



AY 2012 – 2013  
Program Review

Sport Management



**Program Review for  
Bachelor of Science in Sport Management**

Submitted by  
The Department of Kinesiology  
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**Program Review**  
**Bachelor of Science in Sport Management**

**1. Introduction and Program Overview**

**a. Program description by level, concentrations, and minors**

The Bachelor of Science degree in Sport Management prepares students to enter the world of sport business, or pursue a graduate degree. The sport management 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 obtain business administration skills through courses in accounting, marketing, economics, and business information technology.

The Associate of Science (AS) in Sport Management 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.

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, and leadership and ethics. This minor could compliment business or mass communication majors.

**b. Brief history of the program**

The B.A. 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: B.S. in Sport Management. Our programs have prospered and grown tremendously. We currently have over 900 majors in the Department of Kinesiology. The B.S. in Sport Management specifically has over 289 majors. In the 2011-2012 academic year we graduated 101 persons (27 were in the B.S. in Sport Management program), our largest graduating class to date.

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

The previous review was for the baccalaureate degree (B.A.) in Kinesiology. Since that time, the BA in Kinesiology with a concentration in Sport and Fitness Management was

modified to a B.S. in Sport Management. While already being planned, this modification was recommended by the previous external reviewer and implemented.

Other recommendations from the past external reviewer were mainly focused on the other concentrations within the department (i.e., Exercise Science, Adapted Physical Education, K-12 Teaching, and Athletic Training) and not specifically for Sport Management. That said, a few recommendations were listed beyond the aforementioned one of modifying the degree to a B.S. in Sport Management. Specifically, the external reviewer was concerned about the specific make-up of course syllabi and student outcomes and objectives. The course syllabi throughout the entire department have been modified over the last six years with our current assessment activities to ensure that proper objectives are listed. Further, a recommendation of having more “practical” or “field-based experiences” for the students was suggested. Based on this recommendation, Dr. Bell enhanced the opportunities for the students by including various activities within the Sport Management Student Association. He has taken several student groups to tour professional sporting teams facilities as well as to speak with the managers of the facilities. Furthermore, Dr. Bell has taken members of the Sport Management Student Association on tours of professional sport facilities in Denver and to spring training baseball camps in Phoenix and Tucson. Dr. Bell will be taking a group of Sport Management majors to New Orleans in January 2013 to work as volunteers with the Super Bowl Host Committee.

The external reviewer noted that the workload of the faculty members was high and that “the faculty is stretched too thin.” Further, she recommended that “additional full-time faculty will be needed to permit further student growth.” The program has added an additional adjunct faculty member to teach Sport Management courses, since the reviewer comment.

Lastly, the external reviewer noted that “[o]nline resources for distance learning are limited and need to be expanded” as well as “[t]he library needs to improve its collection of books and journals related to Sport and Fitness Management.” Subsequent to this note, the resources in the library have been expanded by adding a Sport Law online journal, and several professional books. It has increased the collection of Sport Management texts and Sport Management career opportunity books. The online format has improved with the University migrating from WebCT to the Desire 2 Learn learning management system. Every course in the program that is not taught in the classroom in a semester, is offered online. Each course in the program is offered online in the summer.

**d. Mission statement and goals for the program, including the program’s centrality to CMU’s role and mission and strategic plan**

Mission Statement for the Sport Management Program: Students who graduate with a Bachelor of Science Degree in Sport Management are equipped with knowledge of business theories, policies, and procedures as applied to sport. Students are prepared to assume a responsible position within the world of sport business. The program refines a student's commitment to personal values, leadership development, ethical and moral excellence, as well as, professional competence. Graduates will have acquired skills in

decision-making, and problem solving, in addition to fundamental business and management procedures applied in a sport setting.

The B.S. in Sport Management emphasizes the development of leadership and decision making skills. Its goal is to provide students with the skills necessary to function effectively in management positions. The program focuses on key aspects of management and prepares graduates for leadership roles in business, industry, government, or social service. Students are exposed to a broad foundation of business communications and project production in the field of sport management studies.

**Program goals for the B.S. in Sport Management:**

- 1) Provide students with an understanding of sport management business theory, concepts, methodology, terminology, and practices.
- 2) Provide students with the knowledge and skills needed to succeed in the plethora of careers in the sport management field, including but not limited to facility and/or program management, marketing, sales, event management, and sport governance.
- 3) Provide students the knowledge and skills necessary to enter graduate programs in sport management, business or related disciplines.
- 4) Provide students with the acumen and tools necessary to be leaders who are capable of making decisions with an awareness of ethics and change forces that affect business

The baccalaureate degree in Sport Management directly supports the role and mission statement of the University. Our program is professional and business based (i.e., econ and finance in sport, sport marketing, sport law, and risk management.). In addition, having a degree program in Sport Management directly addresses the critical thinking emphasis of the university's mission statement by actively engaging students in the complex environment of business operations and planning. The following two goals of the ten Colorado Mesa University goals for a baccalaureate graduate that the Sport Management program specifically addresses are as follows: Be able to think critically and creatively; have knowledge of the natural world and an understanding of scientific methods.

The University's performance contract with the Colorado Commission on Higher Education articulates CMU's commitment to the State's in the following goal in the University's 2010 the Strategic Plan: Improve academic competencies and provide learning experiences that (1) foster the development of skills and abilities that prepare students for the global economy; (2)prepare students for continuing, graduate, or postgraduate professional studies; (3)ensure the transferability of general education courses; and (4) establish critical thinking and logic skills essential to full participation in a democratic society.

**e. How the program’s curriculum supports other majors/minors and general education requirements**

The B.S. in Sport Management aligns nicely with the published philosophy and goals of a baccalaureate education at Colorado Mesa University. Specifically, our students study “the origins and structure of modern society” through the lens of sport, and specifically how the historical, sociological, physiological, and managerial aspects of sport affects society. Our courses in law, ethics, and management help to support the idea of “the importance of becoming a contributing citizen” as well as advancing “competencies within a specific discipline.” Further, the B.S. in Sport Management augments CMU’s goals for general education. In particular, the curriculum supports being able “to communicate effectively in the English language,” to “be aware of the great moral, ethical, and philosophical issues which have endured the ages,” to “have an understanding of the multicultural nature of [the] world,” “to think critically and creatively,” and particularly to understand “the complexities of social, economic, and political systems” as well as to “[p]ossess the knowledge and skills necessary to achieve a healthy lifestyle” (Colorado Mesa University Catalog, p. 47).

The B.S. in Sport Management offers courses that are taken by other majors across campus for upper-division electives. In particular, we have students studying in the area of Business taking courses. Moreover, we dual list one of our courses (i.e., KINE/MARK 402 Sport Marketing) with the Department of Business.

**f. Location/comparative advantage**

The part of the Sport Management program that seems to offer the most impressive comparative advantage is that the entire degree can be delivered in both the online and traditional environments. See description below.

**g. Any unique characteristics of the program**

The most unique aspect of the B.S. in Sport Management is that the entire degree can be delivered in both the online and traditional environments. This program was one of the first degrees on campus to facilitate the latest technology to allow students to complete the program in a “distance” format, where we use online technology and both synchronous and asynchronous, self-paced courses over a semester. The courses have been received well by our students. Further, we have made connections with several professional affiliations (e.g., Professional Hockey Players' Association, (<http://www.phpa.com>) to deliver the programs to interested individuals.

**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 Brochures are located in Appendix B

The Sport Management program aligns with the guidelines promulgated by the North American Society for Sport Management (NASSM). The program is a business and management centered degree in keeping both with the NASSM guidelines and the guidelines set forth by the Council on Sport Management Accreditation (COSMA). Students are required to take 18 hours of courses offered by the Business Department in addition to the 42 credit hours of sport management courses offered by the Department of Kinesiology.

**b. Program currency. Curricular changes made since the last program review**

In 2007, subsequent to the previous program review, the program moved from a B.A. in Kinesiology with a Sport Management concentration to its own separate major, the B.S. in 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 graduate programs at other flagship institutions. Changes were implemented to include more business specific courses. The added business courses replaced several kinesiology courses that were science centered. The program was subsequently modified further by dropping the degree distinction requirement of an additional mathematics elective and an additional psychology or social/behavioral sciences elective. The BUGB 211/Business Communications course was dropped and a Sport Operations/KINE 340 was added to expand the Program to include a more event planning specific course.

**c. Description of program delivery locations and formats and how it has shifted to meet the changing needs of its students.**

The major shift implemented is how Colorado Mesa University, and more specifically the Sport Management program, delivers the program in both online, hybrid, 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 teams and settings, students home raising families, and students working full-time jobs, but still wanting to take a degree. Our extensive online offerings address the needs of these constituents. The B.S. in Sport Management degree can now be completed via strictly online courses. This is the first program at the University that offers this option. Every sport management course offered by the Department of Kinesiology is offered every term. That is to say, if a course is offered in the classroom setting one term, the course is offered online in the alternate term and in the summer. Additionally the program was designed to fit with the business minor offered by the Department of Business. A student that completes the Sport Management program needs to only take an additional four courses in business to earn the minor in business.

Since the previous program review, the Sport Management program now offers an Associates Degree in Sport Management as well as a minor in sport management.



### 3. Analysis of Student Demand and Success:

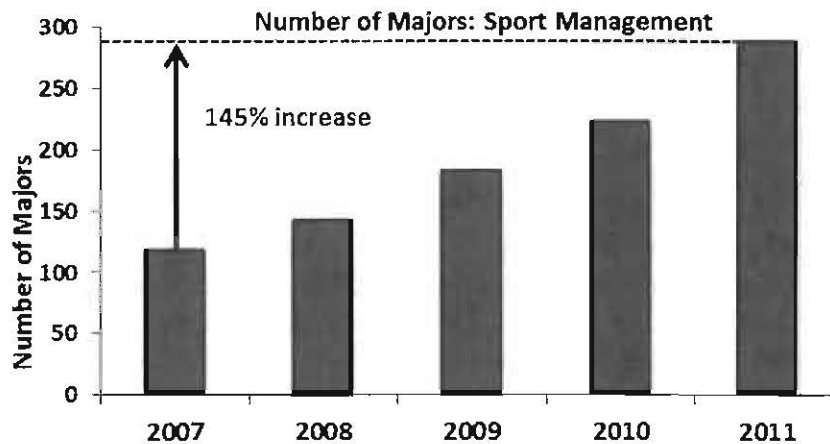
#### a. Number of majors (by concentration(s)) and minors

Since becoming an official baccalaureate degree, the B.S. in Sport Management program has prospered and grown tremendously. The program currently has over 289 majors. As student populations adjust to the new degree choices, we expect the Sport Management to continue to grow.

*Table 1. Number of majors (by concentration(s)) and minors*

Degree	Major	2007-08		2008-09		2009-10		2010-11		2011-12	
		1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All
AS	Liberal Arts, Sport Management			2	8	29	33	45	49	64	67
BA	Kinesiology Sport/Fit Mgmt	34	35	9	10	2	3	4	5	2	3
BA	Hum Perf Well Sport/Fit Mgmt	3	12	1	5		2		1		1
BS	Kinesiology: Sport Management	67	70	111	119	132	144	147	162	186	205
PB	Sport Management Prov Bacc					1	1	5	5	13	13
Total		104	117	123	142	164	183	201	222	265	289

Code	Minor	2007-08	2008-09	2009-10	2010-11	2011-12
M103	Sport Management	3	7	9	8	10
Total		3	7	9	8	10



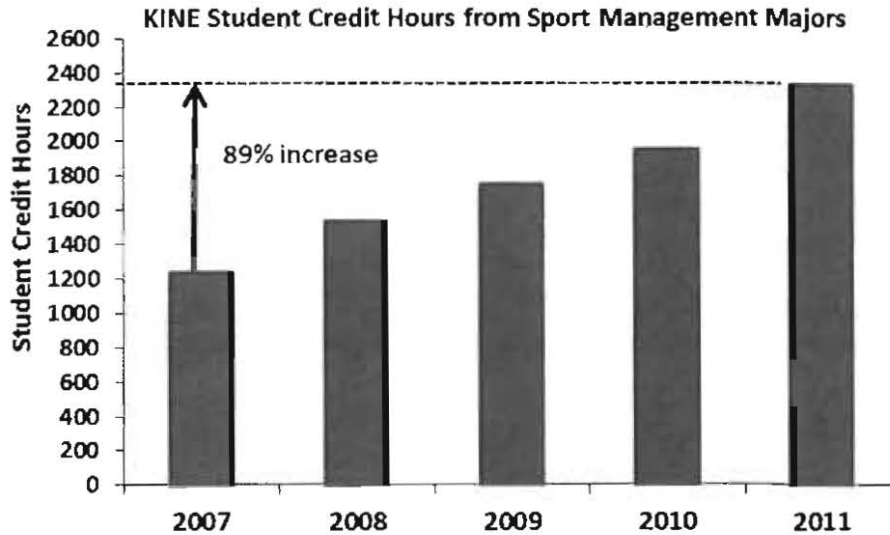
#### b. Registration and student credit hours

In the past six years we have increased both the amount of sections of courses we offer within the major and have also had to increase the class capacity limits. Basically, we are offering more sections of courses and have higher enrollments in many of our courses.

Core courses currently often have an enrollment of 40 to 50 students, whereas six years ago the average enrollment was closer to 25 to 30 students.

**Table 2: Registrations and student credit hours (fall and spring terms) subtotaled by course level**

Course	Title	CH	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		5-Year Avg	
			Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
KJNE 200	Hist/Philosophy Sport & P.E.	3	189	133	227	183	340	291	358	297	464	404	316	262
KJNE 401	Org/Admin/Legal in PE & Sports	3	78	55	105	85	91	78	148	123	133	116	111	91
KJNE 499	Internship	3-*	48	70	70	117	63	111	73	122	70	124	65	109
KJNE 205	Intro to Sport Management	3	98	294	89	267	94	282	121	363	151	453	111	332
KJNE 335	Sport in Society	3	28	84	57	171	59	177	66	198	48	144	52	155
KJNE 340	Sport Operations	3							39	117	70	210	55	164
KJNE 342	Sport Law & Risk Management	3	43	129	46	138	65	195	66	198	89	267	62	185
KJNE 345	Survey Econ/Finance in Sport	3	36	108	39	117	38	114	51	153	42	126	41	124
KJNE 350	Leadership & Ethics in Sport	3	38	114	63	189	58	174	48	144	67	201	55	164
KJNE 402	Sport Marketing	3	50	150	48	144	59	177	50	150	55	165	52	157
KJNE 406	Governance/Comm in Sport	3	32	96	39	117	51	153	29	87	40	120	38	115
<b>Total</b>				1233		1528		1752		1952		2330		



**c. Number of graduates (by concentration)**

In the 2011-2012 academic year, we graduated 101 persons (27 were in the Sport Management program, both B.A. and B.S.).

*Table 3: Number of graduates (by concentration)*

Sport Management			2007-08		2008-09		2009-10		2010-11		2011-12	
Degree	Code	Major	1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All
AS	2140	Liberal Arts, Sport Management			4	4	4	4	1	1	2	2
BA	3136	Kinesiology Sport/Fit Mgmt	12	12	4	4	3	3				
	3139	Hum Perf Well Sport/Fit Mgmt	1	1	1	1						
BS	3147	Kinesiology: Sport Management	3	3	12	12	26	26	28	28	25	25
<b>Total</b>			<b>16</b>	<b>16</b>	<b>21</b>	<b>21</b>	<b>33</b>	<b>33</b>	<b>29</b>	<b>29</b>	<b>27</b>	<b>27</b>

**d. One-year retention rates and four- and six-year graduation rates**

Retention data from Fall 2010 and Fall 2011 is illustrated in the table below. Out of the 166 Sport Management majors, 114 (69%) were retained within the department or graduated.

**Colorado Mesa University Fall 2011 Status of Students Enrolled Fall 2010**

*Table 4: One-year retention rates*

Degree	Code	Major	Not Retained		Retained CMU		Retained in dept		Retained in major		Graduated		Grad and retained		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PB	2912	Sport Management Prov Bacc	1	25%		0%	1	25%	2	50%		0%		0%	4	100%
AS	2140	Liberal Arts, Sport Management	15	58%	2	8%	1	4%	7	27%		0%	1	4%	26	100%
BS	3147	Kinesiology: Sport Management	28	21%	4	3%	5	4%	73	55%	21	16%	1	1%	132	100%
BA	3136	Kinesiology Sport/Fit Mgmt	2	50%		0%		0%	2	50%		0%		0%	4	100%
<b>TOTAL</b>			<b>46</b>	<b>28%</b>	<b>6</b>	<b>4%</b>	<b>7</b>	<b>4%</b>	<b>84</b>	<b>51%</b>	<b>21</b>	<b>13%</b>	<b>2</b>	<b>1%</b>	<b>166</b>	<b>100%</b>

**e. Student successes/recognitions, especially in external student competitions**

Our Sport Management students have succeeded in graduate school. Since the last program review six students have gone on to earn their Master's in Business Administration or Sport Management.

Students in the program have attended professional meetings for The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). In March 2013 a group of students will attend the Sport and Recreation Law Association meeting in Denver.

#### 4. Program Resources

##### a. Faculty

Currently, the faculty teaching courses in the A.S. and B.S. in Sport Management from the Department of Kinesiology include two full-time, tenured or tenure-track faculty members, one full-time instructor, and one adjunct instructor. Each full-time, tenured or tenure-track faculty member holds an earned doctorate. The faculty members teaching courses in the A.S. and B.S. in Sport Management, with their qualifications and rank, are listed below in alphabetical order:

Dr. Richard “Dick” Bell, BS, MA, JD, EdD, Instructor of Kinesiology  
 Mr. David Elliott, BS, MA, Adjunct Instructor of Kinesiology  
 Dr. Steven Ross Murray, BS, MS, DA, Professor of Kinesiology (tenured)  
 Dr. Elizabeth Sharp, BS, MEd, PhD, Assistant Professor of Kinesiology (tenure-track)

##### 1) 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 increased over the years. Basically we are teaching more courses with higher enrollments. Tables 5 and 6 include FTES and Faculty/Staff for Sport Management.

Outcomes reflected in Tables 5 and 6 for Sport Management were computed based upon the percentage of Sport Management students enrolled in general department courses (i.e., KINE 200, 401, and 499), as well as students enrolled in Sport Management specific program courses.

Full-time student credit hours are calculated by dividing total student credit hours by thirty. (Information for this calculation provided by Colorado Mesa University Institutional Research Department)

*Table 5: Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF)*

	2007-08			2008-09			2009-10			2010-11			2011-12		
Subject	FTES	FTEF	FTES: FTEF	FTES	FTEF	FTES: FTEF	FTES	FTEF	FTES: FTEF	FTES	FTEF	FTES: FTEF	FTES	FTEF	FTES: FTEF
KINE	41.0	2.5	16.4	50.6	2.5	20.2	58.3	2.5	23.3	65.1	3.0	21.7	77.7	3.0	25.9

2) Course credit hours and student credit hours by faculty type (i.e., tenured/tenure-track, instructor, administrators/staff/coaches, lecturers)

Table 6: Sport Management courses are taught by tenured/tenure-track faculty, full-time instructors and lecturers.

