

2013-2014 Annual Report

(May 1, 2013-April 30, 2014)

Ball State University

SCHOOL OF PHYSICAL EDUCATION, SPORT, &
EXERCISE SCIENCE

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School of Physical Education, Sport, & Exercise Science

2013-2014 Annual Report (May 1, 2013-April 30, 2014)

REPORT OVERVIEW

Key Strengths:

- Strong and viable academic programs. The School of Physical Education, Sport, & Exercise Science (SPESES) continues to maintain strong academic programs at the undergraduate and graduate levels. Undergraduate enrollments hover around 860 students and graduate enrollments hover around 160 students (data provided by the Office of Institutional Effectiveness) (see Appendix C).
- Athletic Training and Teacher Education continue to maintain accreditation/national recognition with their respective accrediting bodies.
- HPL programs continue to maintain/develop national/international reputations.
- Strong application of theory in real-world (e.g., practicums, internships, immersive learning, technology).
- Strong teaching and scholarship culture and related faculty performance.
- Rich faculty/student engagement in service.
- School is forward thinking and proactive.
- School guided by a vision statement.
- SPESES core content and professional behaviors embedded in undergraduate curricula.

Key Weaknesses/Opportunities/Threats:

- BSU long-range academic planning (opportunity/threat).
- Continued implementation of School Vision (opportunity).
- Faculty retention (weakness/threat).
- Job market (weakness).
- Communication and collaboration between the undergraduate and graduate programs in Exercise Science (weakness).
- Academic advisement in select large programs (weakness/threat).
- Cross-fertilization of curriculum and research collaborations within SPESES (opportunity).
- Increased alumni engagement by academic programs (opportunity).
- Advisory boards, particularly in professional programs (opportunity).
- Continued development of social media (opportunity).
- Community engagement/immersive learning (opportunity).

ACCOMPLISHMENTS REGARDING 2013-2014 KEY INITIATIVES

- Postponed strategies for branding of the school due to University long-range academic planning process.
- Developed and implemented action plans regarding the BSU Strategic Plan.
- Prepared School for University accreditation site visit Fall 2013 (including program and student learning outcomes assessment).
- Implemented SPESES “Quality Improvement and Academic Rigor Initiatives.” Three faculty received an academic assessment summer grant for 2014 to develop new core items on student rating form regarding course and instructor quality/rigor.
- Coordinated successful merge of Health Education/PETE majors and realignment of FIWG into SPESES.
- Promoted Graduate CEP program and HPL visioning.
- Continued implementing strategies to engage alumni and donors.
- Continued mentor programs in the School.
- Continued to promote international activities within the School.
- Promoted higher aspirations for external funding in the School.

KEY CHALLENGES FOR THE SCHOOL OF PHYSICAL EDUCATION, SPORT, & EXERCISE SCIENCE – 2014 AND BEYOND

- University academic long-range planning creates uncertainties for the School and its programs.
- A key challenge continues to be retaining TT faculty. Our disproportionately high number of TT faculty who are at risk of turnover can create stability problems with respect to delivering academic programs and serving students effectively. The workload in replacing these faculty is substantial and turnover detracts from the overall climate. Noteworthy, however, is that turnover in the past three years has been lower and that many faculty are successfully completing the probationary period. However, the workload in mentoring these faculty through the P&T process is very significant.
- Continue to foster academic and research interdisciplinary relationships in the School.
- Continue to improve emphasis on quality of scholarship rather than quantity of scholarship. The tenure-line faculty have discussed this during faculty meetings as a part of P&T visioning for the School.
- Continue to foster and reward experiential/immersive learning experiences. The tenure-line faculty have discussed this during faculty meetings as a part of P&T visioning for the School.

KEY INITIATIVES, 2014-2015

- Continue to implement School Vision.
- Continue to develop and implement initiatives for the CAST and SPESES Strategic Plan.
- Continue to implement SPESES “Quality Improvement and Academic Rigor Initiatives.”
- Finalize development of AT and PETE advisory boards.
- Continue development of alumni outreach and engagement initiatives.
- Begin discussion in School regarding blended learning.
- Foster curriculum visioning for HPL programs.
- Continue to promote international activities within the School.
- Continue to develop communication and collaboration between the undergraduate and graduate programs in Exercise Science.
- Continued development of social media.
- Continue to enhance community engagement/immersive learning.
- Continue to promote higher aspirations for external funding in the School.

SCHOOL STUDENT LEARNING OUTCOMES ASSESSMENT

- There are 32 Student Learning Outcomes (SLO) associated with six undergraduate programs in SPESES, and 46 SLOs associated with twelve graduate programs. Each SLO and progress related to its achievement can be seen in appendix G. The majority of SLOs have been attained or are in-progress. For instance, in the undergraduate Sport Administration program, a more detailed rubric for assessing sales processes and their corresponding communication strategies have been developed. In the undergraduate Physical Education-Teacher Education Program, student learning objectives have been linked to teacher merit evaluations which are common in the field. The graduate Biomechanics program continues to revise courses to stay current with the expanding knowledge-base in the field.

STRATEGIC PLAN ACCOMPLISHMENTS

1. Increase the percentage of entering freshmen who pursued the Indiana Academic Honors Diploma or its equivalent to 80 percent. (Strategic Plan Goal 1-1)

- Although not substantive participation, the number of Honors College students over the past three years has held fairly steady.
- Honors COLLEGE enrollment has increased to 25 students (from 23 students last year). The School is proactively reaching out to these students, and recruiting students for the Academic Honors (1 student completed a thesis in Spring 2014) and Academic Honors in Writing (0 students currently enrolled) programs. Number of students completing these programs is minimal.

5. Increase the number of master's programs that have enrolled students with an average undergraduate GPA of at least 3.30. (Strategic Plan Goal 1-1)

Biomechanics	3.52-3.81 over the past three years
Clinical Exercise Physiology	3.6
Coaching	3.15
Exercise Physiology (MS)	>3.30
Gerontology	3.27 (Incoming class 3.3)
Human Bioenergetics (PhD)	>3.30
Sport Administration	3.393
Sport and Exercise Psychology	3.53
Sport Performance	3.14
Wellness	3.19 (Incoming class GPA 3.44)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
8 of 10	6 of 10				Increase by 2

8. Reach an undergraduate alumni giving rate of at least 15 percent by 2017. (Strategic Plan Goal 1-1)

- To be determined.

9. Increase the number of experiential and service learning participants by 10 percent. (Strategic Plan Goal 1-1)
(Service learning is generally volunteer work done for a local group/agency. It is often a requirement within a class.)

- 589 students participated in experiential and service learning experiences.

10. Increase the four-year graduation rate to 50 percent by 2017. (Strategic Plan Goal 1-2)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
2008-12 Cohort 37%	Data unavailable at this time				50%

11. Increase the six-year graduation rate to 65 percent. (Strategic Plan Goal 1-2)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
2008-12 Cohort 61%	Data unavailable at this time				65%

12. To ensure clear pathways for transfer students, increase by 50 Percent the number of 2+2 articulation agreements with Ivy Tech Community College by 2014. (Strategic Plan Goal 1-2)

- Not applicable.

13. Achieve and maintain a first-year retention rate of 80 percent. (Strategic Plan Goal 1-2)

- To be determined.

14. Redesign courses with high drop/fail/withdraw (DFW) rates to promote student achievement. (Strategic Plan Goal 1-2)

- No courses currently targeted.

15. Increase to 25 the number of students per year winning nation scholarships/awards (e.g., Goldwater, Fulbright, Truman, etc.). (Strategic Plan Goal 1-2)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
1	0				2

17. Each student will have a four-year curricular map supported by technology alerts available by May 2013. (Strategic Plan Goal 1-2)

- 4-year maps completed for all programs. Complete annual updates as necessary.

19. 100 percent of faculty and students will use the campus LMS (Blackboard). (Strategic Plan Goal 1-2)

- Achieved.

20. All departments will establish and implement an appropriate assessment process that utilizes available technology to allow for efficient aggregate data collection and analysis. (Strategic Plan Goal 1-2)

- Ongoing program coordinator /faculty training for rGrade and Blackboard.

21. Fully implement Blackboard Analytics and Blackboard Learn Analytics. (Strategic Plan Goal 1-2)

- Two faculty meeting presentations completed.
- Undergraduate Coordinators utilizing Blackboard Learn Analytics.

24. By 2017, 10 articles will be published or papers presented at professional conferences reporting on immersive learning projects. (Strategic Plan Goal 1-3)

Dieringer, Shannon Marie, Wanless, Elizabeth A, Judge, Lawrence W., Plummer, Michelle, Johnson, James Eric, IAHPERD State Conference, "**Running Your Way to Good Health: An After School Running Program,**" Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (October 31, 2013).

Judge, Lawrence W., Simon, L., Gipson, M., North American Society of Sport Management, "**Project REACH: A Course integrated, immersive learning project,**" Austin, TX. (June 1, 2013).

Judge, Lawrence W., Wanless, Elizabeth A, Johnson, James Eric, Holtzclaw, K, Sports Entertainment and Venues Tomorrow Conference, "**A Student-Driven Collaborative Health Initiative: Project R.E.A.C.H..**" (November 21, 2013).

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
4 (1 article; 3 presentations)	3 presentations				Maintain

25. Recognize immersive learning in promotion and tenure (P&T) and salary documents at the department and college levels by 2014. (Strategic Plan Goal 1-3)

- Achieved.

26. Provide every undergraduate student with an immersive learning opportunity by maintaining a minimum of 4,200 students annually in immersive learning projects. (Strategic Plan Goal 1-3)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
87	89				180

27. All undergraduate departments will offer at least one immersive learning opportunity each year. (Strategic Plan Goal 1-3)

Faculty Member	External Agency	Title	Course	Semester	Number of Students
Lindsey Blom	Indiana Soccer Foundation	Values through Sport	PEP 499	Fall 2013	6
Shannon Powers Selen Razon	The Muncie Buley Center , Whitely Community Council	Zumba @ the Buley	PEP 299X	Fall 2013	55
Shannon Dieringer Elizabeth Wanless Larry Judge	Interlock, Muncie Community Schools (Storer, Wilson)	Educating Future Educators: Serving Youth with Disabilities	PEP 227	Spring 2014	28
					89

Graduate

Jane Ellery		Mindfulness Practices	WELN 625	Fall 2013	8
Jane Ellery	Muncie Power Products	Health and Productivity Plan	WELN 630	Spring 2014	9

32. Increase science, technology, engineering, and math (STEM) and other high-impact degree offerings. (Strategic Plan Goal 1-4)

Baseline	Target
1. Human Bioenergetics	Explore for graduate Biomechanics Target = 2

33. Increase graduate student full-time equivalents (FTEs) by 20 percent. (Strategic Plan Goal 1-4)

834 Graduate Student Credit Hours 2011-2012/ 12 = 69.5
 790 Graduate Student Credit Hours 2012-2013/ 12 = 65.8
 Difference Between F11 to F12 -44 -5.28%
 Graduate Student Credit Hours 2013-2014 = unavailable at this time

Baseline	YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
69.5	-5.3%	Unavailable				UP 10% 76.5

34. Administer an annual survey regarding the readiness of graduates to employers recruiting on campus. (Strategic Plan Goal 1-4)

- None of the SPESES programs completed annual surveys.
- There have only been a few opportunities for students to attend on-campus recruiting fairs which included relevant SPESES fields. Approximately 65 students in Physical Education Teacher Education and Sport Administration attended these events.

35. By 2017, increase by 15 percent the number of employers engaged in on-campus recruiting activities. (Strategic Plan Goal 1-4)

- There are a few on-campus recruitment opportunities for students in Physical Education Teacher Education and Sport Administration. Some recruitment is occurring through email or Skype.

36. 50 percent of students will participate in research, internships student teaching, or related professional experiential learning experiences each year (excluding immersive learning). (Strategic Plan Goal 1-5)

All programs report that 100% of undergraduates and graduates complete by graduation.
 Undergraduate = 211
 Graduate = 99

Baseline	Target
100%	Achieved

37. Develop and implement an overall assessment of the core curriculum beyond the current course assessments. (Strategic Plan Goal 1-6)

- To be determined.

38. Complete the implementation of the core curriculum by fall 2013. (Strategic Plan Goal 1-6)

- Completed.

41. Increase the number of at-risk students who graduate by at least 20 percent annually. (Strategic Plan Goal 1-7)

Baseline	Target
Need CAST data from OIE	Increase by 20%

42. Increase the number of McNair Scholars to 10. (Strategic Plan Goal 1-7)

- To be determined.

43. Increase the number of international students to 1,000. (Strategic Plan Goal 1-7)

- To be determined.

44. Create/revise unit-level diversity plans with faculty, professional personnel, classified staff, and service personnel recruitment targets. (Strategic Plan Goal 1-7)

- College plan in progress.

48. 55 programs will be nationally ranked or recognized by 2017. (Strategic Plan Goal 2-1) (BSU Goal is cumulative across the 5 years)

YR-1 2012-13

- Athletic Coaching Education (Graduate) - 19th in the National “Best Buy” list
- Wellness Management (MA degree) - National Wellness Institute Distinguished Program Award

YR-2 2013-14

None

49. Increase the number of faculty and professional personnel with **national** recognition (awards, leadership positions, and editorial board memberships). (Strategic Plan Goal 2-1) (see Professional Engagement for journals and national engagement)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
18 faculty/58 accomplishments	16/53				61 Accomplishments

10 Faculty (decrease of 1) served on 20 Editorial Boards (increase of 1)

15 Faculty (increase of 1) served in 30 National/International Leadership Positions (decrease of 3)

1 Faculty (decrease of 3) received 3 National Awards/Recognitions (decrease of 3)

Overall 16 Faculty achieved 53 accomplishments

Faculty Honors/Awards

Faculty Member	Award	Organization
National		
Lawrence Judge	Ron Buss Service Award United States Team Coach Coach of ESPY award recipient for Best Male US Paralympic Athlete Jeremy Campbell	United States Track and Field (USATF) Coaches Education Committee International Paralympic Committee (IPC) Grand Prix Final in Birmingham, UK ESPN
Regional		
Stacy Walker	Distinguished Educator Award	Great Lakes Athletic Trainers’ Association

50. Increase by 10 percent the number of student presentations at national/regional disciplinary conferences. (Strategic Plan Goal 2-1) (Students as “LEAD” presenter)

Total number of students: 27

Total students making national/international/regional presentations: 24

Total number of presentations (national, regional, state): 31

Total national/international presentations: 21

Total regional presentations: 5

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
29	26				32

51. Increase by 15 percent the number of publications and peer-reviewed presentations in scholarship of teaching and learning. (Strategic Plan Goal 2-2)

Presentations: 9

Publications: 11

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
27	20				31

Presentations

- Dieringer, Shannon Marie, IAHPERD State Conference, "Initiation of Task-Oriented Behaviors for Preschool Children With Autism Spectrum Disorders during Physical Activity Sessions," Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (November 1, 2013).
- Dieringer, Shannon Marie, Porretta, David L, Plummer, Michele, American Association for Health, Physical Education, Recreation, and Dance National Convention, "Task-Oriented Behaviors of Children With Autism During Gross Motor Activities," American Association for Health, Physical Education, Recreation, and Dance/SHAPE America, St. Louis, MO. (April 4, 2014).
- Popp, Jennifer K., 2013 Indiana Athletic Trainers' Association Fall Symposium, "Educators' Breakout Session," Indiana Athletic Trainers' Association, Indianapolis, IN. (October 27, 2013).
- Thrasher, Ashley B, Walker, Stacy E., Hankemeier, Dorice A, Great Lakes Athletic Trainers' Winter Meeting, "Perceptions of Professional Socialization of Graduate Assistant Athletic Trainers in the Collegiate Setting," Wheeling IL. (March 13, 2014).
- Thrasher, Ashley B, Walker, Stacy E., Hankemeier, Dorice A, Pitney, William A, 2013 NATA Annual Meeting & Clinical Symposium, "Supervising Athletic Trainers' Perspectives on Professional Socialization of Graduate Assistant Athletic Trainers in the Collegiate Setting," National Athletic Trainers' Association, Las Vegas, NV. (June 27, 2013).
- Van Lunen, Bonnie L, McCarty, Cailee W, Hankemeier, Dorice A, Bay, R C, 2013 NATA Annual Meeting & Clinical Symposium, "Post-Professional Graduate Students' Perceptions Concerning the Competencies Within the Commission on Accreditation of Athletic Training Education Programs," National Athletic Trainers' Association, Las Vegas, NV. (June 27, 2013).
- Walker, Stacy E., Thrasher, Ashley B, National Athletic Trainers' Association Annual Meeting and Clinical Symposia, "A Small Group Standardized Patient Encounter Improves Athletic Training Students' Psychosocial Intervention and Referral Skills," National Athletic Trainers' Association, Las Vegas, NV. (June 2013).
- Judge, L. W., Lee, D., Petersen, J., & Bellar, D. (2013). "The Impact of Social Media on the Awareness of the Olympic Movement" *The 2012 Pre-Olympic Congress* (July 24). Liverpool, England, UK.
- Johnson, J. E., Judge, L. W., Lee, D., Blom, L. C., Wanless, E., & Ridley, M. (2013). "Does a Head Coach Change Impact NCAA Academic Progress Rate?: A Study of FBS Coaching Changes from 2003-2011." *North American Society for Sport Management Conference* (May 28-June 1). Austin, Texas, USA.

