The replacement plan for computers for faculty is every six years. High-use or power users could get a replacement computer sooner. There is an eight-year cycle for replacement of AV in the classrooms. All new hires get a new computer which IT funds at up to $900. The department can purchase something additional if that amount does not cover what the faculty needs.

Online teaching is supported through the Distance Education Program. As part of the review, I was given access to observe several online courses. The online learning system appears to be easy to maneuver through and provides students with numerous links for assistance. In addition, all of the courses maintained the same policies for plagiarism, netiquette and academic dishonesty. Six courses were audited: three of the six were ending in mid-March; two started after March 25th; and, the last was a full semester course. One of the two courses starting March 25th had no materials to review; however, the other was fully loaded and appeared to be ready to go. Each course was different in its breadth and depth of materials being presented and all seemed to be very well-organized for self-paced learning.

IV. Observations Pertaining to Student Learning Outcomes and Assessment

The nature of assessment is a reflection over time to determine the effectiveness of whatever is

excellent assessment measure of the APE and K-12 programs.

EXECUTIVE SUMMARY

V. Table 3: Executive Summary Template for External Reviewer's Observations

Program Review Element	Check the appropriate selection				Provide explanation if not agree with element and/or why unable to evaluate
	Agree	Not Agree	Unable to Evaluate	Not Applicable	
The program's self-study is a realistic and accurate appraisal of the program.	X**				
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	X				
The program's goals are being met.	X				
The curriculum is appropriate to the breadth, depth, and level of the discipline.	X				
The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.	X				
Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.	X				
The program's teaching-learning environment fosters success of the program's students.	X				
Program faculty members are appropriately credentialed.	X				
Program faculty members actively contribute to scholarship, service and advising.	X				
Campus facilities meet the program's needs.	X				
Equipment meets the program's needs.	X				
Instructional technology meets the program's needs.	X				
Current library resources meet the program's needs.	X				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.	X**				
Program faculty members are involved in on-going assessment efforts.	X				

Exemplary Program Strengths

Commendation 1: The faculty of the Department of Kinesiology have demonstrated buy-in for the use of assessment in the department. The decisions made to change curriculum and the creation of new degrees show that they understand the assessment process and see the value of what it can bring to programs and curriculum. There is still room for improvement here; however, the significant action of working through the depth of knowledge that assessment can provide has been started.

Commendation 2: The faculty should be recognized for their buy-in to the Teacher-Scholar Model. Even though it was reported that this was relatively new requirement for faculty, it is obvious that faculty in the department are active in scholarly production. As reported earlier, to increase the number of publications and presentations so significantly in one year and to maintain that rate is exemplary.

Commendation 3: The preparation of the students is also an area of strength that the department should celebrate. The internship site supervisors and employers reiterated that the students with whom they worked or are currently working with are very well-prepared.

Commendation 4: The Monfort Family Human Performance Lab is a tremendous asset to the department and aids in the preparation of students in the fields of Exercise Science and Health Promotion. The support from the administration and donors to keep this lab cutting-edge with the newest technologies should be celebrated.

Commendation 5: The use of online teaching to meet student needs, both traditional and non-traditional, is also something to be celebrated. In fields where some would want to maintain the face-to-face teaching method, the department has embraced and found ways to offer courses online, in shortened eight-week terms, and in full-semesters.

COLORADO MESA
UNIVERSITY

Program Review for
Bachelor of Arts in Kinesiology
Bachelor of Science in Exercise Science
Bachelor of Science in Sport Management
Exercise Science Minor
Sport Management Minor
Personal Training Certificate

REJOINDER

Department of Kinesiology
May 2019