Subject	Faculty Type	2007-08			2008-09			2009-10			2010-11			2011-12		
		CCH	SCH	%	CCH	SCH	%	CCH	SCH	%	CCH	SCH	%	CCH	SCH	%
KINE	T/TT	45	316	24%	39	324	19%	42	424	20%	42	498	25%	48	548	18%
	FullTime, Non TT	99	1010	76%	111	1339	81%	116	1701	80%	110	1514	75%	152	2457	80%
	PartTime	6	2	0%	0	0	0%	0	0	0%	6	13	1%	12	54	2%
<b>KINE Total</b>		<b>150</b>	<b>1328</b>		<b>150</b>	<b>1664</b>		<b>158</b>	<b>2125</b>		<b>158</b>	<b>2026</b>		<b>212</b>	<b>3059</b>	

**Campus Total (Excluding WCCC)**

Faculty Type	AY 2007-08		AY 2008-09		AY 2009-10		AY 2010-11		AY 2011-12	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%
1 -T/TT	82794	65%	78943	62%	88108	60%	88414	53%	89594	50%
3 -FT Temp	18696	15%	25743	20%	26883	18%	36555	22%	38886	22%
5 -Admin/Coaches	5738	5%	5200	4%	6650	5%	7700	5%	7350	4%
6 -PT	19423	15%	17469	14%	25852	18%	34321	21%	42416	24%
<b>Total</b>	<b>126651</b>		<b>127355</b>		<b>147493</b>		<b>166990</b>		<b>178246</b>	

3) Faculty successes/quality/recognitions - details related to teaching, advising, scholarship, service, and other achievements

**Teaching:**

Full-time, tenure-track faculty members teach 24 credit hours each academic year, typically 12 hours per semester. The overall quality of teaching within the department is very high. Students consistently rate the professors with scores of a 4.0 or higher for the mean of means and scores of 4.0 or higher on the median of medians (on a 5-point scale) during the evaluation process, with the majority of instructors receiving scores of 4.5 or higher for their courses. It is the rare exception for a professor to be rated below 4.0 on the student evaluations. In addition, the faculty members within the department often use innovative technologies and a variety of effective teaching methodologies in the classroom that serve our students well. Peer and student comments support the assertion that the quality of teaching within our department is of a high quality, as evidenced by alumni satisfaction surveys and peer reviews.

**Advising:**

The students in the A.S. and B.S. in Sport Management are advised by Dr. Richard "Dick" Bell and Dr. Steven Murray. The students self-select their advisors, and generally because Dr. Bell works with the students in the internship placement, he advises the majority of them. Dr. Murray advises students in other degrees that are available from the Department of Kinesiology (i.e., B.A. in Kinesiology and occasionally the B.S. in Exercise Science). The workload for advising can be quite burdensome because of the number of majors in

the area. Furthermore, both Drs. Bell and Murray work in student registration programs during the academic year and summer, where one-on-one advising occurs. Our department's advising skills are of a very high quality, as we have an excellent matriculation and graduation rate as well as an excellent acceptance rate for our students going on to graduate school.

### Scholarship:

The faculty scholarship productivity since the previous program review in 2006 is listed below. The specific bibliographical citations for our departmental publications, by faculty member, are listed in their enclosed curricula vitae. The scholarship productivity by faculty member and type is listed in the table below.

**Table 7: Scholarship Productivity by Faculty from 2006 to 2012**

Faculty Member	Refereed Manuscripts	Refereed Presentations	Books
Dr. Richard "Dick" Bell*	3	7	1 (chpt.)
Mr. David Elliott	0	0	0
Dr. Steven Murray <sup>#</sup>	31	15	2 <sup>#</sup>
Dr. Elizabeth Sharp <sup>+</sup>	0	2	0
<b>Total</b>	<b>34</b>	<b>24</b>	<b>2 books 1 chapter</b>

Dr. Bell and Mr. Elliott are not required to perform scholarly activity because of their rank, but Dr. Bell is involved in research projects and scholarly activities regularly anyway.

<sup>+</sup>Dr. Sharp is in her second year of employment at Colorado Mesa University, so she is in the process of submitting manuscripts for publication.

<sup>#</sup>Dr. Murray wrote a new book, *Fitness Walking*, and created a new edition of another text, *Wellness for Life*, as well as converted the hard-copy text to an interactive website and eText.

### Service:

Our faculty members perform outstandingly with respect to service, for the campus, for the community, and for the profession. Being a smaller faculty, all departmental faculty members are on many campus committees, with some professors serving on as many as eight or nine committees in a single year.

With respect to positions on major campus committees, Dr. Bell has served as the chairman of the Educational Access Services committee from 2006 to 2011, and he was the chairman of the Assessment Committee from 2007-2012 and served on numerous campus-wide committees, including faculty search committees. Dr. Murray was the Head of the Department of Kinesiology in 2006 and 2007. He served as the chairman of the Graduate Council from 2008 to 2010, and the vice-chairman from 2006 to 2007. Further, Dr. Murray was on the Tenure and Promotion Committee from 2007 to 2011, and elected

as the chairman of the sub-committee for promotion from Assistant Professor to Associate Professor. He served as the chairman of the Pre-Tenure and Promotion Committee from 2009 to 2011 and was the chairman from 2009 to 2010 and a member several committees on campus. Dr. Sharp has been a faculty senator, an advisor for numerous student clubs on campus, and has served on the Distance Learning and Technology Committee and other minor, campus-wide and departmental committees.

With respect to service to the profession, Drs. Bell, Murray, and Sharp have been very active. Both Drs. Bell and Murray taught international workshops on sport management in the Kingdom of Bahrain, and Dr. Bell delivered a program in Thailand. Dr. Murray was an invited reviewer or referee for several international, peer-reviewed journals, a contributing editor for two other international journals, and served as an invited grant reviewer for the National Association for Sport and Physical Education's Run for Something Better School® Awards Program from 2010 to 2012. Moreover, he was a collaborative graduate faculty member for Minnesota State University, Mankato, serving as an outside reviewer for six master's students' research committees. Dr. Sharp has been involved in the Colorado Association of Health, Physical Education, Recreation, and Dance (COAHPERD), serving as the chairman of the Higher Education and Research Division and as a chairman of the Physical Activity Section of the COAHPERD Board.

**4) Faculty vitae included in Appendix C**

**b. Financial Information (finance and budget):**

In the past five years our budget and expenditures have increased by sixty-nine percent and our student credit hours have increased by sixty-two percent. A substantial amount of our increases in expenditures is the result of additional salaries for part-time and full-time faculty in response to increased enrollments. Table 8 represents the budget for the Department of Kinesiology. This includes all four majors: B.A. Kinesiology, B.S. in Exercise Science, B.S. in Athletic Training, and B.S. in Sport Management.

*Table 8: KINESIOLOGY - Ratio of total expenditures / student credit hours*

	<b>Budget Expenditures</b>	<b>Actual Expenditures</b>	<b>Student Credit Hours</b>	<b>Ratio of Actual Expenditures/Student Credit Hours</b>
2008	\$ 786,768	\$ 715,200	10,792	66.27
2009	\$ 872,127	\$ 733,687	10,980	66.82
2010	\$ 804,236	\$ 812,801	13,403	60.64
2011	\$ 813,488	\$ 841,654	16,516	50.96
2012	\$ 992,987	\$ 1,033,123	17,307	59.69

## **External funding**

Any external funding the program or its faculty have submitted and received since the last review. What potential opportunities exist for obtaining external funds during the next six years?

With respect to external funding, Dr. Murray was involved in the following two external grants from 2006 to 2012. The grants are not specifically related to Sport Management, but Dr. Murray's research and duties are involved in more than the one departmental program, and the interdisciplinary nature of his research is important to the department:

- Far West Athletic Trainers' Association, \$2,000 for a research study entitled *Reexamining the Mechanistic Basis of Resistive PNF Exercise* (N.B., Dr. Robert W. Pettitt was the Principal Investigator; Dr. Murray assisted with developing and writing the grant.), 2008.
- Mesa County Health Department, Grand Junction, Colorado, \$2,000 for the delivery of specialized exercise courses for the *Steps to a Healthier US* initiative through the Mesa County, Colorado LiveWell program, 2006.

To our knowledge, no external funding has been secured for the B.S. in Sport Management by the other faculty members within the Department of Kinesiology, the staffs within the Office of Academic Affairs, the Office of Sponsored Programs, and the Office of Development. With respect to the potential for securing external funding, we believe that it is extremely limited in the area of sport management, but possibilities exist which should be pursued by all pertinent staff and faculty.

### **c. Library assessment included in Appendix D**

On the whole, our library collections are adequate for our programs. Listed below is the October 2012 Library's evaluation of the total collection related to the B.S. in Sport Management. This includes; Strength, Weaknesses and Recommendations.

#### **1. Evaluation of the total collection**

##### **a) Strengths**

1. Currency of the collection.
2. Increase in journal support with the purchase of *SportDiscus with Full Text*. Lack of journal support was noted in the 2006 review.

##### **b) Weaknesses**

1. Limited number of e-books – 11 total.
2. Lack of reference materials that specifically focus on management and marketing from a sports perspective.
3. Participation of faculty in selection process – most of the titles purchased are selected by the librarian.



## **2. Recommendations**

- a) Consult departmental faculty about replacing videos in VHS format with the DVD format since the campus IT department is no longer supporting the VHS format.
- b) Purchase e-books whenever possible to increase student access “beyond the walls”.
- c) Encourage greater faculty participation in the selection of materials.
- d) Review pre-1990 materials for continued relevance to the program. Identify titles that should be kept – core, historical, and still current titles – and those that need to be withdrawn.

### **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, gymnasias, tennis courts, outside activity fields, and a swimming pool) which we share with the Department of Athletics, the Department of Campus Recreation, and the Department of Health Sciences. 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 additional office space may be needed for future faculty and students in the immediate years, but this can be mitigated by technological measures such as virtual office hours and Skype. The expansion of the Maverick Center and the Maverick Pavilion provide more activity space for the Department of Kinesiology's service activity program, so we are better able to meet the needs of our students. Moreover, the addition of the Montfort Family Human Performance Laboratory has increased the laboratory opportunities for our students and faculty, but those opportunities generally are not needed for faculty teaching and conducting research the area of sport management.

### **e. Instructional technology and equipment**

Within the Maverick Center, we have access to “smart” classrooms, where we hold the majority of our lecture-based courses. The classrooms meet our instructional needs for the most part. The technology in the classrooms is dated—which in today's environment takes only a few years—and up-to-date projectors for the computers would be beneficial.

### **f. Efficiencies in the way the program is operated**

The program operated in a traditional classroom setting, it offers most of its classes in the hybrid format and all of the program courses are offered online. The program demonstrates its efficiency by offering a full slate of courses online in the summer and therefore does not use campus facilities. Financially this and the additional online offerings free up financial resources by compensating faculty on a per credit/per student basis.

## 5. Student Learning Outcomes and Assessments

- a. **Student learning outcomes (SLOs) for the program and how they relate to the program’s mission statement, courses, and the achievements of the institution-wide student learning outcomes.**

Kinesiology faculty members have made significant progress in the development of program 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 student learning outcomes (SLOs) for each of the concentrations. Each concentration has a Curriculum Map (Matrix I) located in Appendix E that shows the link between student learning outcomes and the courses in the program’s curriculum. These student learning outcomes are directly related to the program’s mission statement which is “to promote wellness and the benefits of physical activity through excellence in teaching, scholarship, and professional service.”

### **SPORT MANAGEMENT**

- SLO 1 Explain the socio-cultural aspects of sport and apply sport as a medium for integrating gender, ethnic, religious, and disabilities interests.
- SLO 2 Apply fundamental concepts of management, administration, marketing, finance, and economics to sport organizations.
- SLO 3 Establish a code of professional ethics, and apply a personal code of ethics to issues in sport.
- SLO 4 Demonstrate skill in interpersonal and organizational communication, and understand the theoretical foundations of mass communication and mass media, both print and electronic.
- SLO 5 Discuss the relationships between sport and state/federal legislation, the court system, contract law, tort liability, agency law, antitrust law, constitutional law and collective bargaining.
- SLO 6 List the various agencies that govern sport at the professional, collegiate, high school, and amateur levels, and understand how governmental agencies influence the roles of sport governing agencies.
- SLO 7 Demonstrate leadership and responsibility in a professional setting.
- SLO 8 Apply concepts and principles learned while in a professional setting.

### **Institution-wide student learning outcomes for a Baccalaureate Degree:**

The CMU/WCCC associate degree graduate will be able to:

- 1) locate, gather and organize evidence on an assigned topic addressing a course or discipline-related question or a question of practice in a work or community setting (applied learning; specialized knowledge);
- 2) use program-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms (intellectual skills – quantitative fluency);

- 3) make and defend claims in a well-organized, professional document and/or oral presentation that is appropriate for a specific audience (intellectual skills – communication fluency); and
- 4) identify and gather the information/data relevant to the essential question, issue and/or problem and develop informed conclusions (intellectual skills – critical thinking).

The CMU baccalaureate degree graduate will be able to:

- 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);
- 2) analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (intellectual skills – quantitative fluency);
- 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); and
- 4) Identify assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions (intellectual skills – critical thinking).

**b. The direct and indirect measurements that assess the program's student learning outcomes.**

**Alumni Surveys (Alumni Survey Letter included in Appendix F)**

The Sport Management program is assessed each year through departmental alumni and employer surveys as part of our annual assessment plan as an ongoing effort to assure a quality Program. Graduates were surveyed to ascertain program effectiveness and satisfaction. Graduates were also surveyed to gather information about current employers and enrollment in graduate school. During 2007-2012 eighteen Sport Management graduates responded to the written survey. On the written survey, satisfaction with overall level of education surveyed. Ninety-four percent of the students rated their education either very satisfactory or satisfactory. Six percent rated their education as unsatisfactory. On the written survey, satisfaction with education and preparation in the field of study was surveyed. Seventy-two percent of the students rated their preparation for employment as very satisfactory or satisfactory. Six percent of the students rated their preparation for employment as unsatisfactory and twenty-two percent had no comment.

Results from the written survey indicated that 8 of the graduates were either in graduate school or had obtained a graduate degree and 11 graduates had jobs in a degree related field. Although, not all of our graduates responded, the survey indicated that our graduates are obtaining jobs in their fields or attending graduate school. Examples for places of employment listed by the respondents professional included: professional sport facilities, recreation and sport clubs and coaching. Future graduates will be surveyed during the fall of each year.

**Table 9: Alumni responses to the question if their degree program gave them the knowledge and skills necessary for success in the field from the annual assessment report.**

	2007-08	2008-09	2009-10	2010-11	2011-12	Totals
Very Satisfactory	2		2	1	2	7
Satisfactory	6		1	0	3	10
Unsatisfactory	1		0	0	0	1
N/A or No Comment			0	0	0	0
<b>Total Responses</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>18</b>

**Table 10: Alumni responses to the question of how prepared they were for employment.**

	2007-08	2008-09	2009-10	2010-11	2011-12	Totals
Very Satisfactory	2		2	1	2	7
Satisfactory	4		0	0	2	6
Unsatisfactory	1		0	0	0	1
N/A or No Comment	2		1	0	1	4
<b>Total Responses</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>18</b>

### **Employer Survey (Employer Survey Letter Included in Appendix G)**

During 2010-2012, surveys were sent out to current employers of program graduates. The twenty-two employers who responded included: corporations, athletic clubs, schools, hospitals, and wellness centers. Employers were asked, how would you rate the overall performance of these employees. Thirteen of the employers were very satisfied and five employers were satisfied. Four employers had no response to this question. Employers were also asked to list the employee's strengths and weaknesses. Future employers will be interviewed as well.

**Table 11: Employer responses to the question how would you rate the overall performance of these employees**

	2007-08	2008-09	2009-10	2010-11	2011-12	Totals
Very Satisfactory				6	7	13
Satisfactory				4	1	5
Unsatisfactory				0	0	0
N/A or No Comment				1	3	4
<b>Total Responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>22</b>

### **Sport Management Exit Exam**

Currently Sport Management majors are not required to take a senior seminar (capstone) course, however a majority of them do. This course offers the opportunity for students to develop their portfolios which demonstrate their experiences, involvements in projects, and

skills learned. This is the time period when seniors are asked to take the program's program specific comprehensive exit exam. The exit exam is required by the Program and those students not enrolled in the Senior Seminar contact Dr. Bell and make arrangements to take the exam. Results from the exit exam for the last six years are listed below. It is our intention to begin administering the ETS Proficiency Profile during the seminar course in the near future. This instrument is used to assess students in quantitative fluency, communication fluency, and critical thinking.

### EXIT EXAMS

*Table 12: Number of students passing the EXIT Examination by year*

	TOTAL SCORE			
	N	Mean	Range	Sport Management
				Mean
Fall 2011	6	85.00%	81-91%	85.00%
Spring 2012	13	87.00%	81-94%	87.00%
Fall 2010	12	86.00%	76-91%	86.00%
Spring 2011	12	86.00%	73-97%	86.00%
Fall 2009	7	83.00%	71-94%	83.00%
Spring 2010	11	83.00%	71-94%	83.00%
Fall 2008	4	84.00%	77-91%	84.00%
Spring 2009	10	81.00%	71-94%	81.00%
Fall 2007	4	85.00%	81-91%	85.00%
Spring 2008	5	84.00%	71-94%	84.00%

### Additional Indirect Assessments

**Field Experience:** The sport management students are required to complete a 12 credit hour internship consisting of a total of 540 contact hours. During the internship the students are evaluated by their internship site supervisor. The evaluations are on a one to five Likert scale and comments are also solicited. The results of these evaluations are excellent.

**Course Evaluations:** The department administers course evaluations every semester on every course offering: traditional campus-based classroom, online, hybrid, and distance delivery. These student evaluations are an integral element of faculty and lecturer evaluations and are used to make course changes to better meet established student learning outcomes.

**Advisory Committee Feedback:** The Sport Management program has an advisory board. The board is made up of community members, professionals in the field, and Colorado Mesa University graduates and faculty. The main purpose of the advisory committee is to monitor program offerings and to make suggestions for program improvements. Feedback from the advisory boards has been helpful for program enhancement.

**a. Program improvements resulting from assessment of SLOs since the last program review.**

SLOs have been implemented for the Program and for the courses with the aim of tying these together to help the student identify the common thread approach to the overall program. Prerequisites have been put in place for specific courses, KINE 345 and KINE 402, to facilitate student comprehension in these program courses.

**6. Future Program Plans**

**a. Vision for program**

The Sport Management program is interested in and is planning to propose a graduate degree in Sport Management.

**b. Strengths and challenges facing program**

**Strengths:**

The greatest strengths of the B.S. in Sport Management are the quality of the faculty and the design of the curriculum. Specifically, the faculty members teaching within the program are rated consistently as “excellent” by both their students and supervisors. The scholarly productivity and the international service and experiences that the faculty members bring to the classroom, both virtual and traditional, are exceptional, especially considering the regional mission of the institution.

The curriculum of the program aligns 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 graduate programs at other flagship institutions.

The B.S. in Sport Management has a strong internship component. This is a major strength of the program because it provides them with hands-on, professional experience. We have placed students with such organizations as the Colorado Rockies, Junior College World Series, United States Air Force Academy, Skyline Sports, Louisville Slugger, Springfield Bears, and Astana.

**Challenges:**

In the future, we must hire additional full-time faculty members with a terminal degree in Sport Management or suitable disciplines to meet our growing enrollment needs.

With respect to technology, some of the classroom projectors are dated, as mentioned previously, but we believe that this weakness can be addressed in the coming year or two

through the planned replacement schedule. Advances in more access to high-speed Internet connections and other technological issues are needed to help with our online courses.

Another area of concern is support for our growing online enrollments, specifically assistance for course development as well as student support. Video capabilities need to be enhanced from both a production as well as a distribution standpoint. We currently use a commercial website to host and to stream some digital materials (i.e., vzaar.com)—and it is working very well—but in the future the university needs to explore a long-term solution.

Increased support for professional development and scholarly activities, especially the conducting, presenting, and publishing of research, is necessary.

**c. Trends in the discipline that could affect the future planning for the program (if applicable).**

The most noticeable trend in the program is the increasing enrollment which may call for more faculty. The facilities are adequate for the increasing enrollment, particularly in light of the program online offerings every semester.