Publications

1. Hankemeier, D. A., Van Lunen, B. L. (2013). Perceptions of Approved Clinical Instructors: Barriers in the Implementation of Evidence-Based Practice. *Journal of Athletic Training*, 48(3), 382-393.
2. Hankemeier, D. A., Walter, J. M., McCarty, C. W., Newton, E. J., Walker, S. E., Pribesh, S. L., Beth, J. E., Manspeaker, S. A., Van Lunen, B. L. (2013). Use of Evidence-Based Practice Among Athletic Training Educators, Clinicians, and Students, Part 1: Perceived Importance, Knowledge, and Confidence. *Journal of Athletic Training*, 48(3), 394-404.
3. Phillips, A. D., Faucette, N. (2013). There's no room in our program! Using Individual Development Plans to enhance preservice teachers' content knowledge. *GAHPERD Journal*, 45(3), 10-16.
4. Thrasher, A. B., Walker, S. E., Hankemeier, D. A., Pitney, W. E. (in press). Supervising athletic trainers' perceptions of professional socialization of graduate assistant athletic trainers in the collegiate setting. *To appear in Journal of Athletic Training*.
5. Walker, S.E., Weidner, T. G, Armstrong. Standardized patient encounters and individual case-based simulations improve students' confidence and promote reflection. *Athletic Training Education Journal*. In press.
6. Walker, S.E., Thrasher, A. B. A Small group standardized patient encounter improves athletic training students' psychosocial intervention and referral skills. *Journal of Athletic Training*, 48 (Supplement 1): S63, 2013. [National/Competitive].
7. Pierce, D., Wanless, E., & Johnson, J. (2014). Assessing outcomes of a realistic major preview in an introductory sport management course. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 29(1), 60-74.
8. Johnson, J. E., Judge, L. W., & Wanless, E. A. (2014). Using a case study competition as an intense learning experience in sport management. *Sport Management Education Journal*, 7, 34-42.
9. Leaird, Thomas and Reed, Carol M., *Scuba Educator's International/Professional Diving Instructors Corporation, (SEI/PDIC), Advanced Diver Programs Instructors's Guide*. Publisher SEI/PDIC, Muncie, IN November 2013.
10. Judge, L. W., Lee, D., Petersen, J., Bellar, D., Surber, K. D., & Krill, C. (2014). The impact of social media on the awareness of the Olympic movement. *The Sport Journal* <http://thesportjournal.org/article/the-impact-of-social-media-on-the-awareness-of-the-olympic-movement/>
11. Johnson, J. E., Blom, L. C., Judge, L. W., Lee, D., Pierce, D., & Ridley, M. J. (2013). The impact of football bowl subdivision head coaching changes on NCAA academic progress rate. *Journal of Issues in Intercollegiate Athletics*, 6, 131-154.

52. Increase by 50 percent the external funding of scholarship of teaching and learning. (Strategic Plan Goal 2-2)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
\$0	\$0				\$2000

53. By 2017, increase fully online student full-time equivalents (FTEs) by 35 percent. (Strategic Plan Goal 2-3)

- The Athletic Coaching Education (ACE) program has had a declining over all enrollment over a recent period. Comprehensive marketing and enrollment strategies have been underway through the Online and Distance Education office. Many aspects have been implemented and some success in the number of applicants has been recognized.

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
17.75	3.125				24

54. Achieve 50 percent growth in dual-credit full-time equivalents (FTEs). (Strategic Plan Goal 2-3)

- To be determined. Need data from EE and/or OIR.

55. Achieve 10 national rankings and recognitions of online efforts. (Strategic Plan Goal 2-3)

Athletic Coaching Education

Baseline	Target
1	1

56. By 2017, facilitate the introduction by colleges/departments of two new bachelor's degree programs and four graduate degree programs for completely online delivery. (Strategic Plan Goal 2-3)

- The School currently offers one graduate degree, Athletic Coaching Education, for completely online delivery. Other possibilities were considered (Sport Performance) and there are no plans to offer additional programs for completely online delivery at this time.

57. By 2017, increase on-campus student enrollment in blended courses to 25 percent. (Strategic Plan Goal 2-3)

Baseline YR 1 2012-13	YR-2 2013-14	Target
0	3	3-5

58. By 2017, 50 percent of on-campus students will have taken at least one online course by the time they graduate. (Strategic Plan Goal 2-3)

Baseline	Target
1 course in each program/ 106 students enrolled in online courses which is 12% of approximate undergraduate enrollment	Maintain/ Monitor online courses completed

- 118 students enrolled in online courses which is 13% of approximate undergraduate enrollment.
- Multiple faculty have developed online courses for summer, 2014 (areas include undergraduate and graduate Sport Administration, Athletic Training and Exercise Science). In total, since 2011, 34 online courses have been approved for development of which 30 are now completed.
- The MA/MS Coaching program continues to be delivered exclusively on-line. Implemented extensive marketing strategies to promote program.
- PFW online courses continue to have strong enrollments.
- Percentage of SPESES Program courses offered online (based on 2013-2014 undergraduate catalog).

Required		Required plus Electives	
Aquatics	14%	Aquatics	11%
Athletic Training	13%	Athletic Training	9%
Exercise Science	25%	Exercise Science	21%
PETE	4%	PETE	4%
Sport Administration	58%	Gerontology Graduate	50%
Sport Administration Graduate	71%	Sport Administration Graduate	60%
Sport Performance	29%	Sport and Exercise Psychology	31%
Sport Psychology	43%	Wellness Graduate	1%

62. Increase the offering of custom-built, technology-mediated learning content to 50 unique courses. (Strategic Plan Goal 2-3)

- To be determined.

63. Increase by 125 percent external funding for scholarly work. (Strategic Plan Goal 2-4)

SPESSES funded proposals comparison 12/13 to 13/14:

Amount funded: \$668,653 (decrease of \$23,288) (as of May 2014)

Number funded: 17 (increase of 6)

Baseline	YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
\$1,303,971 (with FIWG) 3 Yr. ave. ~ \$1,297,723	\$691,941	\$668,653				\$1,946,584

64. Increase by 10 percent the number of refereed or juried achievements by faculty members (manuscripts, performances, exhibitions, presentations, books, etc.). (Strategic Plan Goal 2-4) (Refereed articles, books, and refereed national presentations)

Scholarly accomplishments include the following (see Appendix A):

79 publications in peer-reviewed journals (decrease of 1)

Including 14 student led publications

14 books/chapters (increase of 6)

107 national/international conference presentations (maintained)

142 overall conference presentations (decrease of 7)

Baseline YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
206	200 -2.9%				215 (JA & P)

- There was a total of 150 credit-hours (decrease of 18 from last year) of research assigned-time, of which 0 credit-hours (decrease of 12 from last year) came from external grants.
- We strongly adhere to the philosophy that SPESSES graduate student funding is to enhance the scholarly activities of the faculty mentor (see Appendix E for more information regarding graduate program activities).
- 17/21 faculty with research assigned time met all of the minimum CAST guidelines.
- Through assigned time, 19 tenure line faculty submitted as PI, 1 as Co-PI and 1 had no external grant submissions.

Tenure line Faculty Productivity*		
Submit Refereed Manuscript as Lead Author	External grant as Principal Investigator	Refereed Presentation as Lead Presenter
18 Lead author	19 PI	18 Refereed/1 Co-presenter
3 Co-author	1 Co-PI	2 Non refereed/Invited
2 None	3 None	2 None

*Includes productivity of faculty without assigned time.

65. Increase by 40 percent the number of contract and grant proposal submissions. (Strategic Plan Goal 2-4)

SPESSES external submitted proposals comparison 12/13 to 13/14:

Status of the 13/14 submitted proposals: 17 of 27 funded (as of May 2013)

Number Submitted: 27 (increase of 2)

Amount Requested: \$2,160,339 (decrease of \$60,260)

Baseline	YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target

17	27	27				24
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66. Increase the number of contract and grant proposal submissions totaling more than \$25,000 by 25 percent. (Strategic Plan Goal 2-4)

- The School has exceeded the target of 25% with a 71% increase of proposal submissions from our baseline of 5.

Baseline	YR-1 2012-13	YR-2 2013-14	YR-3 2014-15	YR-4 2015-16	YR-5 2016-17	Target
7	6	12				Up 25%

72. Increase employee average participation in substantive wellness initiatives to 18 percent. (Strategic Plan Goal 3-1)

- Faculty member serves as our School's Worksite Wellness Ambassador.

74. Increase participation in diversity programs by 20 percent by 2017. (Strategic Plan Goal 3-1)

- To be determined.

75. Increase participation in cultural programs by 20 percent by 2017. (Strategic Plan Goal 3-1)

- To be determined.

80. Track and communicate annually the financial and service impact of student volunteer programs on Muncie and Delaware County. (Strategic Plan Goal 3-2)

Number of Students: 203
 Number of Hours: 2,595
 Number of Agencies: 4

82. Offer specific curricula in sustainability. (Strategic Plan Goal 3-3)

- To be determined.

95. Every college and professional program will have an external advisory council. (Strategic Plan Goal 4-2)

- Advisory boards and alumni engagement with a fund-raising thrust continue to be considered. Program Coordinators for Athletic Training and Physical Education Teacher Education have met with Julie Stroh and Louise Jackson, and the general faculty have been oriented to the roles of advisory boards (including presentations for Chairs of successful Boards in CAST).

Baseline	Target
0	2

96. Every department will conduct alumni surveys every five years and solicit employer input where appropriate to aid in curriculum development. (Strategic Plan Goal 4-2)

- Alumni surveys are regularly and systematically conducted for all programs. Employer surveys have been conducted for three of the five undergraduate programs, while the other two programs will be directed to do so in the near future.

Baseline	Target
Conduct alumni surveys: achieved	Employer input: practicums/student teacher feedback?

97. Increase by 10 percent annually the number of companies that are impacted by the university. (Strategic Plan Goal 4-3)

Baseline	2013-2014	Target
17 companies/ communities	54 companies/communities	19 companies/ communities
Athletico		Indiana Soccer Association
Ann & Robert H. Lurie Children’s Hospital of Chicago		Jordanian Football Association
American Red Cross		Muncie Community Schools
American Academy of Orthopaedic Surgeons		Muncie Sportsplex
American Swimming Pool and Spa Association		Muncie Power Products
Aquatic Partners		Muncie Before 5 Early Childhood Initiative
American Association for Physical Activity and Recreation		National Safety Council
Bethel Pointe		National Swimming Pool Foundation
Burris		National Institute for Fitness and Sport
Ball State Athletics		Open Door Health Services
Boys and Girls Club		Physical Medicine and Rehabilitation
Central Indiana Orthopedics		Pendleton Heights High School
Cooper Speed and Strength School		Princess Basma Youth Resource Centre
Cowan Elementary		Ross Community Center, Inc.
Comprehensive Soldier Family Fitness – U.S. Army		Sport Works
Delta High School		St. Vincent Hospital
Divers Alert Network		Scuba Educators International
Delaware County Wellness Professionals		Starfish Aquatics Institute
Elmcroft		Selma school districts
First Choice Physical Therapy		Street Football World
Ft. Wayne TinCaps		Wellness Council of Indiana/Indiana Chamber of Commerce
Gary Southshore Railcats		Westminster Village
Heritage Christian High School		World Baseball Academy
Henry County Sports Medicine		Whitely Community
IU Health/Ball Memorial Hospital		Yorktown High School
Indianapolis Sports Corp		YMCA/YWCA
Indiana Ice		Youth Opportunity Center

98. Increase by 10 percent annually the number of communities and increase to 70 the number of counties actively engaged with the university. (Strategic Plan Goal 4-3)

Baseline	2013-2014	Target
17 companies/ communities in 5 counties	54 companies/communities in 8 counties	19 companies/ communities in additional counties
Allen		Madison
Delaware		Marion
Henry		Shelby
Lake		Wayne

102. Work with current and future K–12 educators to strengthen their ability to attract and prepare students for science, technology, engineering, and math (STEM) degrees and careers. (Strategic Plan Goal 4-4)

- To be determined.

105. Increase the annual number of intellectual property (IP) disclosures to 20. (Strategic Plan Goal 4-5)

- To be determined.

107. Increase the total number of bachelor's and master's students graduating with a high-impact degree (as defined by the Indiana Commission for Higher Education) by 50 percent by July 31, 2017. (Strategic Plan Goal 4-6)

Baseline	2013-2014	Target
Human Bioenergetics-3 doctoral students	1-Summer 2013	2-3

PERSONNEL ACTIONS

Leadership

- Dr. David Pearson (graduate) and Mrs. Judy Donahue (undergraduate) will continue to serve as Associate Chairs.

New Tenure-line hires to date (begin August, 2014)

- Dr. Alex Montoye (Clinical Exercise Physiology)

Tenure-line Resignations

- Dr. David Pierce, Dr. Matt Harber, Dr. Rick Ferkel, Dr. Amber Phillips

Faculty Diversity Efforts

- Positions posted in minority (women, black) outlets.
- Hired one international contract faculty member in the past year.

CHANGES IN SCHOOL MERIT SYSTEM

- Small revisions made to tenure-line salary document, and none needed for contract faculty salary document. Continue to use merit self-evaluation rubrics.
- Continue to better discriminate between lower and higher performers.

FACULTY/STUDENT AWARDS

Faculty

- School/University
 - Nagelkirk, Paul: SPESES, Outstanding Tenure-Line Teacher, April, 2014
 - Powers, Shannon: SPESES, Outstanding Contract Teacher, April, 2014
- External to BSU
 - Larry Judge was selected to represent the United States as team coach for the International Paralympic Committee (IPC) Grand Prix Final in Birmingham, UK.
 - Larry Judge served as the personal coach for US Paralympic athlete Jeremy Campbell at the 2013 International Paralympic Committee (IPC) World Championships. Jeremy received an ESPY award for Best Male Athlete with a Disability and a gold medal in the men's discus F44 at the IPC Athletics World Championship.
 - Larry Judge was appointed as National Chairman of Coaches Education by the United States Track and Field (USATF).
 - Larry Judge was presented with the Ron Buss Service Award for his outstanding service to the United States Track and Field (USATF) Coaches Education Committee.
 - Stacy Walker received the Great Lakes Athletic Trainers' Association (GLATA) Distinguished Educator Award.