**d. How program review process is being used to improve the program's teaching and learning.**

Faculty involvement in the development of institutional and program student learning outcomes (SLOs) and assessments has given the faculty the opportunity to reflect on both their teaching and student learning. Based on results from these ongoing efforts we can continue to make appropriate curriculum and course changes when needed. Faculty can continue to refine appropriate assessments for student learning outcomes and establish relevant criteria for success.

**e. Recommended program's challenges and potential resources needed to address them.**

One of our future challenges is clearly going to be the increasing growth of our program. Additionally, it would be beneficial to investigate if accreditation from the Commission on Sport Management Accreditation (COSMA) is warranted. Another future challenge will be the planning and implementation of a graduate program. Both of these challenges will require additional faculty, either full time or adjunct.

# APPENDICES

## APPENDIX A – Program Sheets

BSK – AS – Minor Sport Management



BSK - AS - Minor  
Sport Mgmt. pdf

## APPENDIX B – Brochure

Department of Kinesiology



KINE & HPL  
Brochures.pdf

## APPENDIX C – Faculty Vitae

Dr. Richard Bell, David Elliott, Dr. Steven R. Murray, and Dr. Elizabeth Sharp



Sport Management  
Faculty Vitas.pdf

## APPENDIX D – Library Assessment



Sports Management  
2012-Library Assessn

## APPENDIX E - Student Learning Outcomes Curriculum Maps

BSK – Sport Management



SLO Matrixs-Sprt  
Mgmt. pdf



## **APPENDIX F – Alumni Survey Letter**



Alumni Ltr.pdf

## **APPENDIX G – Employer Survey Letter**



Employer Survey  
Letter.pdf

## **APPENDIX H – Assessment Plans and Reports**



Program  
Assessments - Kinesic

# Appendix A



2012-2013 PETITION/PROGRAM SHEET

Degree: Bachelor of Science

Major: Sport Management

About This Major . . .

The Bachelor of Science in Sport Management prepares students to enter the world of sport business or pursue a graduate degree. The Sport Management 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.

Opportunities for college graduates with sport management education and experience are very diverse and challenging. As sport has evolved into an integral part of the American culture, the operations of sports programs have become more sophisticated and complex. With an understanding of the intricacies of sport activities and knowledge of effective business practices, graduates will be prepared to oversee sport programs and facilities. Sport Management positions are found in a variety of settings including schools, colleges, and universities, public and private agencies, government, and the military.

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

POLICIES:

- 1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

NAME: \_\_\_\_\_ STUDENT ID # \_\_\_\_\_

LOCAL ADDRESS AND PHONE NUMBER: \_\_\_\_\_
\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor \_\_\_\_\_ Date \_\_\_\_\_ 20

Signature of Department Head \_\_\_\_\_ Date \_\_\_\_\_ 20

Signature of Registrar \_\_\_\_\_ Date \_\_\_\_\_ 20

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

**Degree Requirements:**

- 120 semester hours total (A minimum of 28 taken at CMU in no fewer than two semesters).
- 40 upper division credits (A minimum of 15 taken at the 300-400 course levels within the major at CMU).
- 2.00 cumulative GPA or higher in all CMU coursework
- A 2.5 GPA is required in the major courses. A "C" or higher is required in all major courses.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the MSC graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

**GENERAL EDUCATION REQUIREMENTS (31 semester hours)**

See the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem.hrs	Grade	Term	Trms
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**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			

**Math: MATH 113 or higher (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*			
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\*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

**Humanities (3 semester hours)**

**Social and Behavioral Sciences (6 semester hours)**

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

L \_\_\_\_\_

**History (3 semester hours)**

HIST \_\_\_\_\_

Course No	Title	Sem.hrs	Grade	Term	Trms
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**Fine Arts (3 semester hours)**

**OTHER LOWER DIVISION REQUIREMENTS (6 semester hours)**

**Kinesiology (3 semester hours)**

KINE 100	Health and Wellness	1			
KINA 1		1			
KINA 1		1			

**Applied Studies (3 semester hours)**

**FOUNDATION COURSES (6 semester hours)**

MARK 231	Principles of Marketing	3			
MANG 201	Principles of Management	3			

**SPORT MANAGEMENT MAJOR REQUIREMENTS**

(54 semester hours) A 2.5 GPA is required in the major courses. A "C" or higher is required in all major courses.

**Required Courses (54 semester hours)**

CISB 101	Business Info Technology	3			
ACCT 201	Principles of Financial Accounting	3			
ECON 201	Principles of Macroeconomics	3			
ECON 202	Principles of Microeconomics	3			
KINE 200	History & Philosophy of Sport & Physical Education	3			
KINE 205	Intro 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 & Risk Management	3			
KINE 345	Survey of Economics and Finance in Sport	3			
KINE 401	Org. Ad./Legal Considerations in PE and Sport	3			
KINE 402	Sport Marketing	3			
KINE 406	Governance and Communication in Sport	3			
KINE 499	Internship	12			

**Electives (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. (23 semester hours; 4 additional upper division hours are needed.)**

*MATH 113	College Algebra	1			
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## SUGGESTED COURSE SEQUENCING FOR A MAJOR IN SPORT MANAGEMENT

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

### FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
ENGL 111      English Composition	3	ENGL 112      English Composition	3
KINE 100      Health & Wellness	1	CISB 101      Business Information Technology	3
KINE 200      History & Phil. of Sport & PE	3	MATH 113      College Algebra	4
KINE 205      Introduction to Sport Management	3	General Education Humanities	3
General Education Soc./Behavioral Science	3	General Education Applied Studies	<u>3</u>
General Education History	<u>3</u>		16
	16		

### SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
ECON 201      Principles of Macroeconomics	3	ECON 202      Principles of Macroeconomics	3
General Education Soc/Beh Science	3	MARK 231      Principles of Marketing	3
General Education Fine Arts	3	MANG 201      Principles of Management	3
General Education Nat. Science	3	General Education Nat. Sci. with Lab	4
KINA            Activity	1	ELECTIVES	<u>3</u>
ELECTIVES	<u>3</u>		16
	16		

### JUNIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
ACCT 201      Principles of Financial Accounting	3	KINE 335      Sport in Society	3
KINE 342      Sport Law and Risk Management	3	KINE 340      Sport Operations	3
KINE 345      Survey of Econ. & Finance in Sport	3	KINE 350      Leadership & Ethics in Sport	3
Electives	6	KINE 402      Sport Marketing	3
	15	Electives	<u>3</u>
			15

### SENIOR YEAR

Fall Semester	Hours	Spring Semester	Hours
KINE 401      Org./Admin./Legal Consid. in P.E.	3	KINE 499      Internship	<u>12</u>
KINE 406      Governance & Communication in Sport	3		12
KINA            Activity	1		
Electives	<u>7</u>		
	14		



**2012-2013 PETITION/PROGRAM SHEET**  
**Degree: Associate of Science**  
**Emphasis: Sport Management**

**About This Emphasis . . .**

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>

**POLICIES:**

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office by **September 15** if you plan to graduate the following May, and by **February 15** if you plan to graduate the following December.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the semester prior to the semester of graduation, **no later than October 1 for spring graduates, no later than March 1 for fall graduates.**
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: \_\_\_\_\_ STUDENT ID # \_\_\_\_\_

LOCAL ADDRESS AND PHONE NUMBER: \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

\_\_\_\_\_  
Signature of Advisor \_\_\_\_\_ 20  
Date

\_\_\_\_\_  
Signature of Department Head \_\_\_\_\_ 20  
Date

\_\_\_\_\_  
Signature of Registrar \_\_\_\_\_ 20  
Date

**Degree Requirements:**

- 60 semester hours total ( A minimum of 16 taken at CMU in no fewer than two semesters)
- 2.00 cumulative GPA or higher in all CMU coursework
- 2.00 cumulative GPA or higher in area of emphasis
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major, or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

**GENERAL EDUCATION REQUIREMENTS (31 semester hours)**  
 see the current catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem.hrs	Grade	Term/Trms
<b>English (6 semester hours, must receive a grade of "C" or better)</b>				
ENGL 111	English Composition	3	_____	_____
ENGL 112	English Composition	3	_____	_____

**Math: MATH 113 or higher (3 semester hours, must receive a grade of "C" or better)**  
 MATH 113 College Algebra 4\* \_\_\_\_\_  
 \*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

**Humanities (3 semester hours)**  
 \_\_\_\_\_  
 \_\_\_\_\_

Course No	Title	Sem.hrs	Grade	Term/Trms
<b>Social and Behavioral Sciences (6 semester hours)</b>				
_____	_____	_____	_____	_____
<b>Natural Sciences (7 semester hours, one course must include a lab)</b>				
_____	_____	_____	_____	_____
_____	L _____	_____	_____	_____
<b>History: (3 semester hours)</b>				
HIST _____	_____	3	_____	_____
<b>Fine Arts (3 semester hours)</b>				
_____	_____	_____	_____	_____
<b>OTHER LOWER DIVISION REQUIREMENTS (5 semester hours)</b>				
<b>Kinesiology (2 semester hours)</b>				
KINE 100	Health and Wellness	1	_____	_____
KINA 1 _____	_____	1	_____	_____
<b>Applied Studies (3 semester hours)</b>				
_____	_____	_____	_____	_____
<b>SPORT MANAGEMENT REQUIREMENTS (18 Semester Hours)</b>				
<b>Business and Kinesiology Courses</b>				
CISB 101	Business Information Technology	3	_____	_____
KINE 200	History and Philosophy of Sport and P.E.	3	_____	_____
KINE 205	Introduction to Sport Management	3	_____	_____
MANG 201	Principles of Management	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____
ECON 201	Principles of Macroeconomics	3	_____	_____
<b>Electives (6 semester hours)</b>				
*MATH 113	College Algebra	1	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## SUGGESTED COURSE SEQUENCING FOR THE ASSOCIATE OF SCIENCE WITH A MAJOR IN SPORT MANAGEMENT

This is a recommended sequence of course work. Certain courses may have prerequisites or are only offered during the Fall or Spring semesters. It is the student's responsibility to meet with the assigned advisor and check the 2 year course matrix on the Colorado Mesa website for course availability.

### FRESHMAN YEAR

Fall Semester	Hours	Spring Semester	Hours
ENGL 111      English Composition	3	ENGL 112      English Composition	3
KINE 205      Introduction to Sport Management	3	General Education Applied Studies	3
MATH 113      College Algebra	4	General Education Natural Science with Lab	4
General Education Natural Science	3	General Education History	3
KINE 100      Health and Wellness	1	General Education Humanities	3
KINA            Activity	1		16
	15		

### SOPHOMORE YEAR

Fall Semester	Hours	Spring Semester	Hours
General Education Social/Behavioral Science	3	MARK 231      Principles of Marketing	3
KINE 200      History and Phil. of Sport and P.E.	3	General Education Social/Behavioral Science	3
ECON 201      Principles of Macroeconomics	3	MANG 201      Principles of Management	3
General Education Fine Arts	3	CISB 101        Business Information Technology	3
Elective	3	Elective	2
	15		14





2012-2013 PETITION/PROGRAM SHEET
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.

POLICIES:

- 1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: \_\_\_\_\_ STUDENT ID # \_\_\_\_\_

LOCAL ADDRESS AND PHONE NUMBER: \_\_\_\_\_

\_\_\_\_\_ ( ) \_\_\_\_\_

I, (Signature) \_\_\_\_\_, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Sport and Fitness Management Advisor \_\_\_\_\_ Date \_\_\_\_\_ 20

Signature of Department Head \_\_\_\_\_ Date \_\_\_\_\_ 20

Signature of Registrar \_\_\_\_\_ Date \_\_\_\_\_ 20

Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration.

**Degree Requirements:**

- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- A GPA of 2.00 or higher in the minor is required.
- The number of minors a student may receive at Colorado Mesa University shall not exceed two.
- A student must follow the CMU graduation requirements either from 1) the program sheet for the major in effect at the time the student officially declares a major; or 2) a program sheet for the major approved for a year subsequent to the year during which the student officially declares the major and is approved for the student by the department head. Because a program may have requirements specific to the degree, the student should check with the faculty advisor for additional criteria. It is the student's responsibility to be aware of, and follow, all requirements for the degree being pursued. Any exceptions or substitutions must be approved by the student's faculty advisor and Department Head.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the catalog for additional graduation information.

Course No	Title	Sem.hrs	Grade	Term/Trms	Course No	Title	Sem.hrs	Grade	Term/Trms
<b>REQUIRED COURSES</b> (24 semester hours)					KINE/MARK 402	Sport Marketing	3	_____	_____
MARK 231	Principles of Marketing	3	_____	_____	KINE 406	Governance & Communication in Sport	3	_____	_____
MANG 201	Principles of Management	3	_____	_____	<b>Student must have current First Aid/CPR or take one of the following:</b>				
KINE 205	Intro to Sport Management	3	_____	_____	Current CPR Card? Yes / No (If yes, provide a copy of the card.)				
KINE 350	Leadership & Ethics in Sport	3	_____	_____	Or take one of the following: KINE 265 or KINE 250				
KINE 342	Sport Law & Risk Management	3	_____	_____	KINE _____	_____	3	_____	_____
KINE 401	Organization/Administration/ Legal Considerations in P.E. & Sports	3	_____	_____					

# Appendix B

## Monfort Family Human Performance Lab

The Monfort Family Human Performance Laboratory is one of the most technologically advanced facilities for applied physiological and biomechanical research west of the Mississippi River. The lab offers a myriad of services for community members, athletes, students, and faculty. It provides Colorado Mesa University the opportunity to affect the health and athletic performance of the region. This integrative, multi-use human performance laboratory fills a need in the community by providing advanced physiological, biomechanical, performance, and wellness testing.

Contact the Monfort Family Human Performance Lab  
ph: 970.248.1935



The Department of Kinesiology is housed in Saunders Field House in The Maverick Center, which was recently expanded to include new classrooms, laboratories and the state-of-the-art Monfort Family Human Performance Laboratory.



## Department of Kinesiology



1100 North Avenue • Grand Junction, CO 81501-3122

Department:  
970.248-1635

Website:  
coloradomesa.edu/kinesiology

**Jill Cordova, Ph.D.**  
Professor of Kinesiology, Department Head  
970.248.1715 • jcordova@coloradomesa.edu

**Brent Alumbaugh, MS, CSCS**  
Acting Clinical Coordinator/Lab Assistant  
970.248.1346 • balumbau@coloradomesa.edu

**Richard Bell, Ph.D.**  
Instructor of Kinesiology, Sport Management Program Coordinator  
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**Tina David**  
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**Keith Fritz, Ph.D.**  
Associate Professor of Kinesiology  
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**Geana Gaasch, MS, ATC**  
Athletic Training Education Program Clinical Coordinator  
Instructor of Kinesiology  
970.248.1356 • ggaasch@coloradomesa.edu

**Kristin Heumann, Ph.D., HFS**  
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**Gig Leadbetter, Ph.D.**  
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970.248.1194 • gleadbet@coloradomesa.edu

**Steven Ross Murray, D.A.**  
Professor of Kinesiology  
970.248.1158 • smurray@coloradomesa.edu

**Robert Ryan, MA, ATC, CSCS**  
Assistant Professor of Kinesiology  
Athletic Training Curriculum Director  
970.248.1374 • rryan@coloradomesa.edu

**Elizabeth Sharp, Ph.D.**  
Assistant Professor of Kinesiology  
970.248.1245 • esharp@coloradomesa.edu

**Gerald A. Smith, Ph.D.**  
Director - Monfort Family Human Performance Lab  
970.248.1918 • geasmith@coloradomesa.edu



### BACHELOR OF ARTS - KINESIOLOGY

Concentration Choices:

ADAPTED PHYSICAL EDUCATION  
FITNESS and HEALTH PROMOTION  
K-12 EDUCATION

### BACHELOR OF SCIENCE

Majors:  
ATHLETIC TRAINING  
EXERCISE SCIENCE  
SPORT MANAGEMENT

### ASSOCIATE OF SCIENCE SPORT MANAGEMENT

### MINORS

PERSONAL TRAINING  
SPORT MANAGEMENT

DEPARTMENT OF KINESIOLOGY  
coloradomesa.edu/kinesiology

## Bachelors of Arts - Kinesiology Concentrations

### ADAPTED PHYSICAL EDUCATION

Students who select this concentration will learn to adapt or modify the physical education curriculum and instruction to address the specific abilities of individuals. Students will learn to develop activities that are appropriate and effective for persons with disabilities. Students will participate in Adapted Physical Education related field experiences.

#### *Career Opportunities\*:*

- Adapted Physical Education Teacher, (K-12). This requires completing the K-12 concentration coursework
- Activity Director at an Assisted Living Center or Rehabilitation Facility
- Physical Therapist
- Occupational Therapist

### FITNESS and HEALTH PROMOTION

Students enrolled in this concentration 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.

Colorado Mesa University students frequently continue their studies in graduate programs at universities widely recognized as top programs in health promotion, public health, and strength and conditioning.

#### *Career Opportunities\*:*

- Sport and Wellness Program Instructors and Directors
- Strength Coaches for College, University and Professional Sports programs
- Managers and Exercise Leaders in Corporate Wellness Programs
- Nutritionist
- Occupational Therapist
- Personal Trainer

\*Careers may require additional post-baccalaureate studies

### K-12 EDUCATION

In this concentration the student prepares to become a K-12 Physical Education teacher. Students enrolled in this degree program also must be enrolled in the teacher licensure program which offers an innovative, holistic program of study that leads to a K-12 licensure in Colorado. Students who select this major will accumulate over 200 hours of classroom experience before beginning student teaching. The K-12 Education is currently accredited with National Association for Sport and Physical Education (NASPE) and The National Council for Accreditation of Teacher Education (NCATE).

#### *Career Opportunities\*:*

- Physical Education Teacher (K-12)
- Coach
- Athletic Director

## Bachelor of Science Degrees

### ATHLETIC TRAINING

The Colorado Mesa University Athletic Training Education Program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The two-year clinical program is usually completed during the junior and senior years and requires four semesters of on-site clinical experiences. Students must complete 20 hours per week of clinical experiences working with the CMU athletic teams and at nearby off-campus affiliate sites, which include high school athletic training settings, outpatient physical therapy clinics, emergency rooms, and several physicians' offices including general medicine and orthopedics.



#### *Career Opportunities\*:*

- High Schools
- Colleges and Universities
- Orthopedic Clinics
- Professional Sports
- Physical Therapy Clinics
- Various Wellness Programs

### EXERCISE SCIENCE

Students choosing the Exercise Science degree 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 and physiology. Continued studies will include courses such as exercise physiology, anatomical kinesiology, biomechanics, physical activity and aging, medical conditions and pharmacology, and sport nutrition. This major prepares students for graduate school in exercise science, physical therapy, and occupational therapy.

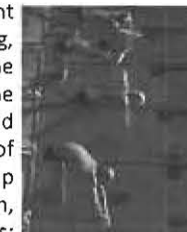


#### *Career Opportunities\*:*

- Physical Therapist
- Physician Assistant
- Occupational Therapist
- Exercise Physiologist
- Cardiac Rehabilitation Specialist

### SPORT MANAGEMENT

The discipline of sport management includes the planning, organizing, leading, and evaluating within the context of a sport organization. The program provides the theoretical and 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.



#### *Career Opportunities\*:*

- College and professional sport or athletic organizations
- Community recreation
- Sports facility management
- Public relations and marketing for college and professional sporting organizations

## Monfort Family Human Performance Laboratory



The Monfort Family Human Performance Lab is one of the most technologically advanced facilities for applied physiological and bio-mechanical research in the inter-mountain west. The lab offers a myriad of services for the community, athletes, students, and faculty. It provides Colorado Mesa University the opportunity to positively impact the health and athletic performance of residents in the region. This integrative, multi-use human performance laboratory fills a need in the community by providing advanced physiological, biomechanical, performance, and wellness testing.

The Monfort Family Human Performance Laboratory is located in The Maverick Center, on the Colorado Mesa University Campus.



## Laboratory Information

- Individuals over 45 years of age or those having cardiovascular risk factors must have a physician present during any max VO<sub>2</sub> test (maximal metabolic test).
- Your physician or therapist should be contacted prior to assessments that involve injury.
- Children under 18 years of age require the permission of a parent or guardian to participate in assessments.
- Group and team rates apply. Please contact the laboratory for more information.



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Department:  
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**Gig Leadbetter, Ph.D.**  
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**Gerald A. Smith, Ph.D.**  
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*The Monfort Family  
Human Performance Lab*



DEPARTMENT OF KINESIOLOGY  
[coloradomesa.edu/hpl](http://coloradomesa.edu/hpl)



Body Composition Analysis

## METABOLIC AND BIOMECHANICS TESTING

- **TRAINING PROGRAM DESIGN:** Development of season and year-long training plans including: periodization, training loads, recovery, peak phases, etc. Sound planning—the link between intelligent preparation and stable performance.
- **THERMAL IMAGING:** Thermal (infrared) imaging of body heat is used to discern inflammation from training and/or injury. This method allows you to see your body's response to training in a new light.
- **GAIT ANALYSIS:** A variety of measurements using instrumentation including high-speed video, Vicon motion analysis, force plates and electromyography (EMG) are used to characterize locomotion. Do you have pain while running or walking? Is your running smooth and without unnecessary motion?
- **SPORT SKILL ANALYSIS:** Measurements from high speed video, Vicon motion analysis, force plates, EMG and other instrumentation can help tune technique. Do you have technique deficiencies or idiosyncrasies? We can help improve sports technique.
- **AEROBIC TESTING:** Endurance and cardiovascular information. What is your  $VO_2$  max? What is your lactate turn-point? What fuels do you use? How does your heart respond? What intensity is best for your training? Testing can include walking, running, biking or skating on an oversized treadmill.

- **BODY COMPOSITION:** Measurement to determine how much muscle and bone (lean body mass) vs. body fat a person has. Body composition data are important in any weight loss program for determining status and progress.
- **RECOVERY ANALYSIS:** Are you getting enough rest? What are your sources of stress?
- **HYDRATION:** Are you dehydrated? This is one of the easiest aspects of training to neglect—but also easy to fix. Know your status.
- **STRENGTH AND POWER ASSESSMENT:** Tests using accelerometers, force plates and jump power analysis. How high do you jump? What is your strength, power and rates of force development? What are your agility, reaction, anaerobic power, sprint speed and acceleration measurements?
- **BLOOD PROFILES:** Measurements of cholesterol, lactate and glucose levels.



I think we view the Monfort Family Human Performance Lab as a great opportunity to bring athletes and non-athletes alike together in a setting that helps them best understand the human body, and how it functions!

Charles Monfort

## Laboratory Fees

Training Design		
Lab		\$65
Thermal Imaging		
Camera/Lab		\$45
Gait Analysis (Lab)		
High-speed Video Qualitative, Thermal and Report		\$75
Optical Quantitative and Report		\$110
Force Platform and Report		\$40
EMG and Report		\$90
Sport Skill Analysis (Lab)		
High-speed Video Qualitative, Thermal and Report		\$75
Optical Quantitative and Report		\$110
Force Platform and Report		\$40
EMG and Report		\$90
Sport Skill Analysis (Field)		
High-Speed Video Qualitative and Report		\$120
Motus Quantitative and Report		\$220
Motus Quantitative + EMG and Report		\$300
Aerobic Physiology (Lab) **		
Treadmill, Ventilatory Threshold, Max $VO_2$ , Report		\$75
Treadmill, Lactate Threshold, Max $VO_2$ , Report		\$100
Bike, Ventilatory Threshold, Max $VO_2$ , Report		\$75
Bike, Lactate Threshold, Max $VO_2$ , Report		\$100
Health Assessment		
Full Health Assessment w/ $VO_2$ , EKG, Report		\$100
Full Health Assessment w/out $VO_2$ , Report		\$50
At Risk Exercise Tolerance (Lab)		
Treadmill, Metab, EKG, Report, Physician*		\$190
Bike, Metab, EKG, Report, Physician*		\$200
Exercise Induced Asthma (Lab)		
Treadmill, Spirometry, Report, Physician*		\$210
Bike, Spirometry, Report, Physician*		\$210
Body Composition		
Skinfolds and Bod Pod Report		\$40
Resting Metabolic Rate (Lab)		
Metabolic Cart, Treatment Table		\$70
Hydration		
Refractometer		\$17
Vertical Jump		
Vertec (height only) and Report		\$20
Vertical Jump Profile		
Force Platform, power, impulse, Report		\$70
Blood Profiles		\$115
Special Tests		
Modify, build, design equipment for test	As Needed	
Body Composition		
Skinfolds and Report		\$20
X 2 (group or individual series of measurements)		\$30
X 4 (group or individual series of measurements)		\$40
Bod Pod: (progress report with series of measures)		\$45
X 2 (group or individual series of measurements)		\$60
X 4 (group or individual series of measurements)		\$100

\* With physician, if required

\*\* Series of tests over a season can be arranged at reduced cost.

# Appendix C



**RICHARD CLIFTON BELL**

673 Gemstone Court #A, Grand Junction, CO 81505

970.248.1365 or 970.243.1244

rbell@coloradomesa.edu

**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

**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 Mesa State College, 2007

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)	

Service:

Faculty Advisor to the Sport Management Student Association  
Chair of the University Assessment Committee  
Chair of the Educational Access Services 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	Sport Finance

*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 Financing      Negotiation and Conflict Res.  
American History      Business Law

***Wichita State University***

*Assistant Professor*, Department of Kinesiology and Sport Studies, Wichita State University, Wichita, Kansas, (2004-2005)

Courses Taught:

Sport Management and Leadership      Sport Law (graduate Level)  
Legal Issues in the Profession      Introduction to Sport Management  
Management of Sport Organizations (graduate level)

Service:

Undergraduate Coordinator

Director of the Undergraduate Internship Program  
Advisor for the Sport Administration Student Association

***University of the Incarnate Word***

*Assistant Professor*, Department of Nursing and Health Professions, University of the Incarnate Word, San Antonio, Texas, (2002-2004)

Courses Taught:

Introduction to Sport Management                      Sport Marketing  
Sports Organizations                                      Sport Law (graduate level)  
Human Resources in Sport Management (graduate level)  
Biomechanics in Sport (graduate level)

Service:

Advisor for *Phi Alpha Delta* student Pre-Law Association  
Faculty Athletics Representative

*Adjunct Professor*, Universe Online, University of the Incarnate Word, San Antonio, Texas, (2003-present)

Courses Taught:

Business Law (graduate and undergraduate)                      Administrative Law (graduate)  
Business Research and Design (graduate)                      Human Resource Mgmt (graduate)  
Strategic Mgmt Concepts (graduate)                              Human Resource Law (undergrad)  
Introduction to Corrections (undergrad)                              Criminal Law (undergraduate)  
International Business Law (graduate and undergraduate)  
Criminology    Introduction to Criminal Justice

*Assistant to the Vice President for Academic and Student Affairs*, University of the Incarnate Word, San Antonio, Texas (2003-2004)

Conducted a University-wide assessment program for the National Survey of Student Engagement (NSSE) and the ETS Academic Profile.

***United States Sports Academy***

*Chair of Sport Management*, United States Sports Academy, Daphne, Alabama (2000-2002)

Courses Taught: (all are graduate level)

Contemporary Issues in Sport  
Sport Administration and Finance  
Sport Business and Personnel Management  
Sport Law and Risk Management  
Sport Marketing  
Sport Communications  
Ethics in Sport  
Human Resource Management in Sport Administration

*Interim Dean of Academic Affairs*, United State Sports Academy, Daphne, Alabama (2002)

*Editor of The Sport Journal*, United States Sports Academy. (2001-2002) [www.ussa.edu](http://www.ussa.edu)

***University of Bahrain***

*Visiting Associate Professor*, Department of Physical Education, University of Bahrain, Kingdom of Bahrain (2001)

Courses Taught:

Sport Marketing (graduate level)  
Sport Communications (graduate level)

***Trident Technical College***

*Adjunct Faculty*, History Department, Trident Technical College, Charleston, South Carolina (1998-2000)

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 Taekwondo 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 21<sup>st</sup> 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.
- Historical Overview of American Indian History and Current Issues, Lecture and paper with Dr. Jonathan Hook for American Indian Heritage Month at The University of the Incarnate Word, November,

2002.

Title IX: A Thirty Year Perspective. Alabama State Association for Health, Physical Education, Recreation and Dance (ASAPHERD), Birmingham, Alabama, 2001

***International Presentations and Workshops***

Hong Kong Olympic Committee, Hong Kong PRC (2000)

Human Resource Management in Sport

Government Organization for Youth and Sport, Kingdom of Bahrain (2001-2011)

Human Resource Management in Sport (2005)

Sport Marketing in the 21 Century (2001)

Sport Administration (2005)

Sport Marketing (2006)

Sport Public Relations (2008, 2009)

Sport Business and Personnel Management (2010)

Sports Authority of Thailand, Bangkok, Thailand (2006-2011)

Sport Administration (2006, 2007, 2008, 2009)

Human Resource Management in Sport (2006)

Sport Business and Personnel Management (2010)

Technologies Unlimited & Dubai Sport Council, United Arab Emirates (2008)

Sport Public Relations in Abu Dhabi and Dubai (2008)

National Sport Institute of Malaysia (2010)

Sport Administration

**PROFESSIONAL ORGANIZATIONS**

Financial Officer for the Sport and Recreation Law Association (SRLA). 2008-2009

Sport Management Program Review Council (SMPRC). NASPE-NASSM Joint Task Force. (2005-2008)

College Sport Research Institute (CSRI)

North American Society for Sport Management (NASSM)

American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)

National Association of Sport and Physical Education (NASPE)

Alabama Council of Graduate Deans (2001-2002)

**PROFESSIONAL CONSULTANT**

EXSPORTISE LLC, Doha, Qatar.

# David Carter Elliott

961 Lakeside Drive #206, Grand Junction, CO 81506 \* (970) 462-6486

## Education

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1981-1978 University of Nevada, Las Vegas Las Vegas, NV  
**Bachelor of Science in Physical Education and Business Administration**

1987-1985 University of Northern Colorado Greeley, CO  
**Master of Arts in Physical Education and Coaching**

## Experience

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Present – 2010 Colorado Mesa University Grand Junction, CO  
**Instructor**

- Teaching KINE 401, Organization/Administration/Legal Consideration of Physical Education & Sport
- Teaching KINE 406, Governance and Communication in Sport
- Teaching KINE 200, History and Philosophy in Sport and Physical Education
- Teaching KINE 205, Introduction to Sport Management

2010 – 2006 Bub's Field Sports Pub & Grill Grand Junction, CO  
**Owner/General Manager**

- Designed and implemented business plan for start-up of new Sports Bar & Grill
- Responsible for all start-up and construction hiring's, design layouts, construction deadlines covering a period of over 18 months
- Responsible for marketing; Human Resources; Budget Issues; Promotional Events

2012 – 2000 Tennis Director/College Tennis Coach/  
High School Tennis Coach Grand Junction, CO

### **Tennis Director**

- Head Tennis Pro for Bookcliff Country Club that evolved into Mesa County Tennis
- Head Tennis Coach for Colorado Mesa University Men's & Women's Tennis Programs
- Currently Head Coach for Central High School Boy's & Girl's Tennis Programs

1999 – 1997 Colorado Tennis Association Denver, CO  
**Community Development Director**

- Responsible for promoting and growing the game of tennis throughout the state of Colorado
- Responsible for implementing USTA sanctioned programs to all affiliated clubs in Colorado
- Responsible for implementing the USTA School Tennis Program to all school districts in Colorado (In-Services)
- Responsible for maintaining budget, achieving goals, and planning future objectives

1997 – 1995

Sealmaster Industries

Sandusky, OH

**National Sales Representative – Tennis Court Division**

- Director of Courtmaster Division for 15 plants across the United States
- Responsible for training of new sales reps for each plant (In-Services)
- Responsible for promoting products for construction of new tennis facilities and rehabbing of old tennis courts
- Responsible for maintain a budget and achieving quarterly goals

1995 – 1988

Rudas Organization

Pebble Beach, CA

**Personal Tennis Coach – Financial Advisor**

- Personal Tennis Coach for a family involved in the entertainment industry (son was a up-coming top junior tennis player)
- Traveled world-wide on tour as a financial administrator/tennis coach
- When not traveling, was office manager/financial assistant for a company that promotes entertainers and celebrities

# STEVEN ROSS MURRAY

DEPARTMENT OF KINESIOLOGY, COLORADO MESA UNIVERSITY  
1100 NORTH AVENUE GRAND JUNCTION, CO 81507  
smurray@coloradomesa.edu 970.248.1158

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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

*Professor*, Department of Kinesiology, Colorado Mesa University, Grand Junction, Colorado (2007-present)  
*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
  - Cardiopulmonary Resuscitation (CPR)
  - Water Safety Instructor
  - Lifeguard Training
- Activity courses
  - Beginning and Intermediate Swimming
  - Hiking
  - Golf

- Beginning and Intermediate Bowling

Courses Supervised:

- Internship
- Practicum
- Student Teaching Internship

On-line Courses Taught:

- Facility and Equipment Management in Sport (MBA course)
- Governance and Communication in Sport
- Organization/Administration/Legal Considerations of Sport and Physical Education
- Introduction to Sport Management
- History and Philosophy of Sport and Physical Education
- Health and Wellness

*Collaborative Graduate Faculty*, Minnesota State University, Mankato, Minnesota (2010-present)

*National Faculty*, United States Sports Academy, Daphne, Alabama (2010-present)

Courses Taught:

- Sport Facility and Event Management

*Interim Women's Cross Country Coach*, Department of Athletics, Colorado Mesa University, Grand Junction, Colorado (2003)

*Director, Grants and Foundation Giving*, Office of Development, Cumberland University, Lebanon, Tennessee (1997-98)

*Visiting Assistant Professor*, Division of Physical Education and Exercise Science, Lander University, Greenwood, South Carolina (1996-97)

Courses Taught:

- Historical and Philosophical Principles of Physical Education and Sport
- Wellness for Life
- American Red Cross Courses
  - Standard First Aid
  - Cardiopulmonary Resuscitation (CPR)
  - Beginning Swimming
  - Intermediate Swimming

*Graduate Assistant*, Department of Health, Physical Education, Recreation, and Safety, Middle Tennessee State University, Murfreesboro, Tennessee (1993-96)

Courses Taught:

- Personal Fitness
- Exercise Physiology (Teaching Internship under Dr. Timothy J. Michael)
- Tests and Measurement (Teaching Internship under Dr. Dianne Bartley)
- Performed various activities within the Human Performance Laboratory
  - Maximal and submaximal VO<sub>2</sub> testing via treadmill, bicycle and hand ergometry, and step test
  - 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



*Lead Wellness Advisor*, Nissan Motor Manufacturing Corporation, Smyrna, Tennessee (1992-3)  
—a cooperative program through Middle Tennessee State University as a master's student, supervising employees within the corporation's activity center and overseeing fitness testing, program development, recreational and aquatic activities, and 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)

*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 Swimming
- Intermediate Swimming
- Advanced Swimming
- Cardiopulmonary resuscitation (CPR)
- Community First Aid
- 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)

#### **CERTIFICATIONS AND LICENSES** (N.B., not all are current)

*Health Promotion Director*, Cooper Institute, Dallas, Texas

*Instructor*, First Aid/CPR, Lifeguard Training, and Water Safety, American Red Cross

*Instructor Trainer*, First Aid/CPR and Water Safety Instructor, American Red Cross

*K-12 Teaching Certificate in Physical Education*, State of Alabama

*Driver's License with Motorcycle Endorsement*, State of Colorado

*Scuba Diver*, Professional Association of Diving Instructors (PADI)

*Open Water Diver*, Professional Association of Diving Instructors (PADI)

#### **AWARDS AND ACCOMPLISHMENTS**

Distinguished Faculty Award, Outstanding Performance in Scholarship, Colorado Mesa University, 2007

Faculty Service Award, Student Services, Colorado Mesa University, 2001

Official Finisher, TIMEX® IRONMAN CANADA Triathlon Championship, 1995

*Triathlon Today* All-American Triathlon Team, 1987; honorable mention, 1988-1990  
*Triathlon Today* All-American Duathlon Team honorable mention, 1990  
 Triathlon Federation USA, Male Overall Mid-East Regional Triathlon Champion, 1989  
 Official finisher of over 100 multi-sport events (e.g., triathlons, bi/duathlons) and road races  
 Letterman in Cross Country, University of North Alabama, Florence, Alabama, 1989  
 Top 10 finish at the Gulf South Conference and NCAA Qualifier Cross Country Meet, 1989  
 3-year letterman in Cross Country, Berea College, Berea, Kentucky, 1986-1988  
 3-time NAIA National Cross Country Championship Qualifier, 1986-88  
 3-time NAIA All-District 32 Cross Country Runner, 1986-1988  
 Runner on 3-time NAIA District 32 Championship Team in Cross Country, 1986-1988  
 3-time top-5 finisher at the NAIA District 32 Cross Country Championships, 1986-1988  
 2-year letterman in Track and Field, Berea College, Berea, Kentucky, 1988-1989  
 Runner on 2-time NAIA District 32 Championship Team in Track and Field, 1988-1989  
 NAIA District 32 Track Champion, 10,000m, 1988  
 NAIA District 32 Track Runner-up, 3,000m steeplechase, 1988  
 NAIA District 32 Track Runner-up, 10,000m, 1989  
 3-year letterman in Swimming, Berea College, Berea Kentucky, 1986-1988  
 Runner-up, 1650-yard Freestyle, Kentucky Intercollegiate Swimming Championship, 1989

## PUBLICATIONS

### *Peer-reviewed Articles*

1. Murray, Steven Ross, Douglas A. O'Roark, and William A. Sands. (In Preparation). The Effect of Run-up Distance and the use of *Halteres* on the Ancient Greek Long Jump (*Halma*).
2. Sands, William A., Melonie Buchanan Murray, Steven Ross Murray, Jeni R. McNeal, Guy Gregory Haff, Satoshi Mizuguchi, Michael H. Stone. (In Preparation). Effect of Peristaltic Pulse Compression on Forward Split Range of Motion in Collegiate Dancers. *Journal of Sports Science and Medicine*.
3. Austad, Mark A., Chip R. Gay, Steven R. Murray, and Robert W. Pettitt. (In Review). Acute response of high-intensity and traditional resistance exercise on anaerobic power. *Journal of Strength and Conditioning Research*.
4. Sands, William A., Jeni R. McNeal, Gabriella Penitente, Michael H. Stone, Steven Ross Murray, Lawrence Nassar, and Monèm Jemni. (In Review). Stretching the Spine in Child Gymnasts—Dangerous? A Review. *Sports Medicine*.
5. Clark, Ida E., Brianne West, Sheila Reynolds, Steven R. Murray, and Robert W. Pettitt. (In Review). Applying the Critical Velocity Model for an Off-Season Interval Training Program. *Journal of Strength and Conditioning Research*.
6. Maléhorn, Kindal, Jodi Hiniker, Theresa Mackey, Kristin J. Heumann, Steven Ross Murray, and Robert W. Pettitt. (In Review). Kinesio Tape® Applied to the Thorax Augments Ventilatory Efficiency during Heavy Exercise. *International Journal of Exercise Science*.
7. Pettitt, Robert W., Ashley M. Placek, Ida E. Clark, and Steven R. Murray. (In Review). Prescription of Interval Training Using the Critical Power Model. *Journal of Strength and Conditioning Research*.
8. Clark, Ida E., Steven R. Murray, and Robert W. Pettitt. (In Review). Alternative Procedures for the 3-min All-out Exercise Test. *Journal of Strength and Conditioning Research*.