Students-Undergraduate

- Internal
 - Zackary Davis (Athletic Training): James C. Dickerson Outstanding Senior Award
 - Jessica Trcka (Athletic Training): Rex L. Sharp Professional Dedication Award
 - Evelyn Heffner (Athletic Training): Richard L. Hoover Cardinal Award
 - Emily Zorn and Denise Alder (Athletic Training): Professional Promise Award
 - Derrick Decker Sayers (Athletic Training): Bud Miller Inspirational Award
 - Bailey Gerke (Athletic Training): Most Valuable Student Award
 - Mitch Yeagy (Athletic Training): Rookie Student Award
 - Christine Schultz (Athletic Training): Gary Noble Memorial Award

- Christine Schultz (Athletic Training): Outstanding Senior Award
- Bradford Ashton and Aaron Murphy (Physical Education Teacher Education): Dynamic Teaching Award
- Kayla Negley (Physical Education Teacher Education): Community Service Award
- Sydney Cleckley and Thomas Treadway (Physical Education Teacher Education): Skilled Performance Award
- Jacqueline Seidel (Physical Education Teacher Education): Professionalism Award
- Kelli Burke (Physical Education Teacher Education): Outstanding Senior Award
- Michael Ragukonis (Physical Education Teacher Education): Dr. Marilyn M. Buck School of Physical Education Teaching Scholarship
- Kayla Negley (Physical Education Teacher Education): Katherine Hamilton King Scholarship
- Michael Ragukonis (Physical Education Teacher Education): Grace Woody Scholarship
- Erin Yeoman (Exercise Science): Outstanding Senior Award
- Abigail Haugh (Aquatics): Outstanding Senior Award
- Brett Bennick (Sport Administration): Male Major of the Year
- Marianne Kroening (Sport Administration): Female Major of the Year
- Kevin Mullaney (Sport Administration): Male Networker of the Year
- Alexandra Firchau (Sport Administration): Female Networker of the Year
- Macey Hulvey, Matt Boes, Eric Meyer (Sport Administration): Most Valuable Volunteers
- External
 - Christine Schultz, Zackary Davis, Jordan Matchett, Ben LaGard, Bailey Gerke, and Mandi Baldwin (Athletic Training): Indiana Athletic Trainers' Association Student Skills Challenge Champions
 - Jessica Trcka (Athletic Training): Indiana Athletic Trainers' Association Undergraduate Scholarship Recipient
 - Kelli Burke (Physical Education Teacher Education) Catherine Wolfe Conference Scholarship - Indiana Association of Health, Physical Education, Recreation and Dance

Students-Graduate

- Internal
 - Kayla Kniecik (Biomechanics): Keys/Litten/Smith Award - 19th Annual Student Symposium
 - Emily Johann (Biomechanics): Keys/Litten/Smith Award - 19th Annual Student Symposium
 - Joseph Stonecypher (Sport and Exercise Psychology): Student Practitioner of the Year
 - Sarah McGary, Akanimo Akpan (Sport and Exercise Psychology): Student Researchers of the Year
 - Garrett Griffith, Liam Fitzgerald, Kristen Conway, Amanda Weaver, (Clinical Exercise Physiology); Jill Estes (Biomechanics); Cemal Ozemek, Justin Guilkey (Human Bioenergetics); Robert Hilliard Jr., Sarah McGary, Alisha Sink, Joseph Stonecypher (Sport and Exercise Psychology) received ASPIRE funding to support research and travel.
 - Kimberly Dahl, Jill Estes (Biomechanics); Seth Donaldson, Garrett Griffith, Michael Benjamin Nelson, Amanda Weaver (Clinical Exercise Physiology); Robert Hilliard Jr., Alisha Sink (Sport and Exercise Psychology); Dan Tracy (Sport Administration) received graduate merit fellowships
- External
 - Megan Coyne, Mark Serrao, & Kevin Thurman (Sport Administration) (Faculty mentor: James Johnson): Outstanding Graduate Poster - Indiana Association of Health, Physical Education, Recreation and Dance Conference
 - Alex Goins, Ben Sabin, & Dan Tracy (Sport Administration) (Faculty mentor: James Johnson): Outstanding Graduate Poster - Indiana Association of Health, Physical Education, Recreation and Dance Conference
 - Dan Tracy, Taylor Harris, and Kayla Austin (Sport Administration) (Faculty mentor: James Johnson and Lawrence Judge): Champions - College Sport Research Institute Case Study Competition
 - Akanimo Akpan (Sport and Exercise Psychology) (Faculty mentor: Lindsey Blom): Midwest District Ethnic Minority Graduate Fellowship
 - Renae Bomar (Athletic Training) (Faculty mentor: Jennifer Popp): Indiana Athletic Trainers' Association Graduate Student Scholarship

NATIONAL CREDENTIALING PASS RATES

Sports Performance Program - CSCS = National Strength and Conditioning Association's Certified Strength and Conditioning Specialist

- 100% of students take the NSCA-CSCS certification test – this is a nationally ranked exam with a 67% pass rate. All students have passed the exam.

Athletic Training Education Program - NATA = National Athletic Training Association’s certification exam

- Unofficially for the 2013-14 academic year, 10 students sit for the Board of Certification Examination. 8 out of 10 students have passed this exam (all first-time exam takers). This data is based on students self-reporting, as the official documentation to programs has not yet been released. Official documentation is usually provided towards the end of May. There will be 3 more students (included in the 2013-14 cohort) that will be taking the exam in June 2014.
- In 2012-2013, 11 graduates took the exam at a 100% overall pass rate. The National overall (any attempt) pass rate (2011-2013) based on exam candidates for Bachelors Programs is 89%.

Physical Education Teacher Education - PRAXIS II = Licensure exams

- 100% pass rate.

PROGRAM ACCREDITATIONS

Program	Agency	Through Date
Athletic Training	Commission on Accreditation of Athletic Training Education	2016
Physical Education Teacher Education(UG)	NCATE/CAEP Council for the Accreditation of Educator Preparation	2018
Exercise Science (UG)	National Strength and Conditioning Association (NSCA – Recognized)	2016

ACADEMIC PROGRAM CHANGES

Program Revisions (implemented Fall 2013)

- **Athletic Training (Undergraduate)**
 - Re-numbered AT 340 to AT 240 (3 hours)
 - Removed 1 credit from AT 240 (to make this a 3 hour course)
 - Removed EXSC 147, Weight Training (1)
 - Removed EXSC 497, Advanced Concepts in Exercise Physiology (3)
 - Added EXSC 293 - Found Physiology and Exercise (3)
 - Removed NURS 320, Pharmacotherapeutics (2) – Blended into AT 495, Medical Aspects of Sport and Physical Activity
 - Added 1 credit to AT 495, Medical Aspects of Sport and Physical Activity
 - Added AT 250, Application of Taping, Wrapping, and Protective Devices in Athletic Training
 - Added 1 credit to AT 498, Organization and Administration in Athletic Training (3)
 - Added EXSC 301, Fundamentals of Exercise Prescription (3)
 - Added FCFN 444 Sports Nutrition and Weight Ctrl (3)
 - Added AT 260, Clinical Education in Athletic Training (2)
 - Added AT 261, Clinical Education in Athletic Training (2)
 - Added AT 360, Clinical Education in Athletic Training (2)
 - Added AT 460, Clinical Education in Athletic Training (2)
 - Renumbered AT 498 to AT 374, Organization and Administration of Athletic Training.
 - Revised AT 492 Course Description
 - Renumbered AT 398, Applied Anatomy in Athletic Training to AT 494, Clinical Integration in Athletic Training
- **Physical Education Teacher Education (Undergraduate)**
 - Dropped PEP 108 – K-12 Dance for the Physical Educator
 - Dropped PEP 150 – Introduction to Teaching Physical Fitness
 - Dropped PEP 344 – Outdoor Education to Physical Education
 - Dropped PEP 444 – Diversity Issues in Physical Education
 - Revised PEP 158 – Changed title to Teaching Dance and Gymnastics, Removed “and elementary education wellness concentration students” from the open only to statement

- Revised PEP 242 – Removed pre-requisite of PEP 161
- Revised PEP 244 – Removed pre-requisite of PEP 161
- Revised PEP 252 – Removed pre-requisite of PEP 150 and PEP 161, and Removed “and elementary education wellness concentration students” from the open only to statement
- **Exercise Science (Undergraduate)**
 - Revised Course EXSC 201 - Removed Pre-req of EXSC 293 and removed Open only to statement. Added "or ANAT 201"
 - Revised Course EXSC 293 - Removed permission of the program coordinator. Added "or ANAT 201" to pre-requisite
 - Revised Course EXSC 294 - Created Co-Requisite EXSC 294L. Added "or ANAT 201" to pre-requisite
 - Revised Course EXSC 301 - Removed pre-requisite EXSC 201
 - Revised Course EXSC 320 - Added "or ANAT 201" to pre-requisite
 - Revised Course EXSC 401- Removed EXSC 301 from Prerequisites and added EXSC 293
 - Revised Course EXSC 414- Removed permission of the instructor and added or ANAT 201 to Prerequisites
 - Revised Course EXSC 493 - added "or ANAT 201" to Prerequisites
 - The following classes were removed from the Health and Fitness Track: MKG 200, MGT 200, MGT 261, MGT 271, EXSC 329, and MGT 305
 - The following classes were added to the Health and Fitness Track: PEP 227, ISOM 135, MGT 341, MGT 361 and HSC 462
 - The following classes were removed from the Basic & Applied Science Track: BIO 215 and PSYS 367
 - The following classes were added to the Basic & Applied Science Track: EXSC 414, PHYS 411, PHYS 413, and PHYS
- **Aquatics Program (Undergraduate)**
 - Removed pre-requisites from AQUA 190
 - Removed pre-requisites from AQUA 215
 - Removed pre-requisites from AQUA 219
 - Removed pre-requisites from AQUA 255
 - Removed pre-requisites from AQUA 260
 - Removed pre-requisites from AQUA 301
 - Removed pre-requisites from AQUA 313
 - Removed pre-requisites from AQUA 315
 - Removed pre-requisites from AQUA 316
 - Removed pre-requisites from AQUA 355
 - Removed pre-requisites from AQUA 404
- **Sport Administration (Graduate)**
 - Changed internship hours from 9 to 6
 - Changed total hours from 36 to 33
 - Changed elective hours from 12-15 to 12 for the MA and from 12 to 9 hours for the MS.
 - Added the following phrase at the bottom of the program: "Due to the differences in research requirements the MA requires 12 hours of electives and the MS requires 9 hours of electives."
- **Sport Performance (Graduate)**
 - Corrected the Research Requirement totals to reflect 33 total hours
- **Minor in Adapted Physical Activity**
 - Dropped Program
- **PFW Courses**
 - PFW 160 - Add statement, "A total of 2 hours of credit may be earned."

New (approved Spring 2013)

New Programs

- **Aquatics Certificate: Aquatic Instruction (Undergraduate)**
- **Aquatics Certificate: Aquatic Operations (Undergraduate)**
- **Aquatics Certificate: SCUBA Leadership (Undergraduate)**
- **SCUBA Minor (Undergraduate)**
- **Graduate Certificate in Athletic Coaching Education (Graduate)**

- Creation of Certificate in Athletic Coaching Education for 12 hours
- Added the following existing courses: ACE 604, ACE 612, ACE 670, and ACE 675

Revised Programs

- **Aquatics Program (Undergraduate)**
 - Revision of elective selection
 - Removed “Lab Fee Required” from the following courses: AQUA 216, AQUA 221, AQUA 315, AQUA 316, AQUA 404, and AQUA 458 and replaced it with “Optional Certification Fee”
 - Removed Lab Fee Required from AQUA 190
 - Revised AQUA 213, Introduction to Sailing to AQUA 212, Aquatic Recreation Activities
 - Dropped AQUA 217, AQUA 255, and AQUA 317
 - Changed AQUA 260 from Emergency Responder to Emergency Medical Responder
 - Changed the title and content of AQUA 314 to Teaching and Coaching Swimming and Diving
- **Athletic Training Program (Undergraduate)**
 - Removed AT 392, Practicum in Athletic Training 1 (3)
 - Removed AT 492, Practicum in Athletic Training 2 (3)
 - Added two new courses: AT 361, Clinical Education in Athletic Training 4 (2) and AT 461, Clinical Education in Athletic Training 6 (2) to replace AT 392 and AT 492
 - Revised the title of AT 460, Clinical Education in Athletic Training 4 (2) to AT 460, Clinical Education in Athletic Training 5 (2)
 - Added “LAB fee Required” and “A requirement for application to the Athletic Training Program” to AT 240
 - Added “Lab Fee Required” and prerequisites “Open only to Athletic Training majors admitted into the Athletic Training Program” to AT 373
 - Removed AT 392 as a pre-requisite from AT 495
 - Removed Pre-requisite courses from AT 496
 - Removed EXSC 292 as a pre-requisite from AT 370, AT 371 and AT 373
 - Removed AT 370 as a pre-requisite from AT 261
 - Changed “Admission to Athletic Training Program” to “Open only to Athletic Training majors admitted into the Athletic Training Program” for AT 250 and AT 260
 - Changed “Open only to Athletic Training Majors” to “Open only to Athletic Training majors admitted into the Athletic Training Program” for AT 261, AT 360, AT 370, AT 371, AT 372, AT 374, AT 460, AT 477, AT 494, AT 495, AT 496 and AT 497
- **Exercise Science (Undergraduate)**
 - Added 2 elective concentrations to major – Pre-Physical Therapy and Pre-Occupational Therapy
 - Revised Advanced Program Admission procedure
 - Removed Permission from EXSC 301 and EXSC 402
- **Health and Physical Education Teacher Education (Undergraduate)**
 - Merging Teaching Major in School Health Education and Teaching Major in Physical Education (All Grade). Program will be listed under both departments
 - Dropped the following courses from the program: PEP 101, PEP 102, PEP 103, PEP 194, PEP 242, PEP 244, PEP 250, PEP 327, PEP 344, PEP 391, PEP 395, PEP 494 and AQUA 315
 - Added the following courses to the program: FCFN 240, HSC 261, HSC 290, HSC 295, HSC 363, HSC 395, HSC 467, PEP 444 and EDJH 385
 - Revised the following courses: PEP 158, PEP 161, PEP 209, PEP 222, PEP 227, PEP 232, PEP 252, PEP 291, PEP 310, PEP 394, PEP 399, PEP 400, PEP 444, HSC 290, HSC 295, HSC 363, and HSC 395
- **Aquatic Minor (Undergraduate)**
 - Reducing the AQUATIC Minor from three (3) options of 24 credit hours to two (2) options of Aquatic Minor and Scuba Minor both of 18 credit hours
- **Coaching Minor (Undergraduate)**
 - Reinstating the Minor in Coaching. It was dropped Fall 2011
 - Removed EXSC 147, EXSC 292, EXSC 293, PEP 194, PEP 250 and PEP 331 from core courses
 - Added SPTA 190 to core courses
 - Moved PEP 291 from core to electives
 - Removed PEP 366 and PEP 368 from electives

- Added AQUA 314, EXSC 302, EXSC 360, FCFN 340, PEP 227, SPST 200, SPST 450 and SPTA 300 under electives
- Added Admission and Degree requirements that were congruent with other programs in the School

Courses (Undergraduate)