9. Murray, Steven Ross, William A. Sands, and Douglas A. O'Roark. (In Review). Recreating the Ancient Greek Javelin Throw: How Far Was the Javelin Thrown? *Nikephoros: Zeitschrift für Sport und Kultur im Altertum*.
10. Niemeyer, JoLynne D., Patrick J. Sexton, Amanda Lipetzky, Steven R. Murray, and Robert W. Pettitt. (In Press). Do the Non-caffeine Ingredients of Energy Drinks Affect Metabolic Responses to Heavy Exercise? *The Journal of Strength and Conditioning Research*.
11. Sands, William A., Cindy Slater, Jeni R. McNeal, Steven Ross Murray, and Michael H. Stone. (In Press). Historical Trends of the Size of U.S. Olympic Female Artistic Gymnasts. *International Journal of Sports Physiology and Performance*, 7(4).
12. Pettitt, Robert W., Ida E. Clark, Stacy M. Ebner, Daniel T. Sedgeman, and Steven R. Murray. (2012). Gas Exchange Threshold and VO<sub>2max</sub> Testing for Athletes: An Update. *The Journal of Strength and Conditioning Research*.
13. 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.
14. 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.
15. 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. (N.B., the manuscript came out in print in the summer of 2012, yet it has an official 2011 publication date.)
16. 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.
17. 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.
18. 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.
19. 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. (N.B., the manuscript came out in print in the summer of 2012, yet it has an official 2010 publication date.)
20. 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.
21. 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.
22. 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.
  23. Murray, Steven Ross. (2010). Boxing Gloves of the Ancient World. *The Journal of Combative Sport*, <http://ejmas.com/jcs>.
  24. 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.
  25. 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.
  26. 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.
  27. Udermann, Brian E., Kevin Miller, Scott T. Doberstein, David M. Reineke, Steven R. Murray, and Robert W. Pettitt. (2009). Spatting Restricts Ankle Motion more Effectively than Taping During Exercise. *International Journal of Exercise Science*, 2(2), 72-82.
  28. Pettitt, Robert W., Scott R. Sailor, Gary Lentell, Cary Tanner, and Steven R. Murray. (2009). Yergason's Test: Discrepancies in Description and Implications. *Athletic Training Education Journal*, 3(4), 143-147.
  29. Pettitt, Robert W., Cherie D. Pettitt, and Steven R. Murray. (2008). The J-Motion Squat: A lift for Enhancing Olympic-Style Lifts and Power. *The Sport Journal*, 11(3), <http://www.thesportjournal.org/article/j-motion-squat-ancillary-lift-enhancing-olympic-style-lifts-and-power>.
  30. Milton, Denise, John P. Porcari, Carl Foster, Mark Gibson, Brian Udermann, John Greany, and Steven R. Murray. (2008). The Effect of Functional Exercise Training on Functional Fitness Levels of Older Adults. *Gundersen Lutheran Medical Journal*, 5(1), 4-8.
  31. Block, Anna, Brian E. Udermann, Emmanuel Felix, David M. Reineke, and Steven R. Murray. (2008). Achievement and Satisfaction in an Online versus a Traditional Health and Wellness Course. *Journal of Online Learning and Teaching*, 4(1), 57-66.
  32. Udermann, Brian E., Greta E. Schutte, David M. Reineke, William A. Pitney, Mark H. Gibson, and Steven R. Murray. (2008). Spirituality in the Curricula of Accredited Athletic Training Education Programs. *Athletic Training Education Journal*, (3)1, 21-27.
  33. Bell, Richard, Sarah Elizabeth Ratzlaff, and Steven Ross Murray. (2008). The Impact of the HIPAA Privacy Rule on Collegiate Sport Professionals. *The Sport Journal*, 11(2), <http://www.thesportjournal.org/article/impact-hipaa-privacy-rule-collegiate-sport-professionals>.
  34. Steerman, James G., Michael T. Reeder, Brian E. Udermann, Robert W. Pettitt, and Steven R. Murray. (2008). Avulsion Fracture of the Iliac Crest Apophysis in a Collegiate Wrestler. *The Clinical Journal of Sport Medicine*, 18(1), 102-103.
  35. Pettitt, Robert W., Cherie D. Pettitt, Chad A. Cabrera, and Steven R. Murray. A Theoretical Method of Using Heart Rate to Estimate Energy Expenditure During Exercise. (2007). *International Journal of Coaching and Sport Science*, 2(3), 319-327.

36. Meehan, William F. and Steven R. Murray. (2007). A Pathfinder of Resources for the Sport of Rowing. *The Sport Journal*, Fall 10(4), [http://www.thesportjournal.org/2007Journal/Vol10-No4/08meehan\\_murray.asp](http://www.thesportjournal.org/2007Journal/Vol10-No4/08meehan_murray.asp).
37. Udermann, Brian E., David M. Reineke, Raymond D. Martinez, Mark H. Gibson, Cordial M. Gillette, Scott T. Doberstein, John M. Mayer, Steven R. Murray, and Michael T. Reeder. (2006). The Effect of Resistance Training on Lumbar Muscular Strength and Endurance. *Gundersen Lutheran Medical Journal*, 4(1), 8-13.
38. Hager, Staci, Brian E. Udermann, David Reineke, Mark H. Gibson, Steven R. Murray, and John Mayer. (2006). Quantification of Lumbar Endurance on a BackUP Lumbar Extension Dynamometer. *Journal of Sport Science and Medicine*, 5, 656-661.
39. Harmon, Kelley J., Michael T. Reeder, Brian E. Udermann, and Steven R. Murray. (2006). Isolated Rupture of the Plantaris Tendon in a High School Track Athlete. *The Clinical Journal of Sport Medicine*, 16(4), 361-363.
40. 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.
41. 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.
42. Doberstein, Scott T., Brian E. Udermann, Steven R. Murray, Marco S. Boscolo, David W. Neufeldt, and Phillip O. Burr. (2005). Validity of Clarke Sign in Assessing Anterior Knee Pain. *Gundersen Lutheran Medical Journal*, 3(2), 51-53.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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.
48. 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.
49. 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.
50. 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.

51. 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.
52. Murray, Steven. (July 2003). Female Gladiators of the Ancient Roman World. *The Journal of Combative Sport*, <http://ejmas.com/jcs/jcsframe.htm>.
53. Murray, Steven R. and Brian E. Udermann. (2003). Fluid Replacement: A Historical Perspective and Critical Review. *International Sports Journal*, 7(2), 58-73.
54. 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*, 57-60.
55. Miller, Jessica L. and Steven R. Murray. (2003). Wellness: Course Efficacy and Relationship to Self-Concept. *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 28(1), 14-18.
56. Murray, Steven R. and Brian E. Udermann. (2003). Massed versus Distributed Practice: Which is better? *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 28(1), 19-22.
57. Fram, Eugene, Gary Bonvillian, and Steven Murray (2002). Business Can't Afford to Ignore Costly Issue of Employee Stress. *HR Advisor: Legal & Practical Guidance*, 8(1), 15-21. Reprinted in *HR Advisor: Legal & Practical Guidance*, 8(3), 31-37.
58. Udermann, Brian E., Steven R. Murray, and Kenneth S. Sagendorf. (2002). Safety in Athletics: Proper Coverage and the Role of the Certified Athletic Trainer. *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 27(1), 4-7.
59. McMasters, Daniel N. and Steven R. Murray. (2002). Playground Safety: How Safe is Your School's Playground? *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 27(1), 13-15.
60. Murray, Steven R. and Jessica L. Miller (2001). College Students' Perceptions of Wellness. *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 26(1), 7-9.
61. Tomaino, Lisa, Steven R. Murray, and Susan A. Yeager. (2001). The Status of Required Physical Education in the Curriculum of Colorado Colleges and Universities. *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 26(1), 10-12.
62. Murray, Steven R. (2000). The Defense of Required Physical Education in the College Curriculum. *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 25(1), 1-2.
63. Murray, Steven R. and Jessica L. Miller (2000). Birth Control and Condom Usage Among College Students. *Colorado Association for Health, Physical Education, Recreation, and Dance Journal*, 25(1), 6-8.
64. Murray, Steven R. and Jim Colligon. (1995). Fitness Profiles: A Comparison of University Faculty/Staff and Police Personnel. *Alabama State Alliance of Health, Physical Education, Recreation, and Dance Journal*, 37-39.
65. Murray, Steven R., Timothy J. Michael, and Powell D. McClellan. (1995). The Influence of Fluid Replacement Rate on HR and RPE of Individuals Exercising in a Hot, Humid Environment. *The Journal of Strength and Conditioning Research*, 9(4), 251-255.

*Other Publications (Non-peer-reviewed articles in journals, newsletters, newspapers, etc.)*

1. 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.
2. Murray, Steven R. (September 1, 2004). Employees, like athletes, need motivation. *The Business Times of Western Colorado*, 11(30), 11.
3. 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.
4. 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.
5. Murray, Steven R. (June 16, 2004). Helping employees to do their parts curbs health costs. *The Business Times of Western Colorado*, 11(19), 11.
6. Murray, Steven R. (May 12, 2004). Research confirms that healthy workers are more productive. *The Business Times of Western Colorado*, 11(14), 12.
7. Murray, Steven R. (April 7, 2004). Workplace safety: Prevention pays. *The Business Times of Western Colorado*, 11(9), 12.
8. Murray, Steven R. (March 3, 2004). Alcohol abuse hurts not only employees, but also employers. *The Business Times of Western Colorado*, 11(4), 15.
9. Murray, Steven R. (February 4, 2004). Fighting Obesity: Employee’s loss, business’ gain. *The Business Times of Western Colorado*, 10(52), 15.
10. Murray, Steven R. (December 10, 2003). Pain hurts productivity, too. *The Business Times of Western Colorado*, 10(44), 15.
11. Murray, Steven R. (November 12, 2003). Want to cut health care costs? Let employees help. *The Business Times of Western Colorado*, 10(40), 14.
12. Murray, Steven R. (October 8, 2003). Get moving to lower health costs. *The Business Times of Western Colorado*, 10(35), 12.
13. Murray, Steven R. (September 3, 2003). Programs bridge workplace gap. *The Business Times of Western Colorado*, 10(30), 12.
14. Murray, Steven R. (August 6, 2003). Falls on the job no laughing matter. *The Business Times of Western Colorado*, 10(26), 16.
15. 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.
16. Murray, Steven R. (May 21, 2003). Stretching to curb injuries free and easy. *The Business Times of Western Colorado*, 10(15), 16.
17. Murray, Steven R. (April 23, 2003). Hazardous materials used at the worksite? Information saves lives. *The Business Times of Western Colorado*, 10(11), 11.
18. Murray, Steven R. (March 26, 2003). Dealing with injuries that occur on the job a matter of training: Employees should know first aid and CPR. *The Business Times of Western Colorado*, 10(7), 11.
19. Murray, Steven R. (February 26, 2003). Protective gear helps prevent injuries on the job. *The Business Times of Western Colorado*, 10(3), 11.
20. Murray, Steven R. (January 22, 2003). Now’s the time to capitalize on New Year’s resolutions: Promote employee health. *The Business Times of Western Colorado*, 9(23), 13.
21. Murray, Steven R. (December 18, 2002). Eat, drink and be very careful: The holidays can trigger digestive disorders—and sick employees. *The Business Times of Western*

- Colorado*, 9(21), 21. Excerpts reprinted in *Mesa State College Faculty/Staff Club Newsletter*, February 2003. 1(2), 2.
22. Murray, Steven R. (November 20, 2002). Wash out for viruses: There are handy ways to avoid getting sick. Reducing costly employee absenteeism a matter of inexpensive educational efforts. *The Business Times of Western Colorado*, 9(19), 27.
  23. Murray, Steven R. (October 16, 2002). Stress on the job literally a headache. *The Business Times of Western Colorado*, 9(17), 23.
  24. Murray, Steven R. (September 18, 2002). Older and wiser? Education helps. *The Business Times of Western Colorado*, 9(15), 19.
  25. Murray, Steven R. (August 21, 2002). Stretching benefits: Reduction in injuries. Simple exercises can help alleviate problems. *The Business Times of Western Colorado*, 9(13), 25.
  26. Murray, Steven R. (July 17, 2002). Pitcher's death shows tragic effects of CVD. *The Business Times of Western Colorado*, 9(11), 22.
  27. Murray, Steven R. (June 19, 2002). Reduced productivity costly. *The Business Times of Western Colorado*, 9(9), 19.
  28. Murray, Steven R. (May 15, 2002). Spring—and ailments—in the air. *The Business Times of Western Colorado*, 9(7), 24.
  29. Murray, Steven R. (April 2002). Issues Response: Should commercial sponsorship be used to subsidize athletics programs? *Journal of Physical Education, Recreation, and Dance*, 73(4), 9.
  30. Murray, Steven R. (April 17, 2002). Students on track for career opportunities. *The Business Times of Western Colorado*, 9(5), 15.
  31. Murray, Steven R. (March 20, 2002). Back breaker: Injuries costly: On-the-job back injuries common, but prevention programs effective. *The Business Times of Western Colorado*, 9(3), 19.
  32. Murray, Steven R. (February 20, 2002). At the Winter Games, and at the work place, "Light the Fire Within." *The Business Times of Western Colorado*, 9(1), 17.
  33. Murray, Steven R. (January 23, 2002). Resolution the solution to cut weight, expenses. *The Business Times of Western Colorado*, 8(25), 17.
  34. Murray, Steven R. (December 19, 2001). Reducing stress especially important during the holidays. *The Business Times of Western Colorado*, 8(23), 17.
  35. Murray, Steven R. (November 21, 2001). Good prenatal care a sound investment. *The Business Times of Western Colorado*, 8(21), 16.
  36. Murray, Steven R. (October 17, 2001). Screenings first step toward controlling health care expenses. *The Business Times of Western Colorado*, 8(19), 16.
  37. Murray, Steven R. (September 19, 2001). Health care savings start with employees. *The Business Times of Western Colorado*, 8(17), 13.
  38. Murray, Steven R. (August 15, 2001). Statistics tell frightening health story. *The Business Times of Western Colorado*, 8(15), 20.
  39. Murray, Steven R. (July 18, 2001). In hot weather, workers must keep their cool. *The Business Times of Western Colorado*, 8(13), 14.
  40. Murray, Steven R. (June 20, 2001). High blood pressure: Awareness program stops "silent killer." *The Business Times of Western Colorado*, 8(11), 19.
  41. Murray, Steven R. (May 16, 2001). EAPs best way to promote worksite health. *The Business Times of Western Colorado*, 8(9), 16.



42. 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.
43. 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.
44. Murray, Steven R. (March 21, 2001). Prevention the key to workplace safety. *The Business Times of Western Colorado*, 8(5), 10.
45. Murray, Steven R. (February 21, 2001). Alcohol abuse exacts toll on human capital. *The Business Times of Western Colorado*, 8(3), 13.
46. Murray, Steven R. (February 7, 2001). It's the perfect time for health promotion. *The Business Times of Western Colorado*, 8(2), 10, 13.
47. Murray, Steven R. (January 2001). Get employees moving toward better health. *The Business Times of Western Colorado*, 8(1), 18.
48. Murray, Steven R. (January 2001). Exercising in the Cold: How to prevent cold-weather injuries. *Mesa State College Sports Medicine Newsletter*, Winter, 1-2.
49. Murray, Steven R. (December 2000). Keep profits from going up in smoke. *The Business Times of Western Colorado*, 7(12), 20.
50. 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.
51. Murray, Steven R. (November 2000). Carpal tunnel syndrome preventable. *The Business Times of Western Colorado*, 7(11), 17.
52. Murray, Steven R. (October 2000). Here's why health promotion pays. *The Business Times of Western Colorado*, 7(10), 16.
53. Murray, Steven R., (September 2000). Stress can take deadly toll on employees. *The Business Times of Western Colorado*, 7(9), 24.
54. Murray, Steven R. (August 2000). Employers can promote healthy habits. *The Business Times of Western Colorado*, 7(8), 19.
55. Murray, Steven R. (July 2000). Healthy workers mean healthy profits. *The Business Times of Western Colorado*, 7(7), 20.
56. 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.
57. 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.
58. 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.
59. Murray, Steven R. (June 1999). Dehydration and Fluid Replacement. *Mesa State College Sports Medicine Newsletter*, Spring/Summer, 1-3.
60. Murray, Steven R. (April 1999). Issues Response: Should men coach women's teams and vice versa? *Journal of Physical Education, Recreation, and Dance*, 70(4), 11.

#### Books

1. Murray, Steven Ross. (2012). *Wellness for Life E-Text and Interactive Website [2<sup>nd</sup> Edition]*. Dubuque, IA: Kendall Hunt Publishing Company.

2. Murray, Steven Ross. (2009). *Wellness for Life*. Dubuque, IA: Kendall Hunt Publishing Company.
3. Murray, Steven Ross. (2009). *Fitness Walking*. Dubuque, IA: Kendall Hunt Publishing Company.
4. Murray, Steven Ross. (2007). *Wellness for Life*. Reno, NV: Bent Tree Press.
5. Murray, Steven Ross. (2001, 2003, 2005). *Wellness for Life [1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Editions]*. Grand Junction, CO: Black Rhino Press.

#### *Computer Software*

1. Murray, Robert W. and Steven R. Murray. (forthcoming 2012). *Diet Analyzer 3.0*. Grand Junction, CO: Black Rhino Press.
2. Murray, Robert W. and Steven R. Murray. (2007). *Diet Analyzer 2.0*. Reno, NV: Bent Tree Press.
3. Murray, Robert W. and Steven R. Murray. (2003). *Diet Analyzer 1.0*. Grand Junction, CO: Black Rhino Press.

#### **PEER-REVIEWED CONFERENCE PRESENTATIONS AND PUBLISHED ABSTRACTS**

1. 2012 Association for Distance Education and Independent Learning (ADEIL) Annual Conference. Murray, Steven. *Designing an Asynchronous, Self-Paced Course for Online and Blended Delivery: Problems, Solutions, and Results*.
2. 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).
3. 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*.
4. 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).
5. 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).
6. 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).
7. 2009 Hawaii International Conference on Education. Udermann, Brian E. and Steven R. Murray. *Assessing Faculty Preference for Online Programming*.
8. 2008 American College of Sports Medicine Annual Meeting. Udermann, Brian E., Christopher J. Durall, David R. Reineke, Barbara L. Gibson, Cordial M. Gillette, Steven R. Murray, and John M. Mayer. *Ten Weeks of a Lumbar Endurance Floor Exercise Routine Improves Endurance Capacity of the Trunk Extensors*. (Published abstract in *Medicine & Science in Sports & Exercise*, 2008, 40(5S), S258).

9. 2008 Athens Institute for Education and Research/Panhellenic Association of Sports Economists and Managers International Conference on Health, Fitness, and Active Living, Athens, Greece. Murray, Steven R., Michael T. Reeder, Brian E. Udermann, and Robert W. Pettitt. *High-Risk Stress Fractures: A Case Study and Critical Review*.
10. 2007 American College of Sports Medicine Annual Meeting. Murray, Steven R., Brian E. Udermann, David M. Reineke, and Rebecca A. Battista. *Energy Expenditure of Sport Stacking*. (Published abstract in *Medicine & Science in Sports & Exercise*, 2007, 39(5S), S401).
11. 2007 American College of Sports Medicine Annual Meeting. Udermann, Brian E., Dia M. Dohlman, David M. Reineke, John M. Mayer, and Steven R. Murray. *The Effect of Motivation on Achievement and Behavior Modification in a Health and Wellness Course*. (Published abstract in *Medicine & Science in Sports & Exercise*, 2007, 39(5S), S195).
12. 2007 Far West Athletic Trainers' Association Conference. Pettitt, R. W. and S. R. Murray. *Shift of Optimum Angle and Transient Change in Fatigability and Subsequent to Repeated Eccentric Exercise is Length Dependent*. (Published abstract in the conference's proceedings).
13. 2007 Far West Athletic Trainers' Association Conference. Hatfield, L. N., R. W. Pettitt, R. S. Kraft, and S. R. Murray. *Reiter's Syndrome: A Case Report on an Atypical Cause for Ipsilateral Ankle Edema*. (Published abstract in the conference's proceedings).
14. 2006 American College of Sports Medicine Annual Meeting. Udermann, Brian E., David M. Reineke, John M. Mayer, Steven R. Murray, Rebecca A. Battista, Molly J. Uhrich. *Developing Delayed Onset Muscle Soreness in the Lumbar Extensor Muscles*. (Published abstract in *Medicine & Science in Sports & Exercise*, 2006, 38(5S), S387).
15. 2006 National Association for Kinesiology and Physical Education in Higher Education National Conference. Murray, Steven R. and Jill C. Cordova. *The Making of an Interdisciplinary Graduate Degree: Master of Business Administration (MBA) with a Track in Sport and Fitness Management*. (Published abstract in the conference's proceedings).
16. 2005 American College of Sports Medicine Annual Meeting. Udermann, Brian E., Dave M. Reineke, John M. Mayer, Steven R. Murray, Raymond D. Martinez, Mark H. Gibson, Cordial M. Gillette, and Scott T. Doberstein. *The Effect of Resistance Training on Lumbar Muscular Strength and Endurance*. (Published abstract in *Medicine & Science in Sports & Exercise*, 2005, 37(5S), S185).
17. 2005 Rocky Mountain Athletic Trainers' Association Conference. Pettitt, Robert W. and Steven R. Murray. *Changes in Optimum Angle and Fatigability Subsequent to Repeated Bouts of Eccentric Exercise at Long versus Short Muscle Length in Untrained Women*. (Published abstract in the conference's proceedings).
18. 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).
19. 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).

20. 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).
21. 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).
22. 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).
23. 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).
24. 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).
25. 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).
26. 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).
27. 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).
28. 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).
29. 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).
30. 1995 Southern District Association for Health, Physical Education, Recreation, and Dance Conference. Murray, Steven R. and Jim Colligon. *Wellness, Fitness, Health Habits, Blood Lipid, and Stress Profiles of Police Officers*. (Published abstract in the conference's proceedings).
31. 1994 Alabama State Association for Health, Physical Education, Recreation, and Dance Conference. Murray, Steve. *Wellness Profiles: A Comparison of University Faculty/Staff and Police Personnel*. (Published abstract in the conference's proceedings).
32. 1994 Southern District Association for Health, Physical Education, Recreation, and Dance Conference. Murray, S., McClellan, P., Michael, T., and Truelove, C. *Rate of Fluid Replacement and Heart Rate of Individuals Exercising in a Hot and Humid Environment*. (Published abstract in the conference's proceedings).

## GRANTS AND CONTRACTS

### *Externally funded*

1. Far West Athletic Trainers' Association, \$2,000 for a research study entitled *Reexamining the Mechanistic Basis of Resistive PNF Exercise* (N.B., Dr. Robert W. Pettitt was the Principal Investigator; I assisted with developing and writing the grant.), 2008.
2. Mesa County Health Department, Grand Junction, Colorado, \$2,000 for the delivery of specialized exercise courses for the *Steps to a Healthier US* initiative through the Mesa County, Colorado LiveWell program, 2006.
3. Mesa County Health Department, Grand Junction, Colorado, \$5,000 for the delivery of specialized exercise courses for the *Steps to a Healthier US* initiative through the Mesa County, Colorado LiveWell program, 2005.
4. Mesa County Health Department, Grand Junction, Colorado, \$2,000 for the delivery of a smoking cessation program to the students at Colorado Mesa University, 2002.
5. William Randolph Hearst Foundation, \$50,000 for the beginning endowment of the William Randolph Hearst Nursing Scholarship at Cumberland University, 1998 (N.B., A follow-up grant of an additional \$50,000 was awarded the following year.).
6. Tennessee Arts Commission, \$600 for the Adams Art Gallery Lecture Series at Cumberland University, 1998.
7. AT&T Foundation, \$7,000 for the Spring Lyceum Lecture Series at Cumberland University, 1998.
8. RockTenn Corporation, \$15,000 for Vise Library at Cumberland University, 1998.
9. AT&T Foundation, \$7,000 for the Fall Lyceum Lecture Series at Cumberland University, 1998.
10. Thackston Family Foundation, \$2,000 for the Adams Art Gallery Lecture Series at Cumberland University, 1998.
11. George I. Alden Trust, \$25,000 matching challenge grant for the Cumberland University Scholarship Program, 1998.
12. Tennessee Arts Commission, \$1,100 for the Middle Tennessee Professional Development Workshop, Murfreesboro, Tennessee, 1998.
13. Tennessee Historical Commission, \$29,000 for the interior renovation of Cumberland University's Baird Chapel, 1998.
14. Cracker Barrel Old Country Store Foundation, \$15,000 for the Heydel Scholarship Endowment (\$10,000) and annual funds (\$5,000) of Cumberland University, 1998.
15. Lettie Pate Whitehead Foundation, \$20,000 for the Nursing Scholarship Program at Cumberland University, 1998.
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 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.
2. 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.
3. Colorado Mesa University Faculty Professional Development Fund, \$800 for professional development to make two presentations at the National AAHPERD Convention in New Orleans, Louisiana, 2004.
4. 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.
5. Colorado Mesa University, \$800 for professional development to make two presentations at the National AAHPERD Convention in Orlando, Florida, 2000.

#### **PROFESSIONAL WORKSHOPS/COURSES TAUGHT**

- *Sport Facilities and Event Management*, Seef Area, Kingdom of Bahrain, under the auspices of the General Organization of Youth and Sports, April 5-9, 2010.

#### **GRADUATE EDUCATION SUPERVISION**

1. Austad, Mark A. (2012). *The Effects of High-Intensity vs. Traditional Resistance Training on Depleting Anaerobic Capacity*. Minnesota State University, Mankato, Master's Degree Committee Member.
2. Schommer, Paula. (2011). *Validation of the 3-minute Test to Prescribe Interval Training in Active College Runners*. Minnesota State University, Mankato, Master's Degree Research Committee Member.
3. Johnson, Tyler. (2010). *Reliability of the 3-min All-Out Exercise Test for Cycle Ergometry*. Minnesota State University, Mankato, Master's Degree Research Committee Member.
4. Mulani, Shailish. (2010). *Taping vs. Spatting on Peroneal Muscle Activation and Dynamic Single Leg Balance*. Minnesota State University, Mankato, Master's Degree Research Committee Member.
5. Malehorn, Kindall. (2010). *Effect of Diaphragmatic Kinesio Taping on Ventilation and Mechanical Efficiency during Heavy Exercise*. Minnesota State University, Mankato, Master's Degree Research Committee Member.
6. Andrews, Tedi. (2010). *Effect of Back Squats and hang Cleans Paired with Vertical jumps on Vertical Displacement*. Minnesota State University, Mankato, Master's Degree Research Committee Member.
7. Hughes, Michael. (2009). *A Comparison of the Funding of Club Sports at Institutions throughout the Rocky Mountain Athletic Conference*. Colorado Mesa University, MBA Degree Research Practicum Content Area Advisor.

## PROFESSIONAL SERVICE

- Invited Manuscript Reviewer*, Past Imperfect (A peer-reviewed journal supported by the Department of History and Classics at the University of Alberta) (2012)
- Contributing Editor*, Journal of Combative Sport (2011 to present)
- Contributing Editor*, InYo: The Journal of Alternative Perspectives on the Martial Arts and Sciences (2011 to present)
- Invited Manuscript Reviewer*, European Physical Education Review (2011)
- Invited Grant Reviewer*, National Association for Sport and Physical Education (NASPE)'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)
- Book Reviewer*, Pearson: Benjamin Cummings (2005-2007)
- Book Reviewer*, Holcomb Hathaway, Publishers (2006-2008)

## 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 (2007-2011); Chairman of the sub-committee for promotion from Assistant to Associate Professor (2007 and 2009)
  - *Member*, Faculty Pre-Tenure Review Committee (2009-2011), Chairman (2009-2010)
  - *Member*, Benefits Committee (2007-2011)
  - *Member*, Distance Learning and Technology Committee (2007-2009)
  - *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)
  - *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*, two faculty search committees (1998; 2002)
  - *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).

Cumberland University, Lebanon, Tennessee

- *Administrator*, Baird Chapel Renovation (1997-1998), a \$250,000 grant-funded project
- *University liaison*, *The Phoenix Ball* (1998), the major annual black-tie fund-raiser for the university
- *Head university liaison*, Law Recognition Committee (1998), a secondary fund-raising event for the university
- *Member*, Marketing Task Force (1997-98)

Lander University, Greenwood, South Carolina

- *Member*, Departmental NCATE preparation committee (1997)
- *Member*, Departmental curriculum committee (1997)

Middle Tennessee State University, Murfreesboro, Tennessee (graduate student member)

- *Student member*, Graduate Council (1995-1996)
- *Student member*, Institutional Review Board (1995-1996)



CURRICULUM VITAE  
**ELIZABETH BOWLES SHARP**

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**FORMAL EDUCATION**

- Ph.D., Human Performance** 2011  
Concentration: Physical Education Pedagogy  
Middle Tennessee State University, Murfreesboro  
Dissertation: Development of Concerns about Student Learning in Physical Education Teacher Candidates During Student Teaching  
Advisor: Dr. Mary Lou Veal
- M.Ed., Physical Education** 2005  
Arkansas Tech University, Russellville  
Thesis: Gender Differences in Throwing Skills of First and Fourth Grade Students  
Advisors: Dr. Shelia Jackson and Dr. Annette Holeyfield
- B.S., Health & Physical Education** 2004  
Arkansas Tech University, Magna Cum Laude

**CURRENT RESEARCH INTRESTS**

My interests include investigating the change in pre-service teacher concerns during the student teaching internship and the conflict of belief that they encounter during the experience. I collect data through the use of interviews, video recall, and learning communities.

**PROFESSIONAL EXPERIENCE**

- Assistant Professor of Kinesiology** 2011-Present  
Colorado Mesa University. Responsibilities include teaching undergraduate courses, sponsoring the PE Major's Club, and advising students.
- Graduate Assistant of Health and Human Performance:** 2008-2011  
Middle Tennessee State University (MTSU). Responsibilities include teaching and assisting in undergraduate courses, involvement in ongoing research projects, planning workshops, and publishing a monthly newsletter.
- Physical Education Teacher:** 2008-2011  
Homer Pittard Campus School, Rutherford County Schools, Murfreesboro, TN. Responsibilities include teaching elementary PE classes, K-6.
- Visiting Instructor of Health and Physical Education:** 2006-2008  
Arkansas Tech University (ATU). Responsibilities included teaching undergraduate & graduate courses and co-sponsoring the HPEWS Major's Club.

Elizabeth Bowles Sharp

<b>English Teacher:</b> Xinjiang Normal University (XNJ), Urumqi, China. Responsibilities included teaching conversational English to sophomore English majors in partnership with Educational Services Exchange with China.	2005-2006
<b>Graduate Assistant of Health and Physical Education:</b> Arkansas Tech University. Responsibilities included teaching and assisting in undergraduate courses and assisting in the Human Performance Lab.	2004-2005
<b>Children's Coordinator:</b> Grace Fellowship Church, Russellville, AR. Responsibilities included coordinating volunteers and teachers for children's program, performing administrative duties, & creating curriculum for bi-weekly program.	2003-2005
<b>Student Secretary of Health and Physical Education Department:</b> Arkansas Tech University. Responsibilities included performing daily office jobs and assisting instructors.	2002-2004
<b>Unit Coordinator &amp; Assistant Athletic Director:</b> Kanakuk Kamps, Branson, MO. Responsibilities included organizing & teaching basketball clinic everyday, writing curriculum for all sport clinics, ordering & maintaining equipment, and supervising counselors and coaches.	2001-2004

### LICENSURE

Arkansas Department of Education Teacher's License. Initial Three Year. P-08 PE/Wellness/Lei; 07-12 PE/ Wellness/Lei; 07-12 Coaching. Issued 07/26/2004.

### HONORS & AWARDS

Outstanding Doctoral Graduate Assistant (MTSU)	2011
TAHPERD Appreciation Award	2010
Graduate Teaching Assistantship (MTSU)	2008-2011
ArkAHPERD Hoops for Heart Coordinator of the Year	2007-2008
Outstanding Advisor of the Year (ATU)	2007-2008
Jim Ed McGhee Award (ATU)	2006
Dr. John Cadle Graduate Award	2005
Graduate Assistantship (ATU)	2004-2005
NASPE Major of the Year Award	2004
Dr. Pat Gordon Most Outstanding HPE Graduate	2004

Elizabeth Bowles Sharp

### PEER-REVIEWED PUBLICATIONS

**Sharp, E.B.** (accepted to be published in Sep, 2012). Why you should observe yourself teaching. *COAHPERD Journal*, 37 (2).

### GENERAL PUBLICATIONS

**Sharp, E. B., & Kang, M.** (2010). *Excel Program for Meta-Analysis Calculations* (Version 1.0) [Computer software]. Murfreesboro, Tennessee.

**Bowles, E. E., & Kang, M.** (March, 2010). Effect of teaching experiences on pre-service teacher concerns: A meta-analysis. Paper presented at the AAHPERD national conference, Indianapolis, Indiana. *Research Quarterly for Exercise and Sport*, 81 (Suppl 1), 41-42.

### PEER-REVIEWED PRESENTATIONS

**Sharp, E.B.** (2012, November). *Team Handball*. Accepted to be presented at COAHPERD State Convention, Loveland, CO.

Lee, Y.S., Kim, Y., Kang, M., & **Sharp, E.B.** (2012). *Inter- and Intra-rater Reliability in a Pedagogical Content Knowledge Measurement Tool in Physical Education*. Poster presented at AAHPERD National Convention, Boston, MA.

**Bowles, E. & Kang, M.** (2010, March). *Effect of Teaching Experiences on Pre-Service Teaching Concerns: A Meta-Analysis*. Poster presented at AAHPERD National Convention, Indianapolis, IN.

Veal, M. L., Alstot, A., **Bowles, E.** & O'Rourke, M. (2009, October). *What Concept Maps Reveal about Teacher Candidates' Knowledge*. Presented at NASPE's 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 AAHPERD National Convention, Tampa, FL.

**Bowles, E.** (2008, April). *Making Hoops for Heart a College Class Project*. Presented at AAHPERD National Convention, Ft. Worth, TX.

**Bowles, E.** (2007, November). *Making Hoops for Heart a Class Project*. Presented at the ArkAHPERD 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.

Elizabeth Bowles Sharp

### INVITED PRESENTATIONS

- Sharp, E.B.** (2012). *Jumping on Desks and Throwing Balls in the Classroom and Heart Rate Lab*. Colorado Mesa University Educators' Symposium for Western Slope Teachers.
- Sharp, E.B.** (2012). *Geocaching*. Presented at National Disabled Veterans Winter Sports Clinic, Aspen, CO.
- Sharp, E.B.** (2010 & 2011). *Geocaching and Golf*. Camp ENRGY (Excellence 'N' Recreation and Games for Youth) for youth with disabilities. Murfreesboro, TN.
- Bowles, E.** (2007, June). *Elementary/Secondary Classroom Management*. Presented at the PE Cohort Workshop, Arkansas Tech University, Russellville, AR.

### GENERAL PRESENTATIONS

- Sharp, E.B.** (2012, November). *Student Leadership Conference*. Accepted to be presented at COAHPERD State Convention, Loveland, CO.
- Sharp, E.B. & Veal, M.L.** (2010, November). *Jeopardy, TAHPERD Style*. Presented at TAHPERD State Convention, Murfreesboro, TN.
- Sharp, E.B. & Starkweather, A.** (2010, November). *Superstars*. Presented at TAHPERD State Convention, Murfreesboro, TN.
- Veal, M.L. & Sharp, E.B.** (2010, November). *Tennessee Board of Regents Teacher Education Redesign*. Presented at TAHPERD State Convention, Murfreesboro, TN.
- Bowles, E.** (2009, November). *Superstars*. Presented at TAHPERD State Convention, Murfreesboro, TN.

### GRANTS

- |   |                  |
|---|------------------|
| CMU Faculty Professional Development Fund<br>Travel Grant, \$1,729.00 Funded.   | October 6, 2011  |
| TAHPERD Talks<br>"TBR University Discussion of Teacher Education Redesign: Problem Based Learning"<br>\$600.00 Funded | December 3, 2010 |
| TAHPERD Talks<br>"TBR University Discussion: Teacher Education Redesign"<br>\$600.00 Funded                           | May 24, 2010     |
| Middle Tennessee State University Graduate Department<br>Travel Grant, \$500.00 Funded                                | August 6, 2009   |

Elizabeth Bowles Sharp

## CURRENT RESEARCH PROJECTS

**Sharp, E.B.** (submitted to *Journal of Teaching Physical Education*). Teaching concerns during student teaching: A qualitative analysis.

**Sharp, E.B.** (submitted to *The Physical Educator*). How concerns develop among teacher candidates.

**Sharp, E.B.** (in progress). The concerns of one student teacher.

**Sharp, E.B. & Daniels, J.L.** (in progress). What high stakes testing is doing to the student teaching experience.

Veal, M. L., Alstot, A., & **Sharp, E.B.** (in progress). What concept maps reveal about teacher candidates' assessment knowledge.

## PROFESSIONAL SERVICE PROJECTS

-Organized, edited, and e-published monthly newsletter for HHP department graduate students and faculty. 2008-2011.

-Organized and conducted training for Graduate Teaching Assistantship recipients in the HHP department. 2009 & 2010

-Converted Driver's Education program (3 courses) into an online program for distance learning. 2010-2011.

-Developed "Excel Program for Meta-Analysis Calculations" as a free program to help with calculations necessary for conducting a Meta-Analysis. 2009

-Created promotional video for Health and Human Performance department. 2009

## PROFESSIONAL ASSOCIATION MEMBERSHIPS

American Alliance of Health, Physical Education, Recreation, & Dance (2001-Present).

Colorado Association of Health, Physical Education, Recreation, & Dance (2011-Present)

Tennessee Association of Health, Physical Education, Recreation, & Dance (2008-2011).

National Association for Sports & Physical Education (2001-Present).

Kinesmetrics Club, Middle Tennessee State University (2009-2011).

Eta Sigma Pi, Middle Tennessee State University (2008-2009).

Arkansas Association of Health, Physical Education, Recreation, & Dance (2001-2008).

Southern Academy of Women in Physical Activity, Sport, and Health (2006-2007).

Arkansas Education Association (2004-2006).

## PROFESSIONAL ACTIVITIES

Chair of Higher Education and Research division, COAHPERD 2012-present

Chair-elect of Physical Activity section, COAHPERD Board 2011-2012

Chair of Adapted Physical Education (appointed by president),  
TAHPERD Board. 2010-2011

Member of TAHPERD Conv. Planning Com. Chair of Student 2009-2011

Social Sub Committee and Program Design Sub-Committee.