- **New**
 - **AT 361- Clinical Education in Athletic Training 4 (2)**
 - **AT 461 - Clinical Education in Athletic Training 6 (2)**
 - **EXSC 302 – Physical Activity Throughout the Lifespan (3)**
 - **PFW 161 – Physical Fitness and Wellness Activity (1.0)**
 - **PFW 162 – Physical Fitness and Wellness Lecture (1.0)**
- **Revised**
 - **AQUA 190 – Introduction to Aquatics (3)**
 - **AQUA 212 (213)– Aquatic Recreation Activities (3)**
 - **AQUA 216 – Lifeguard Training (3)**
 - **AQUA 221 – Advanced SCUBA Diver (2)**
 - **AQUA 260 – Emergency Medical Responder (3)**
 - **AQUA 314 – Teaching and Coaching Swimming and Diving (3)**
 - **AQUA 315 – Water Safety Instructor (WSI) (3)**
 - **AQUA 316 – Aquatic Fitness Instructor (3)**
 - **AQUA 404 – Lifeguard Instructor (LGI) (3)**
 - **AQUA 458 – Aquatic Leadership and Staff Development (3)**
 - **AT 240 – Prevention and Care of Musculoskeletal Injuries (3) - Added Lab Fee Required**
 - **AT 250 – Application of Taping, Wrapping, and Protective Devices in Athletic Training (1) –**
Changed “Admission to Athletic Training Program” to “Open to Athletic Training Majors admitted into the Athletic Training Program”
 - **AT 260 – Clinical Education in Athletic Training 1 (2) -** Changed “Admission to Athletic Training Program” to “Open to Athletic Training Majors admitted into the Athletic Training Program”
 - **AT 261 – Clinical Education in Athletic Training 2 (2) –** Removed AT 370 as a pre-requisite. Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 360 – Clinical Education in Athletic Training 3 (2) -** Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 370 – Lower Extremity Orthopedic Evaluation in Athletic Training (3) -** Removed EXSC 292 as a pre-requisite, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 371 – Upper Extremity Orthopedic Evaluations in Athletic Training (3) -** Removed EXSC 292 as a pre-requisite, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 372 – Therapeutic Modalities in Athletic Training (3) -** Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 373 – Therapeutic Exercise and Techniques in Athletic Training (3) -** Added Lab Fee Required & prerequisites (Open to athletic training majors admitted into the Athletic Training Program), Removed EXSC 292 as a pre-requisite
 - **AT 374 – Organization and Administration of Athletic Training (3) -** Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 460 – Clinical Education in Athletic Training 5 (2) –** Revised Title from “Clinical Education in Athletic Training 4” to “Clinical Education in Athletic Training 5”, and Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 477 – Psychosocial Aspects of Sports Medicine (3) -** Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
 - **AT 494 – Clinical Integration in Athletic Training (1) -** Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”

- **AT 495 – Medical and Pharmacological Aspects of Athletic Training (4)** – Removed AT 392 as a pre-requisite, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- **AT 496 – Clinical Experience in Athletic Training (1-6)** – Removed pre-requisite courses, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- **AT 497 – Clinical Decision Making in Athletic Training (2)** - Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- **EXSC 301 – Fundamentals of Exercise Prescription (3)** – Removed permission
- **EXSC 402 – Advanced Fitness Assessments in Exercise Science (3)** - Removed Permission
- **PEP 158 – Teaching Dance and Gymnastics (3)** - PEP and HEALTH majors only, or by permission from coordinator
- **PEP 161 – Foundations and Principles of Health and Physical Education (3)** PEP and HEALTH majors only
- **PEP 209 – Introduction to Teaching Physical Education (3)** - PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161 and PEP 291
- **PEP 222 – Teaching Field and Court Invasion Games (2)** - PEP and HEALTH majors and elementary ed majors only, or by permission from coordinator
- **PEP 227 – Introduction to Adapted Physical Education/Activity (3)** – Open to All
- **PEP 232 – Teaching Net and Wall Games (2)** - PEP and HEALTH majors and elementary ed majors only, or by permission from coordinator
- **PEP 252 – Teaching Physical Fitness and Fitness Activities (3)** - PEP and HEALTH majors and elementary ed majors only, or by permission from coordinator
- **PEP 291 – Motor Development and Learning Across the Lifespan (3)** – Merged with PEP 391 and renamed, PEP and HEALTH majors and Coaching Minors only, or by permission from coordinator, prereq PEP 161
- **PEP 310 – Formal Assessment in Health Physical Education and Physical Activity Settings (3)** – Merged with PEP 321 and renamed, PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161, PEP 209 and DP2 complete
- **PEP 394 – Teaching Physical Education in the Elementary School (3)** - PEP and HEALTH majors and elementary ed only, or by permission from coordinator, prereq PEP 161, PEP 209 and DP2 complete
- **PEP 399 – Teaching Physical Education in the High School (3)** - PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161, PEP 209, PEP 394 and DP2 complete
- **PEP 400 – Introduction to Curriculum Design in Physical Education (2)** - PEP and HEALTH majors and elementary ed only, or by permission from coordinator, prereq PEP 161, PEP 209, PEP 394 and DP2 complete
- **PEP 444 – Developing the Health and PE Classroom Environment (3)** - Renamed, PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161, PEP 209, PEP 394 and DP2 complete
- **PEP 409 – Psychological/Social Issues in Sport** – Removed Aquatic Majors and added Coaching minors to the Open only to statement. It is now “Open only to sport administration majors and coaching minors.”
- **PFW 100 – Physical Conditioning** – Add PFW 161 and PFW 162 to the Not Open to Students statement.
- **PFW 101 – Physical Fitness and Wellness Activity** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **PFW 102 – Physical Fitness and Wellness Lecture** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **PFW 103 – Walking** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **PFW 104 – Jogging** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **PFW 105 – Adapted Physical Fitness and Wellness** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **PFW 117 – Water Aerobics** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **PFW 148 – Aerobics** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **PFW 160 – Physical Fitness and Wellness (2)**
- **PFW 217 – Swimming** - Add PFW 161 and PFW 162 to the Not Open to Students statement
- **WWIN 496 – Seminar in Workplace Wellness (1-6)**
- **Dropped**
 - **AQUA 213 – Introduction to Sailing (1)**

- AQUA 217 – Canoe and Kayak (1)
- AQUA 255 – Practicum in Aquatics (2)
- AQUA 317 – Teaching Diving, Water Polo, and Synchro Swim (3)
- AT 392 – Practicum 1 in Athletic Training (1-3)
- AT 492 – Practicum 2 in Athletic Training (1-3)
- PEP 101 – Fitness Test 1
- PEP 102 – Fitness Test 2
- PEP 103 – Fitness Test 3
- **Applied Gerontology (Graduate) – Master of Arts**
 - Changing the GRE Combined score in the Admission Requirements
- **Biomechanics (Graduate)**
 - Moved EXSC 655 & 652 to the Core Requirements
 - Created EXSC 616 and added to the Core Requirements
 - Moved EDPS 641 and EXSC 611 down to Research Requirements to be consistent with the other graduate programs in SPESES
 - Combined multiple elective categories into a new directed electives category
 - Currently in the Master and Master of Science in Exercise Science and now will only be in Master of Science in Exercise Science
 - Updating Degree Requirements
- **Exercise Physiology (Graduate)**
 - Currently in the Master and Master of Science in Exercise Science and now will only be in Master of Science in Exercise Science
 - Updating Degree Requirements
- **Graduate Certificate in Gerontology (Graduate)**
 - Provided a list of courses from which the student can select the required 9 hours. Also listed the requirements of 9 hours of directed electives
- **Wellness Management (Graduate) Master of Arts and Master of Science**
 - Changing the GRE Combined score in the Admission Requirements

Courses (Graduate)

- **New**
 - EXSC 616 – Motor Control (3)
- **Revised**
 - SPTA 691 – Historical Foundations of Sport (3) – Changing title and content from Sports on Film to Historical Foundations of Sport
 - EXSC 633 – Seminar in Exercise Science (1-18)
 - EXSC 698 – Internship in Exercise Program (1-3)
 - EXSC 699 – Independent Study (1-6)

Dropped Programs

- **Sports Medicine Minor (Undergraduate)**

Planned Programs/Revisions (next 5 years)

- Consider entry-level Master's degree in Athletic Training.
- Consider doctoral program in Clinical Biomechanics.
- Continue to develop a variety of distance education courses.
- Implement physical activity across the life span as general elective course in all majors.

UNDERGRADUATE STUDENT ENROLLMENTS

- Fall 2013 enrollment data for undergraduate majors is consistent with data recorded in previous years. The total enrollment for undergraduate declared majors declined by 32 students from Fall 2012 to 851. Spring 2014 enrollment increased by 39 students from Spring 2013 to 882 (see Appendix C for further enrollment data).
- The numbers of graduating students for each major code is listed below. This information has been helpful in energizing efforts to improve completion of programs (e.g., Aquatics) (see Appendix D for recent historical data).

MAJORS COMPLETED PROGRAMS	12/13
ATHLETIC TRAINING	13
EXERCISE SCIENCE: AQUATICS	8
EXERCISE SCIENCE: BASIC & APPLIED	48
EXERCISE SCIENCE: HEALTH & FITNESS	37
PHYSICAL EDUCATION	12
SPORT ADMINISTRATION	51

- The total enrollment for undergraduate declared minors is 92 for Fall 2013 and 89 for Spring 2014 (see Appendix C for further enrollment data).
- Data regarding the numbers of students actually completing a minor is listed below. All of these minors have either been dropped (e.g., Adapted Physical Activity, Sports Medicine), reconfigured (Aquatics), or re-introduced (e.g., coaching) (see Appendix D for recent historical data).

MINORS COMPLETED PROGRAMS	12/13
ADAPTED PHYSICAL ACTIVITY	4
AQUATICS: ADMINISTRATION	5
AQUATICS: SCUBA	4
AQUATICS: TEACHING	4
COACHING	1
PHYSICAL ACTIVITY-OLDER ADULT	0
SPORTS MEDICINE	15

ACTIONS TO IMPROVE FOUR YEAR GRADUATION RATES FOR UNDERGRADUATE MAJORS

- Years and semesters to graduation continue to be evaluated and shared with program coordinators.
- Multiple online courses have been developed, and others are in-progress, to provide students with greater flexibility/efficiency in completing coursework.
- Advisement for the various majors continues to be evaluated by graduating students and feedback provided to academic advisors. Meetings with the academic advisors conducted on a periodic basis. Advisor for large exercise science major now provided with a total of nine hours of assigned time per AY for advisement.

GRADUATE STUDENT ENROLLMENTS

- For Graduate programs, the 2013/2014 enrollment numbers received from the Office of Institutional Effectiveness are consistent with previous years. The enrollments for graduate declared majors were 158 in Fall 2013 and 166 in Spring 2014. These were both increases due to the addition of the Wellness and Gerontology Programs (see Appendix C for further enrollment data).

- The numbers of graduating students for each code is listed below (see Appendix D for recent historical data).

MASTERS AND PHD COMPLETED PROGRAMS	12/13
HUMAN BIOENERGETICS	1
APPLIED GERONTOLOGY	3
EXSC (BIOMECHANICS)	4
EXSC (CLIN EXER PHYSIOL)	6
EXSC (EXERCISE PHYSIOLOGY)	2
EXER SCI (SPORT PERFORMANCE)	14
PHYS ED (SPORT ADMINISTRATION)	16
PHYS ED (COACHING)	21
PHYS ED (SPRT MGMT - OPT 1)	0
PHYS ED (SPORT PSYCHOLOGY)	7
WELLNESS MANAGEMENT	8

APPENDIX A: DEPARTMENT SCHOLARSHIP DATA

Publications-Refereed

1. *Surowiec, R. K., Wang, H., Nagelkirk, P. R., Frame, J. W., Dickin, D. C. (in press). The effects of whole body vibration on the Wingate test for anaerobic power when applying individualized frequencies. To appear in *Journal of Strength and Conditioning Research*.
2. Arena, R., Guazzi, M., Briggs, P., Cahalin, L., Myers, J., Kaminsky, L. A., Forman, D. E., Lavie, C. J. (2013). Promoting Health and Wellness in the Workplace: A Unique Opportunity to Establish Primary and Extended Secondary Prevention Cardiac Rehabilitation Programs. *Mayo Clinic Proceedings*, 88(6), 605-617.
3. Bamman M, Cooper D, Booth F, Chin E, Neuffer D, Trappe S, Lightfoot T, Kraus W, Joyner M. Exercise biology and medicine: innovation research to improve global health. *Mayo Clin Proc* (In Press).
4. Basevitch, I., Razon, S., Boiangin, N., Medeiros Filho, E., Guitterez, O., Braun, R., Arsal, G., Tenenbaum, G. (2013). The effect of olfactory ovulation cues on males' attention allocation and perception of exertion. *Journal of Multidisciplinary Research*, 5, 7-18.
5. Bellar, D., Judge, L. W., Petersen, J., Bellar, A., Bryan, C. L. (2014). Exercise and Academic Performance Among Nursing and Kinesiology Students at US Colleges. *Journal of Education and Health Promotion*, 3(January 2014), 48-52.
6. Bellar, D., Tomescu, V., Judge, L. W. (2013). Relationship of an Equivalence Point for Change in VCO₂ and Vo₂ to Endurance Performance. *Journal of Strength and Conditioning Research*, 27(5), 1394-1399.
7. Blom, L. C., Visek, A., Harris, B. (2013). Triangulation in Youth Sport: Healthy Partnerships among Parents, Coaches, and Practitioner. *Journal of Sport Psychology in Action*, 4(2), 86-96.
8. Burkett*, B., Blom, L. C., Razon, S., Johnson, J. E. (in press). Formal and Informal Athlete Leaders: The Relationship between Athlete Leadership Behaviors and Cohesion. To appear in *The Journal of SPORT*.
9. Byun, W., Blair, S. N., Pate, R. R. (in press). Objectively measured sedentary behavior in preschool children: Comparison between traditional and Montessori preschool. To appear in *Int J Behav Nutr Phys Act*, 10(1). www.ijbnpa.org/content/10/1/2
10. Byun, W., Liu, J., Pate, R. R. (in press). Association between accelerometry-derived sedentary behavior and adiposity in preschool children. To appear in *Int J Obes*.
11. Cahalin LP, Myers J, Kaminsky L, Briggs P, Forman DE, Patel MJ, Pinkstaff SO, Arena R. Current trends in reducing cardiovascular risk factors in the United States: focus on worksite health and wellness. *Prog Cardiovasc Dis*. 2014 Mar-Apr ;56(5):476-83. doi: 10.1016/j.pcad.2013.10.002. Epub 2013 Oct 5. Review.
12. Choi, H., Lee, D., Judge, L. W., Kim, B., Park, J. (2013). A study on the relationships between sports broadcasting, sports values, and viewer satisfaction. *Asia Pacific Journal of Innovation and Entrepreneurship*, 6(3), 99-115.
13. Diamond, K., Pierce, D., Johnson, J. E., Ridley, M. (2014). Content Analysis of Sponsorship Sales Job Posting in the United States. *Graduate Journal of Sport, Exercise & Physical Education*, 2, 19-36.
14. Dickin, D. C., Heath, J. E. (in press). Additive effect of repeated bouts of individualized frequency whole body vibration on postural stability in young adults. To appear in *Journal of Applied Biomechanics*, EPub - Ahead of Print.
15. Ellery, P. J., Ellery, J. E. (in press). The Lutiisi Academy Primary School: Using community-centered design as a catalyst for change. To appear in *International Public Health Journal*.
16. Fernandez, S., Judge, L. W., Wanless, E. A. (2013). Youth Olympic Games: Altius, Fortius, Juvenis. *Indiana AHEARD Journal*, 42(3), 5-9.
17. Fitts, R., Collonton, P., Trappe, S. W., Costill, D., Bain, J., Riley, D. (2013). Effects of prolonged space flight on human skeletal muscle enzyme and substrate profiles. *Journal of Applied Physiology*, 115, 667-679.
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19. Haggerty, M., Dickin, D. C., Popp, J. K., Wang, H. (2014). The Influence of Incline Walking on Joint Mechanics. *Gait & Posture*, 39, 1017-1021.
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21. Hankemeier, D. A., Van Lunen, B. L. (2013). Perceptions of Approved Clinical Instructors: Barriers in the Implementation of Evidence-Based Practice. *Journal of Athletic Training*, 48(3), 382-393.
22. Hankemeier, D. A., Walter, J. M., McCarty, C. W., Newton, E. J., Walker, S. E., Pribesh, S. L., Beth, J. E., Manspeaker, S. A., Van Lunen, B. L. (2013). Use of Evidence-Based Practice Among Athletic Training Educators,