Elizabeth Bowles Sharp

Editor, <i>Connections</i> , HHP department newsletter.	2008-2011
Hoops for Heart Coordinator for Arkansas Tech University.	2002-2008
Advisor of Health & PE, & Wellness Science Major's Club.	2007-2008

### UNIVERSITY SERVICE

Elected Senator, CMU Faculty Senate	2012-Present
Advisor, Christian Challenge	2012-Present
Advisor, Fellowship of Christian Athletes	2012-Present
Advisor, The Physical Educator's Club	2011-Present
Member, K-12 PE Advisory Committee (CMU)	2011-Present
Center for Teacher Education Liaison to Kinesiology	2011-Present
Member, Distance Learning and Technology Committee (CMU)	2011-2012
Member, Women's Bball Head Coach Search Committee (CMU)	2012
Kinesiology representative at Major's Fair	2011

### COMMUNITY SERVICE

Attend Monthly District 51 Elementary PE Meetings	2011-Present
Volunteer, WOC children's ministry program	2009
Volunteer coach, 4 <sup>th</sup> 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 260	School and Community Health (online & live)
KINE 320	Methods of Teaching Physical Education in Elementary Schools
KINE 335	Sport in Society
KINE 408	Methods of Teaching Secondary Physical Education
KINE 497	Pre-Internship

#### *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
PHED 4900	Secondary Physical Education Teaching Methods (assistant)
PHED 4800	Elementary Physical Education Teaching Methods (assistant)

Elizabeth Bowles Sharp

*Arkansas Tech University  
2006-2008*

PE 6023	Curriculum Development in Physical Education
PE 4513	Organization and Administration of Health and Physical Education
PE 3603	Methods and Materials in Physical Education for Secondary Schools
PE 3413	Coaching Theory
PE 2111	Methods of Teaching Individual Activities
PE 2101	Methods of Teaching Team Activities
PE 1201	Orientation to Health, Physical Education, and Wellness Science

*Arkansas Tech University  
2004-2005*

PE 3403	Methods and Materials in Physical Education for Elementary (assistant)
PE 1991	Racquetball
PE 1851	Tennis and Basketball
PE 1411	Badminton
PE 1401	Archery and Recreational Games

*Xinjiang Normal University  
2005-2006*

Conversational English  
American Culture  
American Experiences  
English Listening Skills

**SUPERVISION EXPERIENCES**

EDUC 499D/H (CMU)	Student Teaching Supervisor (2011-Present) <i>Supervised internship in local schools (16 weeks)</i>
KINE 497 (CMU)	Pre-Internship Supervisor (2011-Present) <i>Supervised pre-interns in local schools (120 hours)</i>
PHED 7940 (MTSU)	Supervision of Physical Education (2011) <i>Worked one-on-one with a student teacher</i>
PHED 3500 (MTSU)	Physical Education for Early Childhood (2010-2011) <i>Took students to local schools to teach classes</i>
PHED 4900 (MTSU)	Secondary PE Teaching Methods (assistant) (2010) <i>Took students to local schools to teach classes</i>
PHED 4800 (MTSU)	Elementary PE Teaching Methods (assistant) (2009) <i>Took students to local schools to teach classes</i>
PE 3603 (ATU)	Methods and Materials in PE for Sec. Schools (2006-2008) <i>Sent students to local schools to observe &amp; teach classes</i>

Elizabeth Bowles Sharp

## **PROFESSIONAL DEVELOPMENT**

- Faculty Workshop on “What the Best College Teachers do,” CMU. Fall 2012.
- Colorado Association for Health, Physical Education, Recreation, & Dance State Conventions. October, 2011.
- Faculty Workshop on Learning and Study Strategies Inventory (LASSI), CMU. Fall 2011.
- “Desire 2 Learn” Training sessions, CMU. Fall, 2011.
- American Alliance of Health, Physical Education, Recreation, & Dance National Convention/Workshops. Spring 2003, 2004, 2007, 2008, 2010, 2012.
- “Shots Fired” Video about Campus Safety. MTSU Department of Public Safety. Spring 2011.
- Tennessee Association for Health, Physical Education, Recreation, & Dance State Conventions. November, 2009, 2010.
- NASPE Physical Education Teacher Education Conference. Myrtle Beach, SC, October, 2009.
- Arkansas Has it All Teacher Workshop, Arkansas Game and Fish Commission. Summer 2007.
- Initial PETE Standards Orientation, NCATE Program Report Preparation, and Assessments/Rubric Development Workshop. Spring 2007.
- Arkansas Association of Health, Physical Education, Recreation & Dance Annual Conference/Workshops. Fall 2001-2007.
- Southern Academy of Women in Physical Activity, Sport, and Health Annual Conference. Fall 2006
- Southern District of American Alliance of Health, Physical Education, Recreation, & Dance (2005)
- American Alliance of Health, Physical Education, Recreation, & Dance National Student Leadership Conference. Fall 2001

*Updated September 12, 2012*

Elizabeth Bowles Sharp



# Appendix D

**Library Program Assessment  
John U. Tomlinson Library  
Colorado Mesa University**

**Date of Assessment:** October 2012

**Purpose of Assessment:** Program Review

**Program under review:** Sports Management

**Program Level/s:** Associate and Bachelors

**Librarian:** 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. Titles recommended are sent to the librarian who reviews them and sends them on for purchase as money allows.

**a. Reference Support:**

The Reference Collection provides basic support for Sport Management with specialized dictionaries and encyclopedias in both Kinesiology and Business. Representative titles include:

*Churchill Livingstone's Dictionary of Sport & Exercise Science & Medicine*  
(2008)

*Oxford Dictionary of Sports Science & Medicine* (2006) (print & online)

*Dictionary of Business & Management* 5<sup>th</sup> ed. (2009) (Oxford online)

*Wiley International Encyclopedia of Marketing* 7 vols. (2011)

*Encyclopedia of Leisure and Outdoor Recreation* (2003)

*Colorado Reporter* (law cases)

**b. Monographic Sources**

The collection was evaluated by doing a combination of keyword, subject and call number searches. Call number areas reviewed were: GV – physical education & sports, KF – sections dealing with sports law. Although not included in the analysis, there are additional books on all areas of management and marketing in the Business Section. Emphasis has been placed on buying in the area of sports administration over the last 5 years. This portion of the collection has 71.8% of the titles published since 2000. In all areas about half of the titles are published since 2000. Overall the

collection is well grounded both age and content wise and provides a good base upon which to build. Charts showing the age of the collection by subject are attached.

- Age Analysis

Total Collection	Print	E-book	Total	%
2010-	58	10	68	14.3
2000-2009	162		162	34.2
1990-1999	79		79	16.7
1980-1989	62	1	63	13.3
1970-1979	74		74	15.6
Before 1970	28		28	5.9
TOTAL	463	11	474	

### c. Periodicals

The Library subscribes to 8 magazines and journals in print (5) and electronic (3) formats that directly support Sports Management. The aggregator databases, such as *SportDiscus* and *Business Source Complete*, have full text articles from about 500 additional titles. The publishers for some of these titles have placed embargos of 12 or 18 months on the full text. Numerous business journals will also have applicable articles.

#### Current print subscriptions:

*Athletic Administration* 1980-  
*Coach and Athletic Director* 1995-  
*Journal of Physical Education, Recreation & Dance* 1981-  
*Physical Educator* 1969-  
*Ski Area Management* 1977-

#### Electronic Journals

*International Review for the Sociology of Sport* 1999-  
*Journal of Sports Economics* 1999-  
*Sports Litigation Alert* 2004-

#### Representative titles from the aggregator databases: (embargo period)

*Athletic Business* 2008-  
*Choregia* 2005-  
*European Sport Management Quarterly* 2005 - (18 month)  
*International Journal of Sport Finance* 2007-  
*International Journal of Sport Management Recreation & Tourism* 2008-  
*International Journal of Sports Marketing & Sponsorship* 2002-  
*Journal of Issues in Intercollegiate Athletics* 2008-

*Journal of Legal Aspects of Sport* 2006-  
*Journal of Sport Management* 1987-  
*Journal of Sport Administration & Supervision* 2009-  
*Journal of the Philosophy of Sport* 1974- (12 month)  
*Managing Leisure* 1998- (18 month)  
*PanStadia* 2012-  
*Sport Marketing Quarterly* 2000-  
*Sport Science Review* 2011-

**d. Electronic Resources**

Indexes which include sports management articles:

*SportDiscus with Full Text*  
*Business Source Complete*  
*Lexis Nexis*  
*Academic Search Complete*  
*OmniFile Full Text Select*

**e. Media**

The Library media collection includes videos in both VHS and DVD formats recommended for purchase by the faculty. Both formats are available for classroom use and student/faculty checkout. Representative titles for sports management include:

*CEO Exchange: The Rough-and-tumble business of Sports* (DVD) 2006  
*Sports Field Safety* (VHS) 1989  
*Sports for Sale* (VHS) 1991  
*Spotlight on Careers in Fitness and Sports* (DVD) 2007  
*Understanding Leadership Styles* (VHS) 2005

**2. Evaluation of the total collection**

**a. Strengths**

1. Currency of the collection.
2. Increase in journal support with the purchase of *SportDiscus with Full Text*. Lack of journal support was noted in the 2006 review.

**b. Weaknesses**

1. Limited number of e-books – 11 total.
2. Lack of reference materials that specifically focus on management and marketing from a sports perspective.

3. Participation of faculty in selection process – most of the titles purchased are selected by the librarian.

**3. Recommendations**

- a. Consult departmental faculty about replacing videos in VHS format with the DVD format since the campus IT department is no longer supporting the VHS format.
- b. Purchase e-books whenever possible to increase student access “beyond the walls”.
- c. Encourage greater faculty participation in the selection of materials.
- d. Review pre-1990 materials for continued relevance to the program. Identify titles that should be kept – core, historical, and still current titles – and those that need to be withdrawn.

Library Director: Sarah Cron Date: 10/26/12

## Subject Area Collection Maps

Sports Administration	Print	E-book
2010-	16	2
2000-2009	61	
1990-1999	19	
1980-1989	7	
1970-1979	4	
Before 1970	1	
TOTAL	108	2

Sports Law	Print	E-book
2010-	2	3
2000-2009	13	
1990-1999	8	
1980-1989	4	1
1970-1979	3	
Before 1970	1	
TOTAL	31	4

Sport History	Print	E-book
2010-	18	3
2000-2009	28	
1990-1999	30	
1980-1989	31	
1970-1979	44	
Before 1970	17	
TOTAL	168	3

Philosophy & Ethics	Print	E-book
2010-	11	1
2000-2009	20	
1990-1999	5	
1980-1989	3	
1970-1979	9	
Before 1970	5	
TOTAL	53	1

Sport & Society	Print	E-book
2010-	5	
2000-2009	22	
1990-1999	10	
1980-1989	12	
1970-1979	6	
Before 1970		
TOTAL	55	

Sport Facilities	Print	E-book
2010-	2	1
2000-2009	15	
1990-1999	5	
1980-1989	4	
1970-1979	7	
Before 1970	4	
TOTAL	37	1

Sport Careers	Print	E-book
2010-	4	
2000-2009	3	
1990-1999	2	
1980-1989	1	
1970-1979	1	
Before 1970		
TOTAL	11	

# Appendix E

# Bachelor of Science: Sport Management

## X I: Identifying a Program's Student Learning Outcomes

What 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	SLO 7
Principles of Financial Accounting		X					
Business Info Technology		X		X			
Principles of Macroeconomics		X					
Principles of Microeconomics		X					
History & Philosophy of Sport & Physical Education	X	X					
Intro to Sport Management	X	X	X	X	X	X	
Sport in Society	X			X			
Sport Operations	X	X		X	X		
Sport Law & Risk Management					X		
Survey of Economics and Finance in Sport		X				X	
Leadership and Ethics in Sport	X		X	X			
Org. Ad./Legal Considerations in PE and Sport	X	X	X	X	X	X	
Sport Marketing		X		X	X		
Governance and Communication in Sport				X	X	X	
Internship			X		X		X
Principles of Management			X		X		
Principles of Marketing			X		X		



# Appendix F

August 12, 2012

Dear Graduate/Alumni:

The Department of Kinesiology at Colorado Mesa University / Mesa State College would like to congratulate you on the completion of your degree. We hope that your time at CMU/MSC has inspired you and built the foundation for continued learning. We wish you the best of everything as you move into a new phase of life, building on what you have learned and enriching the lives of those in your circle of influence.

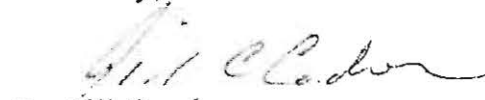
As you continue on your pathway to achieving your dreams, please stay connected with us. Our email addresses are listed below, and we look forward to hearing from you about your successes and accomplishments.

If you would please go to the following link and spend a few minutes answering our survey questions honestly and accurately, we'd greatly appreciate it.

<http://www.coloradomesa.edu/kinesiology/gradinfo.html>

Congratulations again on reaching this significant milestone.

Sincerely,



Dr. Jill Cordova

Department of Kinesiology – Head

Dr. Richard Bell      [rbell@coloradomesa.edu](mailto:rbell@coloradomesa.edu)  
Dr. Jill Cordova      [jcordova@coloradomesa.edu](mailto:jcordova@coloradomesa.edu)  
Dr. Keith Fritz      [kfritz@coloradomesa.edu](mailto:kfritz@coloradomesa.edu)  
Dr. Gig Leadbetter      [gleadbet@coloradomesa.edu](mailto:gleadbet@coloradomesa.edu)  
Geana Gaasch      [ggaasch@coloradomesa.edu](mailto:ggaasch@coloradomesa.edu)

Dr. Steven R. Murray      [smurray@coloradomesa.edu](mailto:smurray@coloradomesa.edu)  
Robert Ryan      [rryan@coloradomesa.edu](mailto:rryan@coloradomesa.edu)  
Dr. Kristin Heumann      [kheumann@coloradomesa.edu](mailto:kheumann@coloradomesa.edu)  
Dr. Elizabeth Sharp      [esharp@coloradomesa.edu](mailto:esharp@coloradomesa.edu)  
Dr. Gerald Smith      [geasmith@coloradomesa.edu](mailto:geasmith@coloradomesa.edu)

# Appendix G

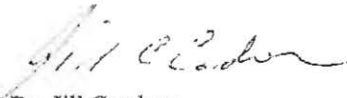
May 1, 2012

EMPLOYER SURVEY

Dear Employer:

Would you please kindly complete the following survey? This brief survey helps us assess and evaluate the effectiveness of our Department of Kinesiology academic program in preparing students for employment. I want to thank you for your willingness to help us. For your convenience in returning the survey to us, the reverse side of this survey is printed with our return address and our postage-paid permit.

Sincerely,



Dr. Jill Cordova  
Head, Department of Kinesiology  
[jcordova@coloradomesa.edu](mailto:jcordova@coloradomesa.edu)

---

Name of your organization/company: \_\_\_\_\_  
Contact Info (Name &/or Email) \_\_\_\_\_

Approximately how many students with majors in the Department of Kinesiology from Colorado Mesa University/Mesa State College have you supervised in the last four years? \_\_\_\_\_

How would you rate the overall performance of these intern/employees?  
 Very Satisfactory       Satisfactory       Unsatisfactory

Please comment on the intern/employees' strengths:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please comment on the intern/employees' weaknesses:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please comment on your current impression of the Colorado Mesa University Department of Kinesiology:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Appendix H

## PROGRAM ASSESSMENT PLAN

Kinesiology  
(Instructional Degree Program)

B.A./B.S.  
(Degree Level)

2007-2011  
(Assessment Period Covered)

02 October 2007  
(Date Submitted)

Submitted By: Dr. Jill Cordova, Head, Department of Kinesiology  
(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

“Mesa State College shall offer liberal arts and science programs and a limited number of professional, technical and graduate programs . . . the Mesa State College community aspires to provide an environment which promotes a wellness lifestyle.”

“By promoting the acquisition of skills as well as the discovery and application of knowledge, the college develops the intellectual, ethical, and aesthetic sensibilities that enable a student to pursue a rewarding career and assume a responsible and productive roles in society.

#### **Intended Educational (Student) Outcomes:**

1. Graduates shall demonstrate the knowledge and skills needed to succeed in careers within the field.

2. Graduates shall demonstrate knowledge and skills needed to be successful in graduate/professional programs within the field.

3. Graduates shall pass standardized examinations (i.e., NATABOC national board examination, PLACE assessment and departmental examination).

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

**Intended Educational (Student) Outcome #1:**

Graduates shall demonstrate the knowledge and skills needed to succeed in careers within the field.

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success:**

Employers of alumni shall be surveyed annually, with 90 percent reporting that our graduates demonstrate the necessary knowledge and skills needed for success in the career “very satisfactory” or “satisfactory.”

**Second Means of Assessment for Outcome #1:**

**1b. Means of Program Assessment and Criteria for Success:**

Alumni shall be surveyed annually, with 90 percent indicating that their degree program “very satisfactory” or “satisfactory” gave them the knowledge and skills necessary for success in the field.

**Third Means of Assessment for Outcome #1:**

**1c. Means of Program Assessment and Criteria for Success:**

Graduates of all concentrations shall pass their concentration-specific section of the exit examination with answering 70 percent of the questions correctly.

**Intended Educational (Student) Outcome #2:**

Graduates shall demonstrate knowledge and skills needed to be successful in graduate/professional programs within the field.

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success:**

Graduates of all concentrations shall take the departmental core exit examination and answer 70 percent of the questions correctly

**Second Means of Assessment for Outcome #2:**

**2b. Means of Program Assessment and Criteria for Success:**

The number of students accepted into graduate/professional school shall be assessed annually, with at least 75 percent of those who apply being accepted.

**Intended Educational (Student) Outcome #3:**

Graduates shall pass standardized examinations (i.e., NATABOC national board examination and the PLACE assessment).

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success:**

Graduates of athletic training concentration shall take the NATABOC national board examination, with 50 percent passing on the first try. By the third try, 75 percent of all graduates shall have passed.

**Second Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success:**

Graduates of the teaching concentration shall take the PLACE assessments administered by the Colorado Department of Education, with 75 percent passing the examination on the initial attempt. By the third attempt, 90 percent of all graduates shall have passed the examination



**Significant Program Review challenges and recommendations:**

- 1) Additional full-time faculty needed for program growth
- 2) Renewed need for development of departmental annuals goals
- 3) Need for increased faculty development and attendance at regional and national conferences
- 4) Need to enhance student testing, placement and communication with Teacher Education
- 5) Need for enhanced advising sessions with students
- 6) Exit exam—specifically, improving K-12 results
- 7) Need for development of assessment data for next NASPE and NCATE review
- 8) Need for more laboratory space and equipment

**Proposed strategies to address challenges and recommendations:**

- 1) The department has one new approved position—Athletic Clinical Coordinator. We plan to put in one or two position requests this fall
- 2) Departmental goals will be developed each Fall semester
- 3) The recent implementation of the faculty development funds from academic affairs will help increase the attendance of our faculty at national and international conferences
- 4) We have already met with Teacher Education to discuss increased communication and proper student placement procedures
- 5) Faculty regularly meet with many of our kinesiology advisees. We are considering open advising days as well
- 6) In spring 2007 75% (n=7) of the K-12 Teaching students passed their concentration specific area
- 7) We are in the process of trying to gather data and organize summative and formative assessments for the K-12 Teaching concentration
- 8) We have recently received a donation for increased laboratory equipment. Our new facility should be finished in the next two years

**MESA STATE COLLEGE  
PROGRAM ASSESSMENT PLAN - Feedback**

**Program:** \_Kinesiology      **Degree:**    BA/BS

**Year of Plan:** 2007-2011

**Date of this review:** 13 November 2007      **Reviewers:** Bell/Becker

**The following items have been addressed in this program's Assessment Plan:**

**PART 1 – Institutional Mission Reference**

Selected objectives are linked to statements found in the Expanded Role and Mission Statement, the Academic Master Plan, or the Vision Statement for Mesa State College.

Yes  No

Comments:

**PART 2 – Intended Educational (Student) Outcome Statements**

Three to five intended outcome statements will be assessed.

Yes  No

Comments:

Each objective uses simple language and is phrased with action verbs that identify observable, realistic, and attainable behaviors.

Yes  No

Comments:

Each objective describes a learning outcome in terms of what the students or graduates would be able to think, know, or do as a result of completing the program.

Yes XXX No\_\_\_\_\_

Comments:

### **PART 3 – Means of Assessment and Criteria for Success**

Two means of appropriate assessment address specific measurable student behaviors have been utilized for each intended outcome.

Yes XXX No\_\_\_\_\_

Comments:

Relevant criteria for success have been established and are clearly stated.

Yes XXX No\_\_\_\_\_

Comments:

Significant program review challenges and recommendations are listed.

Yes XXX No\_\_\_\_\_

Comments:

Proposed strategies to address significant program review challenges and recommendations are included.

Yes XXX No\_\_\_\_\_

Comments:

# PROGRAM ASSESSMENT PROGRESS REPORT

**Kinesiology**

(Instructional Degree Program)

**B.A./B.S.**

(Degree Level)

**2007-2011**

(Assessment Period Covered)

**12 November 2010**

(Date Submitted)

**Submitted By:**

**Dr. Jill Cordova, Head, Department of Kinesiology**

(Department Head or Faculty Assessment Representative)

## Expanded Statement of Institutional Purpose Linkage:

### Institutional Mission / College Goals Reference:

“Mesa State College shall offer liberal arts and science programs and a limited number of professional, technical and graduate programs...the Mesa State College community aspires to provide an environment which promotes a wellness lifestyle.”

“By promoting the acquisition of skills as well as the discovery and application of knowledge, the college develops the intellectual, ethical, and aesthetic sensibilities that enable a student to pursue a rewarding career and assume a responsible and productive role in society.”

### Intended Educational (Student) Outcomes:

1. Graduates shall demonstrate the knowledge and skills needed to succeed in careers within the field.

2. Graduates shall demonstrate knowledge and skills needed to be successful in graduate/profession programs within the field.

3. Graduates shall pass standardized examinations (i.e., NATABOC national board examination, PLACE assessment and departmental examination).

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

**Intended Educational (Student) Outcome #1:**

Graduates shall demonstrate the knowledge and skills needed to succeed in careers within the field.

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success**

Employers of alumni shall be surveyed annually, with 90 percent reporting that our graduates demonstrate the necessary knowledge and skills needed for success in the career “very satisfactory” or “satisfactory.”

**1b. Summarize the Progress made in Collecting Assessment Data:**

We have surveyed employers of our alumni semi-annually and have had a fairly good response rate.

**Second Means of Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success**

Alumni shall be surveyed annually, with 90 percent indicating that their degree program “very satisfactory” or “satisfactory” gave them the knowledge and skills necessary for success in the field.

**1b. Summarize the Progress made in Collecting Assessment Data:**

We have surveyed our alumni annually and have had a fairly good response rate.

**Third Means of Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success**

Graduates of all concentrations shall pass their concentration-specific section of the exit examination with answering 70 percent of the questions correctly.

**1b. Summarize the Progress made in Collecting Assessment Data:**

We have had all of our Kinesiology, Athletic Training, and Sport Management majors complete their concentration – specific exit exam during their senior year.

**Intended Educational (Student) Outcome #2:**

Graduates shall demonstrate knowledge and skills needed to be successful in graduate/professional programs within the field.

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success**

Graduates of all concentrations shall take the departmental core exit examination and answer 70 percent of the questions correctly

**2b. Summarize the Progress made in Collecting Assessment Data:**

We have had all of our Kinesiology, Athletic Training, and Sport Management majors complete their core exit exam during their senior year.

**Second Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success**

The number of students accepted into graduate/professional school shall be assessed annually, with at least 75 percent of those who apply being accepted.

**2b. Summarize the Progress made in Collecting Assessment Data:**

We have been tracking our student's acceptance success in graduate/professional programs annually.

**Intended Educational (Student) Outcome #3:**

Graduates shall pass standardized examinations (i.e., NATABOC national board examination and the PLACE assessment).

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success**

Graduates of athletic training concentration shall take the NATABOC national board examination, with 50 percent passing on the first try. By the third try, 75 percent of all graduates shall have passed.

**3b. Summarize the Progress made in Collecting Assessment Data:**

We have been tracking student success in passing the NATABOC exam annually.

### **Second Means of Assessment for Outcome #3:**

#### **3a. Means of Program Assessment and Criteria for Success**

Graduates of the teaching concentration shall take the PLACE assessments administered by the Colorado Department of Education, with 75 percent passing the examination on the initial attempt. By the third attempt, 90 percent of all graduates shall have passed the examination

#### **3b. Summarize the Progress made in Collecting Assessment Data:**

We have been tracking student success in passing the PLACE exam annually.

**Please summarize progress made in addressing significant issues/problems that came up during the last Program Review.**

1. We have been approved for one additional full-time faculty member to help with program growth.
2. We have enhanced our communication with the Center for Teacher Education.
3. We have increased our advising sessions with students.
4. Our Exit Exam scores have improved.
5. We have developed new assessment materials and data collection for NASPE/NCATE Accreditation.
6. We have a new Human Performance Laboratory with state-of-the-art equipment and two new administrative positions.



**MESA STATE COLLEGE  
PROGRAM ASSESSMENT PROGRESS REPORT - Feedback**

Program:   Kinesiology   Degree   BA/BS  

Year of Plan:   2007-2011  

Date of this review:   12/3/2010   Reviewers   Suzanne Lay    
  Denis Thibodeau  

**The following items have been addressed in this program's Assessment Plan:**

**PART 1 – Institutional Mission Reference**

Selected objectives are linked to statements found in the Expanded Role and Mission Statement, the Academic Master Plan, or the Vision Statement for Mesa State College.

Yes  No

Comments:

**PART 2 – Intended Educational (Student) Outcome Statements**

Three to five intended outcome statements will be assessed.

Yes  No

Comments:

Each objective uses simple language and is phrased with action verbs that identify observable, realistic, and attainable behaviors.

Yes  No

Comments:

Each objective describes a learning outcome in terms of what the students or graduates would be able to think, know, or do as a result of completing the program.

Yes  No

Comments:

### **PART 3 – Means of Assessment and Criteria for Success**

Two means of appropriate assessment address specific measurable student behaviors have been utilized for each intended outcome.

Yes  No

Comments:

Relevant criteria for success have been established and are clearly stated.

Yes  No

Comments:

There is a summarizing statement for each mean of assessment describing progress made in data collection.

Yes  No

Comments: The assessment results seem vague. What is a "fairly good response?" Students took the exit exam, but did they get 70% correct or not? No results indicated.

There is a statement summarizing progress made in addressing significant issues/problems that came up during the last Program Review.

Yes  No

Comments: There is a statement, but since the results were not given, it is not clear what the significant issues/problems were.

## External Review Report

Colorado Mesa University, Department of Kinesiology

Programs: Bachelor of Arts in Kinesiology & Bachelor of Science in Sport Management

Review Conducted by: Dr. James C. Hannon, University of Utah

### a. Narrative

The Department of Kinesiology, as stated in their self study, currently has over 900 majors with 400 in the B.A. in Kinesiology program and 289 in the B.S. in Sport Management program. Given the size of the department relative to the number of faculty, the quality of teaching and dedication to student's success is commendable. This year has been especially burdensome given the unexpected passing of one member of the faculty and another on sabbatical.

During my visit I had the opportunity to observe and interview students in one K-12 teaching class and one fitness and health promotion class. Both professors used highly interactive teaching styles and communicated well with their students. The K-12 lesson focus was low budget activity ideas in P.E. and was very practical and hands-on. Some sample activities were interdisciplinary (i.e. infusing math and nutrition concepts). The teacher engaged the students through extensive questioning throughout the lesson and modeled effective teaching behaviors. The fitness and health promotion class included an exam review and the start of a new lecture topic. My presence cut the professor short of completing the lesson. In reviewing the exam the professor used questioning in order to get the students to identify correct answers from those questions most commonly missed. The professor also asked the students about their hands-on project of getting people to use the stairs instead of the elevator. Student satisfaction with the department was clearly evident. The students find the professors to be great at communicating and they feel a strong personal connection to the professors. The students see the professors within the department as caring for them. The students believe that they receive a great deal of hands on experiences in order to apply what they have learned in real life settings. The students value and appreciate these opportunities. Many indicated that the new Human Performance Laboratory has been very helpful for learning experiences. The students indicated that they feel appropriately challenged as they progress from lower division to upper divisions classes. They expressed that the course objectives link directly to the assignments and tests/quizzes given in their classes. They also said that some professors will actually provide advanced feedback on assignments and that all professors are prompt to respond to questions via email. One area of improvement that was noted by the students was that the professors could collaborate more to be sure connections are being made from class to class. This comment aligns with the American Kinesiology

Associations (2009) position that the Kinesiology core be arranged and developed in a cross-disciplinary manner.

I did not get to observe a Sport Management class being taught. This was primarily due to timing since no classes were being taught during my site visit. I did receive the opportunity to review a few online course offerings. I viewed the content of one hybrid class and one fully online class. I errantly did not note the class titles. The hybrid class appeared appropriate relative to content. It seemed that the online portion was generally constructed to support the in-class portion. The fully online class also seemed to be developed using appropriate content and assessments. It was difficult to properly evaluate the classes without the professors to consult with. Based on what I could view I did feel that some additional aspects of effective online education could be incorporated. For instance, I did not see evidence of the use of live online chat, the streaming of videos, or any voice over's included in the PowerPoint slides. These methods may in fact be used, but I did not see them in my browsing of the courses.

I asked students about advising which is delivered by the faculty as opposed to a professional advisor. The students indicated that the faculty advisors make a great deal of time for them and tailor programs of study to individual student needs. They also said that the faculty advisors are honest with them about career goals. A few students said you only get career advice if you specifically ask about it and that it would be nice to learn about a wider range of career options. Given the high advising load of the faculty, I think they are doing a commendable job and that the current enrollment justifies the hiring of a departmental professional advisor to spend more time with students regarding career counseling.

I found the departmental climate among the faculty to be very positive. It was expressed that everyone works well together and that there was no infighting. It was also expressed that the departmental leadership protects and takes care of the faculty. The teaching loads are viewed as appropriate, with large, but manageable class sizes. In fact, the department has experienced heavy growth in enrollment without a subsequent increase in faculty lines. It was widely expressed that there is too much committee work and that junior faculty are on too many committees. This is detrimental to junior faculty development and is not always good for committees to have inexperienced members. Travel for presenting and professional development is provided through the department (\$600 per year) and central University funds which must be applied for. Overall, although the faculty has a positive outlook, I feel that there is too much of a workload on the faculty. I am concerned that some members could experience burnout resulting in turnover. The load consists of 60% teaching. Research, service and advising have differential loading with no less than 5% in one category. Pre-tenured faculty must generally publish one article per year, but there are no specific criteria. I feel the department needs more faculty and advising support in order to continue to grow and to appropriately cultivate the successful development of junior faculty. I also think that

\$600 is not enough travel support given that additional money from the University is not guaranteed. The department may want to consider increasing this amount, particularly for junior faculty members.

An area of particular strength for the department and programs is in the area of facilities. The Monfort Family Human Performance Laboratory is likely one of the best facilities West of the Rocky Mountains. This facility holds tremendous potential as an educational and undergraduate and faculty research hub for the department. In addition, the shared activity spaces with athletics and recreation within the Maverick Center provide ample space for effective programming. The classrooms are all smart classrooms and appeared in good condition. I was informed that the projectors are about 3 years old. The faculty office spaces appeared to be in good condition and provided a healthy work environment. As the department continues to grow and if more faculty lines are added in the future, additional space may become a priority.

Based on the self study and meeting with the librarians it is apparent that better communication is needed between members of the faculty and the library. Only a few professors communicate their needs. The library has been working to replace the most heavily used VHS tapes to DVD format, but this could be aided by better lines of communication. The department may also consider discipline specific orientations to the library for students so they are better aware of the resources available to them. A fund is available for each department which can be used for new materials. It seems that more e-books are needed in the areas of sport management and adapted P.E. I was surprised to learn that the library does not provide access to PubMed. I think this should be a priority and is of vital importance to the Kinesiology program.

A major area of concern for the department is IT support. This is primarily related to the delivery of online education. Online education is a major component of the Sport Management program which offers an extensive amount of hybrid and fully online classes. Better infrastructure on campus is needed to deliver more extensive and educationally effective online programming. There is no ability to stream videos leaving faculty to individually find outside sources to meet this need. Additional support which would aid faculty to record lectures would be beneficial.

Student learning outcomes (SLO's) and assessment is an area of high importance to the University. There was some misunderstanding regarding the SLO's initially which resulted in some push back by the department, however the assessment office says the department is currently one of the most compliant on campus. The department and program areas have been involved in this process and have created learning outcomes. The SLO's need some refinement. According to the assessment office the SLO's are at a basic level in Blooms Taxonomy, and need higher order development. However, the immediate next step is assessment and templates were just distributed for this phase. What is important to recognize is that assessment is an on-going process and has been conducted by the faculty, there is just a need to better track these assessments. To date,

the department has been using Alumni surveys, employer surveys; sport management exits exams, kinesiology exit exams, and the PLACE test (K-12 teaching licensure exam) as forms of assessment. In addition, sport management and kinesiology have an advisory council, use internship feedback and course evaluations as other sources of indirect assessment. Kinesiology also uses K-12 teacher portfolios. As the department works with the campus assessment office and director more in the coming year, they will enhance their assessment procedures to be sure they are directly aligned with their stated SLO's.

Finally, programs accreditation is something the department should invest time in considering. There are both pros and cons to accreditation, but it is a sign of program quality and an advertising point. The K-12 Teaching emphasis in Kinesiology did obtain NCATE accreditation. In my work on the University Teacher Education Programs Committee at my University, I am aware that NCATE and TEAC have combined into one new organization called, The Council for the Accreditation of Teacher Education (CAEP). CAEP will likely adopt the NCATE standards for physical education given that TEAC did not have standards. At this point the future is uncertain, but the department might want to stay on top of these developments if CMU aligns with CAEP at some point in the future. The Kinesiology self-study states that the Fitness and Health Promotion concentration is designed to align with the National Commission for Health Education Credentialing (NCHEC) guidelines. Given that the program is already aligned with the guidelines it would be advisable to seek out accreditation. The program may also consider being recognized by the National Strength and Conditioning Association (NCSA) and requiring that their students sit for the NCSA-CSCS or ACSM-HFI examination prior to graduation as an additional marker of program effectiveness. The Sport Management self study states that the curriculum of the program aligns with the guidelines developed by the North American Society for Sport Management (NASSM) in conjunction with the Commission on Sport Management Accreditation (COSMA). Again, give the alignment with the standards I suggest that the program follow through with program accreditation.

b. Executive Summary

Table 1. External Reviewer Observations - B.A. in Kinesiology

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			Additional online teaching support is needed
Current library resources meet the program's needs.		X			PubMed and more e-books are needed
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.		X			This is an on-going process and is not yet complete
Program faculty members are involved in on-going assessment efforts.	X				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.		X			As assessment procedures change, so will the way the department uses this data
The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.	X				

(from CMU Program Review Manual\_ 2012)

September 7, 2012

Table 2. External Reviewer Observations – B.S. in Sports Management

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	X				



strategic goals.					
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			Additional online teaching support is needed
Current library resources meet the program's needs.		X			Need more e-books and sport management specific journals
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.		X			This is an on-going process and is not yet complete
Program faculty members are involved in on-going assessment efforts.	X				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.		X			As assessment procedures change, so will the way the department uses this data
The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.	X				

(from CMU Program Review Manual\_ 2012)

September 7, 2012

### c. Recommendations

#### Highest Priority Recommendations:

- 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 should be hired to help the faculty with the heavy student advisement load. Given the over abundance of committee service, some form of help in other areas are needed for the faculty to grow and the department to thrive well into the future. The faculty, particularly junior faculty, needs additional support for professional development and research presentation opportunities. The minimal investment pays off in more program exposure and national awareness of the quality of programs offered at CMU.

- The online programming offered by both Kinesiology and Sport Management needs additional support. Additional technical support for course development, particularly the ability to stream video, and student support should be a priority. Online education has been a consistently growing trend within higher education. The geographic location of CMU makes online education a strong option to boost enrollments and enhance the reach of programs.
- Resources available through the library could use some additional enhancement. The ability to use PubMed would be useful to the faculty and students as well as additional e-books and journals. Ultimately, I believe that resources can be available, but it is up to the entire faculty, not just a few, to better communicate with the librarians regarding needs.
- I feel that the department should seek Accreditation for more programs. In particular, Sport Management and Fitness and Health Promotion. As stated in the self-studies, the curriculum already aligns, so I think it is in the best interest of the department to move forward with formal accreditation.
- 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.

#### Most Exemplary Element of the Program:

- For both the Kinesiology and Sport Management programs, the most exemplary element is the faculty's dedication to providing the students with a high quality curriculum and learning experiences both inside and outside of the classroom. The students receive practical experiences which help them grow and succeed as professionals. In fact, during my visit, Dr. Bell was preparing to take a group of Sport Management students to Denver to tour some professional sports facility. I saw evidence of a class project to attempt to get visitors of the Maverick Center to use the stairs instead of the elevator (I used the stairs!). I also witnessed a very hands-on practical lesson being taught to K-12 teaching majors. Everything that I saw and heard conveyed to me that the faculty is fully dedicated to the success of students and that they care about them and their futures.

Most Important Improvement during this Review Cycle:

- The CMU academic program review manual requests that these improvements be considered within the context of limited resource availability. My interpretation of this statement is that additional faculty lines and the online technical support are largely out of the departments hands. However, I do feel extremely passionate about both of these recommendations. Improvements within specific control of the department that they should focus on within this review cycle are the pursuit of additional programs accreditation, better communication with the librarians in order to procure additional resources, and to continue work with the Office of Assessment to develop assessment procedures and to refine SLO's to include higher order outcomes.

TO: Dr. Steve Werman, Assistant Vice President of Academic Affairs

FROM: Dr. Jill Cordova, Head, Department of Kinesiology

DATE: April 15, 2013

RE: Rejoinder for External Reviewer Program Review Report

We are in receipt of our external review report from Dr. James Hannon. We would like to thank Dr. Hannon for his visit and his written review of our programs. The following are some clarifications concerning some of Dr. Hannon's comments:

1. Online Course Offerings: Kinesiology faculty representing the programs reviewed had the opportunity to meet with Dr. Hannon during his visit. During this time we discussed our online course offerings. Faculty mentioned that online chat was available in all of our online courses within D2L. Additionally, some of the faculty currently use both SKYPE and streaming videos in their online courses. We welcome the addition of any online support that may become available.
2. Accreditation: Currently our K12 Education program is accredited by the National Association for Sport and Physical Education (NASPE) and we are interested in following up with the possibility of other accreditations.
3. Faculty Support and Resources: As Dr. Hannon stated we as a department feel the need for more faculty to help cover our teaching, advising, service, and professional development responsibilities. Although the University does not have mandatory advising requirements for the students, many of our faculty reach out to their advisees each semester and encourage them to come on in for a visit.
4. Library Resources: The library does in fact have PubMed available. The library has also recently asked us to review the journals they have for our fields of study and have offered us the opportunity to add to this list.
5. SLO Development and Assessment Plans: The Kinesiology faculty is committed to the planning and implementation of the program's student learning outcomes and assessment plans.
6. Scholarship Criteria: The Department of Kinesiology does have specific criteria written for evaluation purposes in scholarship, advising, service, and teaching. It is planned that next year we will revisit this criteria and make sure that it is current, accurate, and relevant to our entire faculty.