- Clinicians, and Students, Part 1: Perceived Importance, Knowledge, and Confidence. *Journal of Athletic Training*, 48(3), 394-404.
23. Harris, B., Blom, L. C., Visek, A. (2013). Assessment in Youth Sport: Practical Issues and Best Practice Guidelines. *The Sport Psychologist*, 27, 201-211.
 24. Hindawi, O. S., Orabi, S., Arjan, J. A., Judge, L. W., Cottingham II, M., Bellar, D. M. (2013). Offensive Tactical Thinking Level of Wheelchair Basketball Players in Arab Countries. *European Journal of Sport Science*, 13(6), 622-629.
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 28. Johnson, J. E. (2013). Tutor Use by Student-Athletes: An Exploratory Analysis. *The Learning Assistance Review*, 18(2), 35-50.
 29. Johnson, J. E., Blom, L. C., Judge, L. W., Lee, D., Pierce, D. A., Ridley, M. (2013). The Impact of Football Bowl Subdivision Head Coaching Changes on NCAA Academic Progress Rate. *Journal of Issues in Intercollegiate Athletics*, 6, 131-154. csri-jiia.org/documents/pulications/research_articles/2013/JIIA_2013_6_8_131_154_Impact_of_FBS.pdf
 30. Johnson, J. E., Herniak, T. J., Kwiatkowski, K., Hill, A. (2014). Protecting the Innocent: A Case Study of Child Protective Services in Sport and Recreation. *Case Studies in Sport Management*, 2(10), 1-12.
 31. Johnson, J. E., Judge, L. W., Hansell, J., Felver, N., Ciuffo, J., Ridley, M. (2013). Using the College Sport Research Institute Case Study Competition to Teach Sport Management Students: The Case of Holy Cross. *Indiana Association for Health, Physical Education, Recreation and Dance Journal*, 42(2), 24-26.
 32. Johnson, J. E., Judge, L. W., Wanless, E. A. (2014). Using a Case Study Competition as an Intense Learning Experience in Sport Management. *Sport Management Education Journal*, 7(1), 34-42.
 33. Judge, L. W., Bell, R. J., Theodore, R., Simon, L., Bellar, D. An examination of burnout in NCAA division II athletics. *Journal of Intercollegiate Sport*, 5, 230 - 240.
 34. Judge, L. W., Bellar, D. M., Gilreath, E. L., Petersen, J. C., Craig, B. W., Popp, J. K., Hindawi, O. S., Simon, L. S. (2013). An Examination of Preactivity and Postactivity Stretching Practices of NCAA Division I, NCAA Division II, and NCAA Division III Track and Field Throws Programs. *Journal Of Strength and Conditioning Research*, 27(10), 2691-2699.
 35. Judge, L. W., Bellar, D., Thrasher, A., Simon, L., Hindawi, O. S., Wanless, E. A. (2013). A Pilot Study Exploring the Quadratic Nature of the Relationship of Strength to Performance Among Shot Putters. *International Journal of Exercise Science*, 6(2), 171-179.
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 37. Judge, L. W., Craig, B. (2014). The Disconnect Between Research and Current Coaching Practices. *Strength and Conditioning Journal*, 36(1), 46-51.
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 43. Judge, L. W., Surber, K. D., Petersen, J., Lee, D., Bellar, D., Simon, L. (2014). Making the Millennial Mark: Lessons Learned by Youth Olympic Games. *International Journal of Sport Management*, 15(2), 128-150.

44. Kaminsky, L. A. (2013). Patient and Program Characteristics of Early Outpatient Cardiac Rehabilitation Programs in the United States. *Journal of Cardiopulmonary Rehabilitation and Prevention*, 33(3), 168-172.
45. Kaminsky, L. A., Jones, J., Riggin, K., Strath, S. J. (2013). A Pedometer-based Physical Activity Intervention for Patients Entering a Maintenance Cardiac Rehabilitation Program: a Pilot Study. *Cardiovascular Diagnosis and Therapy*, 3(2), 73-79.
46. Kaminsky, L. A., Ozemek, C., Williams, K. L., Byun, W. (2014). Precision of Total and Regional Body Fat Estimates from Dual-energy X-ray Absorptiometer Measurements. *The Journal of Nutrition, Health and Aging*, 18, DOI 10.1007/s12603-014-0012-8.
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48. Lee, C., Bang, H., Lee, D. (2013). Regaining fans' trust after negative incidents: Fit between responses and nature of incidents. *Sport Marketing Quarterly*, 22, 235-245.
49. Lee, D., Trail, G. T., Lee, C., Schoenstedt, L. J. (2013). Exploring factors that affect purchase intention of athletic team merchandise. *International Council for Health, Physical Education, Recreation, Sport, and Dance Journal of Research*, 8(1), 27-35.
50. Lester BE, Standley RA, Lee JD, Fink WJ, Trappe SW, Trappe TA. Muscle-specific substrate use during cycle exercise at 1 G: implications for astronaut muscle health. *Aviat Space Environ Med*, 84: 789-96, 2013.
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52. McCarty, C. W., Hankemeier, D. A., Walter, J. M., Newton, E. J., Van Lunen, B. L. (2013). Use of Evidence-Based Practice Among Athletic Training Educators, Clinicians, and Students, Part 2: Attitudes, Beliefs, Barriers and Accessibility. *Journal of Athletic Training*, 48(3), 405-415.
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<http://js.sagamorepub.com/palaestra/article/view/5036>
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55. Phillips, A. D., Faucette, N. (2013). There's no room in our program! Using Individual Development Plans to enhance preservice teachers' content knowledge. *Georgia Association for Health, Physical Education, Recreation and Dance Journal*, 45(3), 10-16.
56. Pierce, D., Lawrence, H., Johnson, J. E., Ridley, M. (2014). Selling the Best Seats in the House: Content Analysis of Premium Sales Position Announcements. *Journal of Venue & Event Management*, 4(2), 1-13.
57. Pierce, D., Lee, D., Petersen, J. (in press). Sport sales personnel perceptions of factors impacting job performance: A factor analysis of sales activities. To appear in *International Journal of Sport Management*.
58. Pierce, D., Wanless, E. A., Johnson, J. E. (2014). Assessing outcomes of a realistic major preview in an introductory sport management course. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 29(1), 60-74.
59. Piletic, C., Judge, L. W., Petersen, J. C. (2013). Creating ADA Accessible Strength and Conditioning Facilities: The Impact of the New 2010 Standards. To appear in *Journal of Facility Planning, Design, and Management*, 1(1), 35-46.
60. Razon, S., Mandler, K., Aarsal, G., Tokac, U., Tenenbaum, G. (in press). Effects of Imagery on Effort Perception and Cycling Endurance. To appear in *Journal of Imagery Research in Sport and Physical Activity (JIRSPA)*.
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62. Standley RA, Liu SZ, Jemiolo B, Trappe SW, Trappe TA. Prostaglandin E2 induces transcription of skeletal muscle mass regulators interleukin-6 and muscle RING finger-1 in humans. *Prostaglandins Leukot Essent Fatty Acids* 88:361-4, 2013.
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66. Surber, K., Judge, L. W. (2014). Sport Sales Lead Nurturing: Do You Know What It Takes to Get to "Yes"? *Indiana Indiana Association for Health, Physical Education, Recreation and Dance Journal*, 43(1), 3-4.
67. Thrasher, A. B., Walker, S. E., Hankemeier, D. A., Pitney, W. E. (in press). Supervising athletic trainers' perceptions of professional socialization of graduate assistant athletic trainers in the collegiate setting. To appear in *Journal of Athletic Training*.
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70. Walker, S. E., Weidner, T., Armstrong, K. A. (in press). Standardized patient encounters and individual case-based simulations improve students' confidence and promote reflection. To appear in *Athletic Training Education Journal*.
71. Wang, H., Frame, J., Ozimek, E., Leib, D., Dugan, E. (2013). The effects of load carriage and muscle fatigue on lower-extremity joint mechanics. *Research Quarterly for Exercise and Sport*, 84, 305-312.
72. Wang, H., Weiss, K., Haggerty, M., Heath, J. (2014). The effect of active sitting on trunk motion. *Journal of Sport and Health Science*.
73. Wanless, E. A., Judge, L. W., Dieringer, S. M., Bellar, D., Johnson, J. E., Plummer, S. (2014). Pedometers & Aerobic Capacity: Evaluating an Elementary After-School Running Program. *The Scientific World Journal*, 2014(370759), 6. www.hindawi.com/journals/tswj/2014/370759/
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75. Welch, C. E., Van Lunen, B. L., Hankemeier, D. A. (2014). An evidence-based practice educational intervention for athletic trainers: A randomized controlled trial. *Journal of Athletic Training*, 49(2), 210-219.
76. Welch, C. E., Van Lunen, B. L., Hankemeier, D. A., Wyant, A. L., Mutchler, J. M., Pitney, W. A., Hays, D. G. (2014). Perceived Outcomes of Web-Based Modules Designed to Enhance Athletic Trainers' Knowledge of Evidence-Based Practice. *Journal of Athletic Training*, 49(2), 220-233.
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78. Yates, K., White, C., Fernstrum, J., Blake, A., Judge, L. W. (2014). Youth Olympic Games: Connecting the Ideals of Olympism with High School Sports. *Indiana Association for Health, Physical Education, Recreation and Dance Journal*, 43(1), 11-15.
79. Zimmerman, M. H. (2013). Examining Emergent Niche Sports YouTube Exposure Through the Lens of the Psychological Continuum Model. To appear in *International Journal of Sport Management and Marketing*, 13(3/4), 218-238. <http://www.inderscience.com/info/ingeneral/about.php>

Books/Book Chapters

1. Blom, L. C., Visek, A., Harris, B. (2014). Ethical Issues in Youth Sport Consulting. *Ethical Issues in Sport, Exercise, and Performance Psychology* (pp. 25- 36). Morgantown, WV: Fitness Information Technology.
2. Blom, L. C., Visek, A., Harris, B. Children and adolescents. *Applied exercise psychology: The challenging journey from motivation to adherence*. New York, NY: Routledge.
3. Ellery, J. E., co-produced with graduate students (2014). *How Supportive is Your Workplace?; Gaining Support for Corporate Wellness; Plan and Create your Wellness Team; Know your Employees; Your Wellness Program's Mission and Goals; The Operating Plan: Implementing a Successful Wellness Program*. Indianapolis, Indiana: Indiana Employer's Guide to Workplace Wellness, 2nd edition.
4. Ellery, J. E., Ellery, P. J. (2014). Building better communities: Shared leadership and authentic change. *Public Health Yearbook 2013*. New York, New York: Nova Science Publishers.
5. Goodway, J. D., Ozmun, J. C., Dieringer, S. M., Lee, J. (2013). Promoting physical literacy and activity in young children. *The Handbook of Research –Based Practice in Early Childhood Education..* New York, NY: Guilford Press.
6. Johnson, J. E. (2013). The Influence of Keeping Score on Parents' Achievement Goals, Attitudes About Winning, and Game Behaviors. *Contemporary Athletics Compendium Volume 4* (vol. 4, pp. 209-229). New York, NY: Nova Science Publishers.

7. Judge, L. W. (2013). Designing strength and conditioning facilities. *Facilities design for health, fitness, physical activity, recreation, and sport* (vol. 13th Edition). Champaign, IL: Sagamore Publishing.
8. Judge, L. W., P. J., B. D., Wanless, E. A., S. K. (2013). The Inaugural Youth Olympic Games: An Analysis of Graduate Student Awareness Levels. *Current Issues in Contemporary Comparative Physical Education and Sport* (pp. 181-190). Berlin, Germany: Deutsche Nationalbibliothek.
9. Judge, L. W., Sawyer, T. H. (2013). Designing track and field cross country facilities. *Facilities design for health, fitness, physical activity, recreation, and sport* (vol. 13th Edition). Champaign, IL: Sagamore Publishing.
10. Kaminsky, L. A., Whaley, M. H. (2013). Physical Inactivity. *Guidelines for Cardiac Rehabilitation and Secondary Prevention Programs*. Champaign: Human Kinetics Publishers.
11. Leaird, T., Reed, C. M. (2013). *Scuba Educators International/Professional Diving Instructors Corporation (SEI/PDIC) Advanced Diver Programs Instructor Guide*. Muncie, Indiana: Scuba Educator's International.
12. Razon, S., Tenenbaum, G. (2013). Assessment in Sport and Exercise Psychology. *Exploring Sport and Exercise Psychology* (pp. 279-309). Washington, DC: American Psychological Association (APA)..
13. Tenenbaum, G., Razon, S. (2014). Association and dissociation. *Encyclopedia of Sport and Exercise Psychology*. Thousand Oaks, CA: Sage Publications.
14. Tenenbaum, G., Razon, S., Gershgoren, L. (2014). Ethical Considerations in Sport and Exercise Sciences. *Ethical Issues in Sport, Exercise, and Performance Psychology*. Morgantown, WV: Fitness Information Technology.

Presentations-Refereed/Invited/Non-refereed

Faculty

International

10. Blake, Amy, Judge, Lawrence W., Hawaii International Conference on Education, "**Co-Teaching: The Impact of Collaboration between Teaching Partners on the Progress of Students with Special Needs**," Honolulu, Hawaii. (January 5, 2014).
11. Blom, Lindsey Christine, Closed Roundtable on the Role of Education in Countering Violent Extremism, "**Using Sport in Education for Peace and Development**," Hedayah and Center on Global Counterterrorism Cooperation, New York, NY. (September 2013).
12. Brian, Ali S., Goodway, Jaqueline D., Wall, Sara, Lee, Jihyun, Lang, S, Dieringer, Shannon Marie, Chang, Seung Ho, North American Society for the Psychology of Sport and Physical Activity Conference, "**Evidence-based recommendations for motor skill interventions**," North American Society for the Psychology of Sport and Physical Activity, New Orleans, LA. (June 15, 2013).
13. Ellery, Jane E., 2013 International Association for Research in Service Learning and Community Engagement Conference "**Reinvigorating Our Process of Discovery**", "**Learning Community Engagement Strategies through Graduate-level Wellness Management Education**," International Association for Research on Service-learning and Community Engagement, Omaha, NE. (November 7, 2013).
14. Ellery, Jane E., Boyd, Delaina D., Flynn, Krista, HPLive Webinar Series, "**Primacy of Place-Community Well-being**," HP Live, International. (October 2013).
15. Ellery, Peter John, Ellery, Jane E., Motloch, John L., Hunt, Martha A., 2013 International Association for Research in Service Learning and Community Engagement Conference: Reinvigorating Our Process of Discovery, "**Building Tomorrow: Using a Participatory Approach to Improve Educational Opportunities in Africa**," Omaha, Nebraska. (November 2013).
16. Giannoulakis, Chrysostomos, Apostolopoulou, A., European Association of Sport Management, "**Brand Authenticity in Action Sports**," Istanbul, Turkey. (September 13, 2013).
17. Johnson, James Eric, Haworth, Gabriel, Pierce, David A, Global Sport Business Association Conference, "**The Public versus Private Debate in Scholastic Sport: A Case Study of the Indiana High school Athletic Association Tournament Success Factor**," Nassau, Bahamas. (February 8, 2014).
18. Johnson, James Eric, Judge, Lawrence W., Lee, Donghun, Blom, Lindsey Christine, Ridley, Megan, North American Society for Sport Management Conference, "**Does a Head Coaching Change Impact NCAA Academic Progress Rate?: A Study of FBS Coaching Changes from 2003-2011**," Austin, TX. (June 2013).
19. Johnson, James Eric, Krill, Chelsie, North American Society for Sport Management Teaching and Learning Fair, "**Integrating Graduate Students as Managers of Undergraduates in an Event Management Course**," North American Society for Sport Management, Austin, TX. (June 2013).
20. Johnson, James Eric, Zimmerman, Matthew H., Ridley, Megan J, Global Sport Business Association Conference, "**March Tweetness: College Basketball Coaches' Twitter Activity During the 2012-2013 Season**," Nassau, Bahamas. (February 9, 2014).

21. Judge, Lawrence W., Bodey, K., Bellar, D., Crawford, T., 9th International Council for Coaching Excellence Conference, "**USATF Coaches Education: Balancing Accreditation and Innovation**," Durban, South Africa. (September 12, 2013).
22. Judge, Lawrence W., Hawaii International Conference on Education, "**Electronic Pedagogical Practice: The Art and Science of Teaching and Learning Through On-Line Environments**," Honolulu, Hawaii. (January 5, 2014).
23. Judge, Lawrence W., Ivan, E., North American Society for the Sociology of Sport, "**The Youth Olympic Games: To Educate, To Build Cultural Competencies, or to Manage Power Relations?**," Quebec City, Quebec. (November 4, 2013).
24. Judge, Lawrence W., Lee, Donghun, Bellar, D., Petersen, J., Surber, K., Wanless, Elizabeth A, Global Sport Business Association: Cruise Conference 2014, "**The Stakeholders of the Youth Olympic Games: A Cross Cultural Analysis**." (February 8, 2014).
25. Judge, Lawrence W., Petersen, J. C., Surber, K., Bellar, D., Lee, Donghun, The 14th Congress of the International Society for the History of Physical Education and Sport, "**The Sustainability of the Youth Olympic Games**," International Society for the History of Physical Education and Sport, Taipei, Taiwan. (August 22, 2013).
26. Judge, Lawrence W., Simon, L., Gipson, M., North American Society of Sport Management, "**Project REACH: A Course integrated, immersive learning project**," Austin, TX. (June 1, 2013).
27. Kaminsky, Leonard A., 8th Cardiopulmonary Rehabilitation Workshop in Conjunction with TCTAP 2014, "**Core Program Components and Staff Competencies: Physical Activity**," Korean Association of Cardiovascular and Pulmonary Rehabilitation (KACVPR), Seoul, South Korea. (April 24, 2014).
28. Kaminsky, Leonard A., Medical Grand Rounds - San Paolo Hospital, Milan, Italy, "**Importance of Cardiorespiratory Fitness (CRF)-Registry Development**," University of Milan, Milan, Italy. (May 8, 2013).
29. Kaminsky, Leonard A., MRC Epidemiology Unit Research Seminar, "**Development of a Registry for Cardiorespiratory Fitness (CRF)**," MRC Epidemiology Unit Institute of Metabolic Science, Cambridge, England. (May 2, 2013).
30. Mahon, Anthony D., Rogowski, Michael P, Guth, Lisa M, Pediatric Work Physiology, "**Perceived exertion responses to increasing exercise intensity relative to ventilatory threshold in boys and girls**," Anadia, Portugal. (October 2, 2013).
31. Pierce, David A, Johnson, James Eric, Wanless, Elizabeth A, Global Sport Business Association Conference, "**Effect of a Field Experience Assignment in an Introductory Sport Management Course**," Nassau, Bahamas. (February 9, 2014).
32. Razon, Selen, Jeffrey, Karin, Basevitch, Itay, Tenenbaum, Gershon, Annual Meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), "**The effects of sensory stimuli and imagery on cognitive processes during physical effort**," North American Society for the Psychology of Sport and Physical Activity (NASPSPA), New Orleans, LA. (June 14, 2013).
33. Trappe, T. and S. Z. Liu. Title: **Exercise for aging muscle loss: Influence of prostaglandins and COX-inhibiting drugs**. Presented in English and Chinese to the Orthopedic and Sports Medicine Departments, Peking University Third Hospital, Beijing, China October 23, 2013.
34. Trappe, T. and S. Z. Liu. Title: **Exercise countermeasures for long-duration spaceflight: Lessons learned from simulated and real microgravity**. Presented in English and Chinese at the Astronaut Center of China, Beijing, China October 21, 2013.
35. Wanless, Elizabeth A, North American Society for Sport Management Conference 2013, "**Experiential Learning and Sport Event Management: Exploring the Cross-Discipline Classroom**," North American Society of Sport Management, Austin, TX. (June 1, 2013).
36. Zimmerman, Matthew H., 2014 Summit for Communication and Sport, "**‘‘It’s handled’’: The impact of crisis communication strategy following a spokesperson gaffe**," International Organization for Communication and Sport, New York, NY. (March 15, 2014).
37. Zimmerman, Matthew H., 2014 Summit for Communication and Sport, "**Full Speed Ahead: How Indy Eleven built a fanbase before it had a team**," International Organization for Communication and Sport, New York, NY. (March 16, 2014).
38. Zimmerman, Matthew H., 2014 Summit for Communication and Sport, "**Ringing the Bell: How media coverage has spotlighted sport-related head injuries**," International Organization for Communication and Sport, New York, NY. (March 16, 2014).

National

39. Bellar, D., Ethredge, C., Judge, Lawrence W., National Strength and Conditioning Association Conference, "**The Effects of a Personal Oxygen Supplement on Recovery and Cognitive Function after Exhaustive Exercise**," National Strength and Conditioning Association, Las Vegas, NV. (July 12, 2013).

40. Blom, Lindsey Christine, Akpan, A, Lape, J, Foster, B, Society of Health and Physical Education (formerly American Alliance For Health, Physical Education, Recreation And Dance) convention, **"Building Bridges Between Sport Parents and Coaches: A Focus-Group Study,"** Society of Health and Physical Education (formerly American Alliance For Health, Physical Education, Recreation And Dance), St. Louis. (April 2014).
41. Blom, Lindsey Christine, Gerstein, Lawrence H., American Psychological Association Convention, **"Symposium: Sport for Peace Programs with U.S. and International Youth and Adult,"** American Psychological Association, Honolulu. (August 2013).
42. Dickin, Douglas Clark, *Hubble, Ryan, Nagelkirk, Paul R., Wang, He, Annual Meeting of the American College of Sports Medicine, **"Influence of whole body vibration on knee mechanics during a drop jump maneuver,"** American College of Sports Medicine. (May 2013).
43. Dieringer, Shannon Marie, Porretta, David L, Plummer, Michele, American Association for Health, Physical Education, Recreation, and Dance National Convention, **"Task-Oriented Behaviors of Children With Autism During Gross Motor Activities,"** American Association for Health, Physical Education, Recreation, and Dance/SHAPE America, St. Louis, MO. (April 4, 2014).
44. Ethredge, C., Bellar, D., Judge, Lawrence W., National Strength and Conditioning Association Conference, **"The Effects of a Personal Oxygen Supplement During Vigorous Exercise on Respiratory Responses and Performance,"** National Strength and Conditioning Association, Las Vegas, NV. (July 12, 2013).
45. Ferkel, Rick C., Judge, Lawrence W., Sodden, D. F., Griffin, K., American College of Sports Medicine Conference, **"Relationship between Physical Fitness knowledge and Levels of Physical Fitness and Physical Activity,"** American College of Sports Medicine, Indianapolis, IN. (May 30, 2013).
46. Fernandes, Nicolle V., Driver*, Stacey C., Ellery, Jane E., Friesen, Carol A., Experimental Biology/American Society for Nutrition, **"Healthy Meals, Healthy Families: A Pilot Intervention to Improve Nutrition Knowledge and Confidence to Prepare Healthy Meals among Low-Income Individuals,"** Experimental Biology, San Diego, CA. (April 28, 2014).
47. Gallien, G., Bellar, D., Judge, Lawrence W., National Strength and Conditioning Association Conference, **"Comparision of Exercise Metabolisms between Athletes and Recreationally Active Individuals at the Point of Equivalence of Change,"** National Strength and Conditioning Association, Las Vegas, NV. (July 12, 2013).
48. Gerstein, Lawrence H., Blom, Lindsey Christine, Annual Meeting, **"Sport for Peace and Development Outreach Programs: Assessing Effectiveness,"** American Psychological Association, Honolulu, Hawai'i. (August 2013).
49. Gerstein, Lawrence H., Blom, Lindsey Christine, Annual Meeting, **"Teaching Conflict Resolution Skills Through Sport and Physical Activities,"** American Psychological Association, Honolulu, Hawai'i. (August 2013).
50. Hankemeier, Dorice A, Thrasher, Ashley B, 2013 National Athletic Trainers' Association Annual Meeting & Clinical Symposium, **"Relationship Between Weight Bearing Lunge and Non-Weight Bearing Dorsiflexion Range of Motion Measures,"** National Athletic Trainers' Association, Las Vegas, NV. (June 27, 2013).
51. Harris, K. A., Ellery, Jane E., Schneider, M. K., 2014 Counseling Psychology Conference, **"Music and the Heart: The Effects of Music on Internal Cardiac Coherence as Collaborative Research between Psychologists and Health Professionals,"** Atlanta, Georgia. (March 2014).
52. Hurley, Kimberly S., Lilly National Conference Austin, TX, **"Flipped Out! Challenging traditional learning spaces,"** Lilly Conference on College and University Teaching and Learning, Austin, TX. (January 3, 2014).
53. Hurley, Kimberly S., Optimal Aging through Research, **"Apples to Oranges: Comparisons Types and Perceived Health Outcomes Among Older Adults,"** Gerontological Society of America, New Orleans, LA. (November 21, 2013).
54. Johnson, James Eric, N4A National Conference, **"Using the NCAA GRO Model to Identify GPA Risk,"** National Association of Academic Advisors for Athletics, Jacksonville, FL. (June 2013).
55. Johnson, James Eric, Peters, Tiffany, Trumbo, Mark, N4A National Conference, **"Tutor Use by Student-Athletes: An Exploratory Analysis,"** National Association of Academic Advisors for Athletics, Jacksonville, FL. (June 2013).
56. Judge, Lawrence W., Bellar, D., Craig, B., Gilreath, E., Cappos, S., Wanless, E., Ethredge, C., National Strength and Conditioning Association Conference, **"The Impact of the 1rm Power Clean on Post Activation Potentiation of Using Overweight Implements in the Overhead Back Shot Put Throw,"** Las Vegas, NV. (July 13, 2013).
57. Judge, Lawrence W., Bellar, D., National Coaching Conference, **"Using Sport Science to Improve Coaching: A Case Study of Paralympic Track and Field F44 Discus Throw Gold Medalists Jeremy Campbell,"** Colorado Springs, CO. (June 20, 2013).
58. Judge, Lawrence W., Bellar, David, Gilreath, Erin, Popp, Jennifer K., Craig, Bruce, 60th Annual Meeting of the American College of Sports Medicine, **"Efficacy of Potentiation of Overhead Back Shot Performance Through Over Weight Implement Throws,"** American College of Sports Medicine, Indianapolis, IN. (July 1, 2013).

59. Judge, Lawrence W., Bellar, David, Petersen, Jeffrey, Bryan, Charity, Ferkel, Rick, Wanless, Elizabeth A, 2014 American Alliance For Health, Physical Education, Recreation And Dance National Convention & Expo, "**Physical Activity Patterns and Academics Performance of College Students,**" American Alliance For Health, Physical Education, Recreation And Dance, St Louis, MO. (April 3, 2014).
60. Judge, Lawrence W., Ferkel, Rick C., Stodden, David, 2014 American Alliance For Health, Physical Education, Recreation And Dance National Convention & Expo, "**Health-Related Fitness Knowledge in Two University Populations,**" American Alliance For Health, Physical Education, Recreation And Dance, St Louis, MO. (April 3, 2014).
61. Judge, Lawrence W., Kirkpatrick, Kirk, Blom, Lindsey Christine, Bolin, Jocelyn E., Annual Conference of the Association for Applied Sport Psychology, "**NCAA Division I and III Track and Field Coaches Perceptions of Occupational Stress,**" New Orleans. (October 2, 2013).
62. Judge, Lawrence W., Petersen, Jeffrey, Johnson, James Eric, Bellar, David, 2014 American Alliance For Health, Physical Education, Recreation And Dance National Convention & Expo, "**Division I Athletic-Academic Support Facilities: Part of the Arms Race?,**" American Alliance For Health, Physical Education, Recreation And Dance, St Louis, MO. (April 4, 2014).
63. Judge, Lawrence W., Wanless, Elizabeth A, Johnson, James Eric, Holtzclaw, K, Sports Entertainment and Venues Tomorrow Conference, "**A Student-Driven Collaborative Health Initiative: Project R.E.A.C.H.,**" Columbia, SC. (November 21, 2013).
64. Kaminsky, Leonard A., Lavie, Carl J, American Association of Cardiovascular and Pulmonary Rehabilitation Annual Meeting, "**Cardiorespiratory Fitness Registry: What it is and Why it's Important?,**" American Association of Cardiovascular and Pulmonary Rehabilitation, Nashville, TN. (October 4, 2013).
65. Kaminsky, Leonard A., Scientific Sessions, "**Plans for an Adult National Aerobic Fitness Registry,**" American Heart Association, Dallas. (November 16, 2013).
66. Kia, M, Wang, He, Dickin, Douglas Clark, Annual Meeting of the American Society of Biomechanics, "**Characteristics of tibial strains during different types of physical activities,**" American Society of Biomechanics, Omaha, NE. (August 2013).
67. Kim, M. K., Min, S., Lee, D., Kim, S., Judge, Lawrence W., Sport Marketing Association Conference, "**Explaining Satisfaction and Future Recommendation at Sport Media Center,**" Albuquerque, NM. (October 2013).
68. Lebeau, Jean-Charles, Filho, Edson, Basevitch, Itay, Razon, Selen, Tenenbaum, Gershon, Annual Meeting of the Association for Applied Sport Psychology (AASP), "**Consulting Across the Lifespan: Lessons Learned from Applied Experiences,**" Association for Applied Sport Psychology (AASP), New Orleans, LA. (October 2, 2013).
69. Morgan, B., Bellar, D., Judge, Lawrence W., National Strength and Conditioning Association Conference, "**EMG Testing on Different Variations of a Push - Up to Detect the Highest Muscle Activity,**" Las Vegas, NV. (July 12, 2013).
70. Nagelkirk, Paul R., Morris, Ashley E., Overstreet, Matthew, Guilkey, Justin, American College of Sports Medicine Annual Meeting, "**Caffeine augments the prothrombotic response to acute exercise,**" American College of Sports Medicine, Indianapolis. (May 30, 2013).
71. Petersen, J., Judge, Lawrence W., Bellar, D., Lee, Donghun, Suber, K., Wanless, Elizabeth A, Sport Marketing Association, "**Growing the Youth Olympic Games: Comparing Millennial Generation Sport Festival Engagement,**" Albuquerque, NM. (October 24, 2013).
72. Pierce, David, Petersen, Jeffrey, Lawrence, Heather, Johnson, James Eric, Sport Marketing Association, "**Selling the Best Suites in the House: Content Analysis of Premium Sales Positions Announcements,**" Albuquerque, NM. (October 2013).
73. Popp, Jennifer K., Judge, Lawrence W., 2013 National Athletic Trainers' Association Clinical Symposia & AT Expo, "**Pre- and Post-Activity Stretching Practices of Collegiate Athletic Trainers.,**" National Athletic Trainers' Association, Las Vegas, NV. (June 27, 2013).
74. Popp, Jennifer K., Judge, Lawrence W., 2014 American Alliance for Health, Physical Education, Recreation and Dance National Convention and Exposition, "**Knowledge and Behaviors Regarding Hydration in Track and Field Throwers,**" American Alliance for Health, Physical Education, Recreation, and Dance, St. Louis, MO. (April 4, 2014).
75. Raue U, Jemiolo B, Yang Y, Trappe S. **TWEAK-Fn14 pathway markers: time course after resistance or run exercise in human skeletal muscle.** Med Sci Sports Exer, 45(5S): 302, 2013. American College of Sports Medicine, Indianapolis, IN (May 30, 2013).
76. Razon, Selen, Jeffrey, Karin, Annual Meeting of the Association for Applied Sport Psychology (AASP), "**Exercise Improves Mental Health and Physical Well-Being in Fibromyalgia Patients: How to Get the Patients Moving?,**" Association for Applied Sport Psychology (AASP), New Orleans, LA. (October 3, 2013).

77. Razon, Selen, Basevitch, Itay, Filho, Edson, Boiangin, Nataniel, Guitierrez, Oscar, Braun, Robyn, Arsal, Guler, Tenenbaum, Gershon, Annual Meeting of the American College of Sport Medicine (ACSM), "**The Effect of Olfactory Ovulation Cues on Attention and Perceived Effort during an Exertive Task,**" American College of Sport Medicine (ACSM), Indianapolis, IN. (May 29, 2013).
78. Razon Selen., Tokac U, & Tenenbaum, G., Annual Meeting of the Association for Psychological Science (APS), "**Mental Imagery may Facilitate Attention, Increase Lactic Acid Concentration during Exercise Behavior,**" Association for Psychological Science (APS), Washington, DC, (May 24, 2013).
79. Santori, M., Bellar, D., Judge, Lawrence W., National Strength and Conditioning Association Conference, "**Effects of Supplemental Oxygen on Recovery from High Intensity Activities,**" National Strength and Conditioning Association, Las Vegas, NV. (July 12, 2013).
80. Segrist, Kathy A., National Service Coordinator Conference, "**Ethnogeriatrics, What and Why?,"** Indianapolis, Indiana. (August 2013).
81. Trappe, Scott W., "**The Aging Athlete,**" Gerontological Society of America, New Orleans, LA (November 2013).
82. Trappe, Scott W., "**The Octogenarian Athlete,**" American College of Sports Medicine, Indianapolis, IN (May 2013).
83. Trappe, T. Title: **Role of prostaglandins and COX-inhibitors in skeletal muscle adaptations to exercise.** Symposium (Prostaglandin and COX inhibiting drug regulation of exercise adaptations) presented at the American College of Sports Medicine Annual Meeting, Indianapolis, IN May 29, 2013.
84. Van Lunen, Bonnie L, McCarty, Cailee W, Hankemeier, Dorice A, Bay, R C, 2013 National Athletic Trainers' Association Annual Meeting & Clinical Symposium, "**Post-Professional Graduate Students' Perceptions Concerning the Competencies Within the Commission on Accreditation of Athletic Training Education Programs,**" National Athletic Trainers' Association, Las Vegas, NV. (June 27, 2013).
85. Walker, Stacy E., Thrasher, Ashley B, National Athletic Trainers' Association Annual Meeting and Clinical Symposia, "**A Small Group Standardized Patient Encounter Improves Athletic Training Students' Psychosocial Intervention and Referral Skills,**" National Athletic Trainers' Association, Las Vegas, NV. (June 2013).
86. Wang, He, Dickin, Douglas Clark, *Hubble, Ryan, Frame, Jeff, Annual Meeting of the American College of Sports Medicine, "**Influence of physical activity history on ground reaction force during running,**" American College of Sports Medicine. (May 2013).
87. Wanless, Elizabeth A, Dieringer, Shannon Marie, Judge, Lawrence W., Johnson, James Eric, Plummer, Michele, 2014 American Alliance For Health, Physical Education, Recreation And Dance National Convention & Expo, "**Pedometers and Aerobic Capacity: Evlauating an After-School Physical Activity Program,**" American Alliance For Health, Physical Education, Recreation And Dance, St Louis, MO. (April 3, 2014).
88. Wanless, Elizabeth A, Johnson, James Eric, Sport Marketing Association, "**Sponsorship Through Experiential Learning,**" Albuquerque, NM. (October 2013).
89. Wanless, Elizabeth A, Judge, Lawrence W., Bellar, D., Pierce, David A., Craig, B., Lee, Donghun, Ethredge, C., National Strength and Conditioning Association Conference, "**An Examination of the Stretching Practices of Division I, II, and III College Football Programs in the United States.,**" Las Vegas, NV. (July 12, 2013).
90. Wanless, Elizabeth A, Judge, Lawrence W., Bellar, David, Pierce, David, Lee, Donghun, 2014 American Alliance For Health, Physical Education, Recreation And Dance National Convention & Expo, "**NCAA Football Coaches, Certification and Research: Why the Disconnect?,"** American Alliance For Health, Physical Education, Recreation And Dance, St Louis, MO. (April 3, 2014).
91. Wanless, Elizabeth A, Judge, Lawrence W., Dieringer, Shannon Marie, Sport Research Institute on College Sport, "**Collegiate Golf Courses: From Compliance to Quality. The Impact of the New 2013 Department of Justice Standards,**" College Sport Research Institute, Columbia, South Carolina. (April 25, 2014).
92. Wanless, Elizabeth A, Judge, Lawrence W., Dieringer, Shannon Marie, Sports Entertainment and Venues Tomorrow Conference, "**Research Literature Review on Golf Course Accessibility of Wheel Chair Users: A Plan."** Columbia, SC. (November 22, 2013).
93. Weidner, Thomas, Cotton, Sam, Academic Chairperson Conference, "**Best practices for conducting an effective faculty search,**" Kansas State University, Jacksonville, FL. (February 2014).
94. Zimmerman, Matthew H., Johnson, James Eric, Sport Marketing Association, "**""I Am Doing Fine:" Utilization of Twitter by Football Bowl Subdivision Coaches,**" Albuquerque, NM. (October 2013).
95. Zimmerman, Matthew H., Sport Marketing Association 11th Annual Conference, "**Protecting the brand: Notre Dame's image repair after Manti Te'o,**" Sport Marketing Association, Albuquerque, N.M. (October 25, 2013).

Regional

96. Hankemeier, Dorice A, 2014 Great Lakes Athletic Trainers' Association Annual Meeting & Symposium, **"Understanding Literature Appraisal: Implementing Compilation Research in Clinical Practice,"** Great Lakes Athletic Trainers' Association, Wheeling, IL. (March 14, 2014).
97. Keeley, Kimberly, Martin, Malissa, Kappert, Thomas, Walker, Stacy E., Hankemeier, Dorice A, Eastern Athletic Trainers' Association, **"Evidence-Based Practice: Beliefs and Behaviors of Athletic Trainers',"** Mashantucket, CT. (January 11, 2014).
98. Popp, Jennifer K., Stichter, Stephanie D, 2014 Great Lakes Athletic Trainers' Association Winter Meeting, **"My First Job: What I Wish I Would've Known...,"** Great Lakes Athletic Trainers' Association, Wheeling, IL. (March 13, 2014).

State

99. Bodey, K., Hoover, J., Judge, Lawrence W., Indiana Association of Health, Physical Education, Recreation and Dance Conference, **"Youth Sport Specialization: Talking Points for Coaches,"** Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (October 31, 2013).
100. Dickin, Douglas Clark, Francksen*, Natasha C, Dahl*, Kimi, 129th Annual Academy Meeting, **"Determination of foot pressure measures in the development of a gait and mobility monitoring system for elders,"** Indiana Academy of Science, Indianapolis, IN. (March 2014).
101. Dieringer, Shannon Marie, Indiana Association For Health, Physical Education, Recreation And Dance State Conference, **"Initiation of Task-Oriented Behaviors for Preschool Children With Autism Spectrum Disorders during Physical Activity Sessions,"** Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (November 1, 2013).
102. Dieringer, Shannon Marie, Wanless, Elizabeth A, Judge, Lawrence W., Plummer, Michelle, Johnson, James Eric, Indiana Association for Health, Physical Education, Recreation and Dance State Conference, **"Running Your Way to Good Health: An After School Running Program,"** Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (October 31, 2013).
103. Ellery, Jane E., Gillespie, Charles R., American Planners Association IN Fall Conference, **"Creating Environments that Develop Human Potential,"** Muncie, Indiana. (October 2013).
104. Ellery, Jane E., Gillespie, Charles R, Boyd, Delaina D., 2013 IPRA Leadership & Membership Retreat, **"Primacy of Place - Community Wellbeing,"** Indiana Parks and Recreation Association, Indianapolis, IN. (September 18, 2013).
105. Ellery, Jane E., Gillespie, Charles R, Primacy of Place, **"Community Wellbeing and Placemaking: Wellness in the Workplace,"** Building Better Communities, Indianapolis, IN. (September 20, 2013).
106. Ellery, Jane E., Vrazel, JoEllen, Boyd, Delaina D., Flynn, Krista, Primacy of Place, **"Community Wellbeing and Placemaking: Resources to Support Change Efforts,"** Building Better Communities, Indianapolis, IN. (September 20, 2013).
107. Ellery, Jane E., Workplace Wellness at St. Vincent's Hospital, **"Workplace Wellness - Practices and Internships,"** St. Vincent's Hospital, Indianapolis, IN. (September 11, 2013).
108. Ellery, Peter John, Ellery, Jane E., Community Health Informatics Workshop, **"Identifying Opportunities for Change and Tracking Progress: Mapping Community Clean-up Efforts,"** Clinical & Translational Science Institute of Southeast Wisconsin, Milwaukee, WI. (May 30, 2013).
109. Gillespie, Charles R, Ellery, Jane E., Brenner, B, Werner, L, Allen, L, 2013 HR Indiana Annual Conference, **"Making the Healthier Choice the Easier Choice at Work!,"** Indiana Society for Human Resource Management, Indianapolis, IN. (August 30, 2013).
110. Judge, Lawrence W., Indiana Association of Health, Physical Education, Recreation and Dance Conference, **"Strength Training Periodization: A Practical Approach,"** Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (October 31, 2013).
111. Kaminsky, Leonard A., Phoenix Affordable Care Organization (ACO), **"Cardiopulmonary Exercise Testing with Heart Failure Patients,"** Kowa Pharmaceuticals, Phoenix. (May 21, 2013).
112. Kaminsky, Leonard A., Phoenix Affordable Care Organization (ACO), **"Exercise Prescription using Cardiopulmonary Exercise Test Data,"** Kowa Pharmaceuticals, Phoenix. (May 21, 2013).
113. Pierce, David, Judge, Lawrence W., Johnson, James Eric, Indiana Association for Health, Physical Education, Recreation and Dance State Conference, **"Factors Influencing Coaching Succession,"** Indianapolis, IN. (October 31, 2013).
114. Popp, Jennifer K., 2013 Indiana Alliance for Health, Physical Education, Recreation, and Dance State Meeting, **"Water Exercise: Rehabilitation and Training for High School Athletes,"** Indiana Alliance for Health, Physical Education, Recreation, and Dance, Indianapolis, IN. (November 1, 2013).

115. Popp, Jennifer K., 2013 Indiana Athletic Trainers' Association Fall Symposium, "**Educators' Breakout Session**," Indiana Athletic Trainers' Association, Indianapolis, IN. (October 27, 2013).
116. Popp, Jennifer K., 2013 Indiana Athletic Trainers' Association Fall Symposium, "**Enhancing Clinical Decision Making: Clinical Prediction Rules and Patient Reported Outcomes**," Indiana Athletic Trainers' Association, Indianapolis, IN. (October 26, 2013).
117. Segrist, Kathy A., 10th Annual Conference on Aging Well State Conference, "**Information for Caregivers**" Muncie, Indiana. (May 2013).
118. Stamm, William Gene, Indiana Association For Health, Physical Education, Recreation And Dance State Conference, "**Pool Risk Management Issues**," Indiana Association for Health, Physical Education, Recreation, and, Wyndham Indianapolis west. (October 30, 2013).
119. Wanless, Elizabeth A, Indiana Association For Health, Physical Education, Recreation And Dance State Conference, "**Fundraising for Your Team**," Indiana Association of Health, Physical Education, Recreation and Dance. (October 31, 2013).
120. Judge, Lawrence W., National Strength and Conditioning Association State Clinic, "**Periodization**," National Strength and Conditioning Association, Carmel, IN. (November 2013).

Student Presentations (Students as "LEAD" presenter)

National

1. Austin, K., Johnson, J. E., Duke, A., & Boyce, K. (2014, April). **Motivation for intercollegiate athletic and intramural sport participation: A theoretical comparison.** Presentation made at the College Sport Research Institute Conference, Columbia, SC.
2. Bagley J, Murach K, Hayes E, Galpin A, Raue U, Jemiolo B, Gustafsson T, Tesch P, Trappe S. **Skeletal muscle health in elite octogenarian lifelong endurance athletes and untrained men: part two.** American College of Sports Medicine, Indianapolis, IN (May 31, 2013).
3. Camus, Zoe, Blom, Lindsey Christine, FEBSAC conference, "**Relationship among Birth Order, Goal Orientation and Achievement Motivation in College Athletes**," European Federation of Sport Psychology, Paris, France. (May 2013).
4. Felver, Nathan, Pierce, David A., Judge, Lawrence W., Johnson, James Eric, 2014 American Alliance For Health, Physical Education, Recreation And Dance National Convention & Expo, "**Influence of Volunteer Motivations on Satisfaction in Undergraduate Co-Curricular Clubs**," American Alliance For Health, Physical Education, Recreation And Dance, St Louis, MO. (April 4, 2014).
5. Foster, B, Cooper, J, Blom, Lindsey Christine, Association of Applied Sport Psychology Annual Conference, "**Lessons Learned From Mental Skills Consulting With Powerchair Soccer Athletes**," Association of Applied Sport Psychology, New Orleans, LA. (October 3, 2013).
6. Griffith, G., Ozemek, C., Campbell, K., Johnson, M., Byun, W., Kaminsky L.A. **Physical Activity Levels of Pre-geriatric Surgery Patients: Differences with Accelerometer Activity Count Thresholds.** American College of Sports Medicine, Indianapolis, IN, May 2013.
7. Guilkey, Justin P, Overstreet, Matthew, Fernahl, Bo, Mahon, Anthony D., American College of Sports Medicine, "**Parasympathetic modulation at rest and during recovery from maximal exercise in pre-pubertal boys**," Indianapolis, IN. (May 2013).
8. Halbrook, Meghan, Blom, Lindsey Christine, Bell, Rob, Hurley, Kimberly S., Holden, Jocelyn, Lifelong Physical and Mental Well-Being through Sport and Exercise, "**The Relationships among Gender, Individual Motivation Type, and Perceived Team Cohesion**," Association for Applied Sport Psychology, New Orleans. (October 4, 2013).
9. Harris, T., Johnson, J. E., Hunter, N., & Lauck, M. (2014, April). **Social media and the intercollegiate student-athlete: Policy, policing, and legal issues.** Presentation made at the College Sport Research Institute Conference, Columbia, SC.
10. Kirschner M.M., Wilkerson, B.S., Ozemek, C., Byun, W., Kaminsky L.A. **Reliability of GT3X+ Measures Made at the Ankle, Hip, and Wrist.** American College of Sports Medicine, Indianapolis, IN, 2013.
11. Murach K, Raue U, Wilkerson B, Minchev K, Jemiolo B, Bagley J, Luden N, Trappe S. **Molecular insight into fast-twitch muscle remodeling with taper.** Med Sci Sports Exer, 45(5S): 182, 2013. American College of Sports Medicine, Indianapolis, IN (May 29, 2013).
12. O'Neal, Derek. American Society on Aging, **Design of a Caregiver Wellbeing Index**, Aging in America Conference, San Diego, CA, March 12, 2014.

13. Ozemek, C., Byun, W., Kaminsky L.A., Riggan, K., Strath, S. **The Effect of Pedometer Feedback Intervention on Increasing Steps on Non-Cardiac Rehabilitation Days.** American College of Sports Medicine, Indianapolis, IN, 2013.
14. Pasquini, E, Drumright, W, Blom, Lindsey Christine, Association for Applied Sport Psychology annual conference, **"Graduate Study In Sport and Exercise Psychology: Lessons Learned From the Student Perspective,"** Association for Applied Sport Psychology, New Orleans, LA. (October 4, 2013).
15. *Sink, A., Blom, L. C., Judge, L. W., Gerstein, L. H., Pierce, D., (2013, October). **Soccer for Social Change: The Results of a Cultural Exchange with Jordanian Coaches.** Association for Applied Sport Psychology annual conference, New Orleans, LA.
16. Standley R, Liu S, Jemiolo B, Trappe S, Trappe T. **Prostaglandin E2 stimulates IL-6 and MuRF-1 in human skeletal muscle.** Med Sci Sports Exer, 45(5S): 302, 2013. American College of Sports Medicine, Indianapolis, IN (May 30, 2013).
17. Thrasher, Ashley B, Walker, Stacy E., Hankemeier, Dorice A, Pitney, William A, 2013 National Athletic Trainers' Association Annual Meeting & Clinical Symposium, **"Supervising Athletic Trainers' Perspectives on Professional Socialization of Graduate Assistant Athletic Trainers in the Collegiate Setting,"** National Athletic Trainers' Association, Las Vegas, NV. (June 27, 2013).
18. Tracy, D., Johnson, J. E., Lee, D., Goins, A., & Cretin, K. (2014, April). **An analysis of football game attendee motivations at an NAIA institution.** Presentation made at the College Sport Research Institute Conference, Columbia, SC.
19. Udem M, Konopka A, Jemiolo B, Trappe S, Harber M. **Myofiber composition and fiber-type specific expression of oxidative capacity-related genes following acute aerobic exercise.** American College of Sports Medicine, Indianapolis, IN (May 30, 2013).
20. Wilkerson B, Bagley J, Murach K, Hayes E, Galpin A, Raue U, Jemiolo B, Gustafsson T, Tesch P, Trappe S. **Skeletal muscle health in elite octogenarian lifelong endurance athletes and untrained men: part one.** American College of Sports Medicine, Indianapolis, IN (May 31, 2013).
21. Williams, K., Byun, W., Ozemek, C., Kaminsky L.A. **Reliability of Dual-energy X-ray Absorptiometer Measures of Regional Body Composition.** American College of Sports Medicine, Indianapolis, IN, 2013.

Regional

22. Guilkey, Justin P, Overstreet, Matthew L, Mahon, Anthony D., Midwest Chapter of the American College of Sports Medicine, **"Heart rate recovery and variability in boys and girls following maximal and submaximal exercise,"** Merrillville, IN. (November 2013).
23. Ladwig, Matthew, Razon, Selen, 24th Midwest Sport & Exercise Psychology Symposium, **"Does a Pre-workout Warm-up Facilitate Performance on a Concentration Task,"** Bowling Green State University, Bowling Green. (February 21, 2014).
24. Leizelar, Brinna, Razon, Selen, Heller, Ido, Book, Cindy, 24th Midwest Sport & Exercise Psychology Symposium, **"Effects of a Supportive Audience on Performance of a Handgrip Squeezing Task,"** Bowling Green State University, Bowling Green. (February 22, 2014).
25. Overstreet, Matthew L, Guilkey, Justin P, Timmons, Brian W, Goodpaster, Bret, Mahon, Anthony D., Midwest Chapter of the American College of Sports Medicine, **"Effect of body fat and acute exercise on metabolic flexibility in overweight boys.,"** Merrillville, IN. (November 2013).
26. Thrasher, Ashley B, Walker, Stacy E., Hankemeier, Dorice A, Great Lakes Athletic Trainers' Winter Meeting, **"Perceptions of Professional Socialization of Graduate Assistant Athletic Trainers in the Collegiate Setting,"** Wheeling IL. (March 13, 2014).

State

27. Adkisson, Jessica, Watts, Kristyn, Fox, Brennon, Johnson, James Eric, Indiana Association for Health, Physical Education, Recreation and Dance State Conference, **"Professional development for campus recreation student employees governed by NIRSA,"** Indianapolis, IN. (November 1, 2013).
28. Austin, Kayla, Boyce, Kelly, Duke, Autumn, Johnson, James Eric, Indiana Association for Health, Physical Education, Recreation and Dance State Conference, **"Intramural sport participation: Internal factors, external benefits."** Indianapolis, IN. (November 1, 2013).
29. Coyne, Megan, Serrao, Mark, Thurman, Kevin, Johnson, James Eric, Indiana Association for Health, Physical Education, Recreation and Dance State Conference, **"Identifying effective marketing strategies to increase football attendance at Division I programs.,"** Indianapolis, IN. (November 1, 2013).
30. Goins, Alex, Sabin, Ben, Tracy, Dan, Johnson, James Eric, Indiana Association for Health, Physical Education, Recreation and Dance State Conference, **"The trend of high school consolidation and the impact on athletic programs,"** Indianapolis, IN. (November 1, 2013).

31. Harris, Taylor, Hunter, Nick, Lauck, Molly, Johnson, James Eric, Indiana Association for Health, Physical Education, Recreation and Dance State Conference, "**Social media policy: Where we draw the line?**," Indianapolis, IN. (November 1, 2013).

Presentations-Professional (Non-Conference)

1. Hurley, Kimberly S., PEP 399, ALL Students, "**Physical Education Redefined: Current Challenges & Future Directions**," Parent-Teacher organizations: Wes-Del, Royerton, Burris, Mitchell, East Washington. (November 2013).
2. Hurley, Kimberly S., Donnelly, Michael D., "**Course Redesign**," Office of Educational Excellence: Interactive Learning Space Initiative. (May 9, 2013).
3. Largent, David L., Burden, Marsha L., Hurley, Kimberly S., Kitchens, Fred L., "**The flipped classroom**," BSU Office of Educational Excellence. (May 8, 2013).
4. Kaminsky, Leonard A., "**Current Physical Activity Guidelines**," Ball State University, School of Physical Education, Sport, and Exercise Science. (April 11, 2014).
5. Koontz, Nicole Lyn, "**Benefits of Exercise**," Muncie Noon Optimist Club. (March 26, 2014).
6. Koontz, Nicole Lyn, "**BSU Foundation Summer Social**," Ball State University Foundation. (August 9, 2013).
7. Koontz, Nicole Lyn, "**Benefits of Exercise**," University Libraries. (May 22, 2013).
8. Mahon, Anthony D., "**The youth athlete: maximal oxygen uptake (VO₂max) during childhood**," America MultiSport. (January 2014).
9. Shore-Beck, Sarah E, "**How to Train overweight/obese clients**," American Council on Exercise. (January 18, 2014).
10. Shore-Beck, Sarah E, "**Training Overweight Clients**," American Council on Exercise. (January 17, 2014).
11. Zenisek, Kendra Leigh, "**Musculoskeletal Anatomy**," Alexandria School of Scientific Therapeutics, Inc. (2013).

APPENDIX B: PROFESSIONAL ENGAGEMENT

Reviewer Activity

Faculty Member	Journal
Journals	
Lindsey Blom	<ul style="list-style-type: none"> • <i>Athletic Insight Journal</i> • <i>Sport, Exercise, and Performance Psychology journal</i> • <i>International Council of Health, Physical Education, Recreation- Sport and Dance Journal of Research</i>
Clark Dickin	<ul style="list-style-type: none"> • <i>American Journal of Physical Medicine and Rehabilitation</i> • <i>Gait and Posture</i> • <i>International Journal of Therapy and Rehabilitation</i>
Chrysostomos Giannoulakis	<ul style="list-style-type: none"> • <i>Sport Management Review</i>
Dorice Hankemeier	<ul style="list-style-type: none"> • <i>Athletic Training Education Journal</i> • <i>Journal of Athletic Training</i>
James Johnson	<ul style="list-style-type: none"> • <i>Journal of Issues in Intercollegiate Athletics</i> • <i>North American Society of Sport Management</i> • <i>Journal of Issues in Intercollegiate Athletics</i> • <i>The Physical Educator</i>
Lawrence Judge	<ul style="list-style-type: none"> • <i>Journal of Sports Medicine</i> • <i>Communication and Sport</i> • <i>International Review for the Sociology of Sport</i> • <i>Journal of Sport Sciences</i> • <i>Strength and Conditioning Journal</i> • <i>The Physical Educator</i>
Leonard Kaminsky	<ul style="list-style-type: none"> • <i>Exercise and Sport Science Reviews</i> • <i>Journal of Cardiopulmonary Rehabilitation and Prevention</i> • <i>Journal of the American Heart Association</i> • <i>Clinical Cardiology</i> • <i>Medicine and Science in Sports and Exercise</i> • <i>British Journal of Nutrition</i>
Don Lee	<ul style="list-style-type: none"> • <i>International Council for Health, Physical Education, Recreation, Sport, and Dance Journal of Research</i> • <i>International Journal of Sports Marketing and Sponsorship</i> • <i>Sport Management Review</i>
Anthony Mahon	<ul style="list-style-type: none"> • <i>Cardiology in the Young</i> • <i>Medicine and Science in Sports and Exercise</i> • <i>American Journal of Lifestyle Medicine</i> • <i>Journal of Physical Activity and Health</i> • <i>Pediatric Exercise Science</i> • <i>Research in Sports Medicine</i> • <i>Obesity</i> • <i>North American Society for Pediatric Exercise Medicine</i>
Paul Nagelkirk	<ul style="list-style-type: none"> • <i>Journal of Cardiopulmonary Rehabilitation and Prevention</i> • <i>Medicine & Science in Sports & Exercise</i>
Amber Phillips	<ul style="list-style-type: none"> • <i>Journal of Physical Education, Recreation and Dance</i>
Jennifer Popp	<ul style="list-style-type: none"> • <i>Athletic Training Education Journal</i> • <i>Journal of Athletic Training</i>
Selen Razon	<ul style="list-style-type: none"> • <i>Human Kinetics</i> • <i>Psychology of Sport & Exercise</i> • <i>Journal of Sport Psychology in Action</i>
Stacy Walker	<ul style="list-style-type: none"> • <i>Athletic Training Education Journal</i> • <i>Journal of Athletic Training</i>

Henry Wang	<ul style="list-style-type: none"> • <i>British Journal of Biotechnology</i> • <i>Journal of Orthopedic Research and Reviews</i> • <i>Military Medicine</i> • <i>Journal of Applied Biomechanics</i> • <i>Journal of Sport and Health Science</i> • <i>International Council for Health, Physical Education, Recreation, Sport, and Dance Journal of Research</i> • <i>Journal of Mechanics in Medicine and Biology</i> • <i>Indian Journal of Orthopaedics</i> • <i>Journal of Scandinavian medicine Science and Sports</i> • <i>Journal of Sports Biomechanics</i> • <i>Journal of Clinical Biomechanics</i> • <i>Research Quarterly for Exercise and Sport</i>
Mitch Whaley	<ul style="list-style-type: none"> • <i>Journal of Cardiovascular and Pulmonary Rehabilitation</i>
Other Activity	
Kim Hurley	<ul style="list-style-type: none"> • <i>American Alliance for Health, Physical Education, Recreation and Dance: Research Consortium</i>
James Johnson	<ul style="list-style-type: none"> • <i>College Sport Research Institute</i>
Lawrence Judge	<ul style="list-style-type: none"> • <i>American Alliance for Health, Physical Education, Recreation and Dance Abstract Reviewer</i>
Leonard Kaminsky	<ul style="list-style-type: none"> • <i>Mayo Clinic Proceedings</i>
Anthony Mahon	<ul style="list-style-type: none"> • <i>Midwest Regional Chapter of the American College of Sports Medicine</i>
Amber Phillips	<ul style="list-style-type: none"> • <i>Physical Education Central Hall of Shame</i>
Jennifer Popp	<ul style="list-style-type: none"> • <i>Great Lakes Athletic Trainers' Association</i>
Selen Razon	<ul style="list-style-type: none"> • <i>Association for Applied Sport Psychology</i> • <i>American Psychological Association</i>
Stacy Walker	<ul style="list-style-type: none"> • <i>Special Topics Reviewer for the National Athletic Trainers' Association Annual Meeting and Clinical Symposia</i> • <i>Medical Education Online</i> • <i>National Athletic Trainers' Association Annual Meeting Program Review</i> • <i>National Athletic Trainers' Research and Education Foundation</i>
Henry Wang	<ul style="list-style-type: none"> • <i>Jones Bartlett Learning</i> • <i>The annual meeting of American Society of Biomechanics</i>

Journal Editorial Boards

Faculty Member	Journal
Lindsey Blom	<ul style="list-style-type: none"> • <i>Journal of Contemporary Athletics</i>
Clark Dickin	<ul style="list-style-type: none"> • <i>World Journal of Orthopedics</i>
James Johnson	<ul style="list-style-type: none"> • <i>Journal of Issues in Intercollegiate Athletics</i> • <i>The Physical Educator</i>
Lawrence Judge	<ul style="list-style-type: none"> • <i>International Council for Health, Physical Education, Recreation, Sport and Dance Journal of Research</i> • <i>The Journal of Facility Management</i> • <i>Applied Research in Coaching Athletics Annual</i> • <i>The Physical Educator</i>
Leonard Kaminsky	<ul style="list-style-type: none"> • <i>Journal of Cardiopulmonary Rehabilitation and Prevention</i> • <i>Journal of Cardiovascular and Pulmonary Rehabilitation</i> • <i>American College of Sports Medicine – Health & Fitness Journal</i>
Anthony Mahon	<ul style="list-style-type: none"> • <i>Pediatric Exercise Science</i> • <i>Research in Sports Medicine</i>
David Pearson	<ul style="list-style-type: none"> • <i>Journal of Strength & Conditioning Research</i> • <i>National Strength & Conditioning Journal</i>
Scott Trappe	<ul style="list-style-type: none"> • <i>Medicine & Science in Sports & Exercise</i> • <i>Journal of Applied Physiology</i>
Todd Trappe	<ul style="list-style-type: none"> • <i>Frontiers in Endocrinology of Aging</i>
Stacy Walker	<ul style="list-style-type: none"> • <i>Athletic Training Education Journal</i> • <i>Journal of Athletic Training</i>

National Engagement

Faculty Member	Activity	Organization
National		
Lindsey Blom	<ul style="list-style-type: none"> • Sport Steering Committee • Public Interest Committee • Thesis Award Committee • Sport Psychology Registry 	<ul style="list-style-type: none"> • <i>National Association for Sport and Physical Education - Task Force on Benefits of Youth Sport</i> • <i>American Psychological Association</i> • <i>American Psychological Association, Div 47</i> • <i>Association of Applied Sport Psychology</i> • <i>United State Olympic Committee Sport Psychology Registry</i>
Clark Dickin	<ul style="list-style-type: none"> • Scientific Review Committee Member 	<ul style="list-style-type: none"> • <i>Gerontological Society of America</i>
Dorice Hankemeier	<ul style="list-style-type: none"> • Accreditation Site Reviewer 	<ul style="list-style-type: none"> • <i>Commission on Accreditation of Athletic Training Education</i>
James Johnson	<ul style="list-style-type: none"> • Research Committee 	<ul style="list-style-type: none"> • <i>National Association of Academic Advisors for Athletics</i>
Lawrence Judge	<ul style="list-style-type: none"> • Council on Facilities/Equipment (CHAIR) • National Chairman 	<ul style="list-style-type: none"> • <i>American Alliance for Health, Physical Education, Recreation, and Dance</i> • <i>USA Track & Field Association Coaches Education</i>
Leonard Kaminsky	<ul style="list-style-type: none"> • Program Committee Chair • Exercise, Cardiac Rehabilitation, and Prevention Committee • President 	<ul style="list-style-type: none"> • <i>American College of Sports Medicine</i> • <i>American Heart Association</i> • <i>Cardiorespiratory Fitness Registry</i>
David Pearson	<ul style="list-style-type: none"> • Fellow Application Review Board 	<ul style="list-style-type: none"> • <i>National Strength & Conditioning Association</i>
Amber Phillips	<ul style="list-style-type: none"> • Advisory Board 	<ul style="list-style-type: none"> • <i>Physical Education Central</i>
Jennifer Popp	<ul style="list-style-type: none"> • Accreditation Site Reviewer 	<ul style="list-style-type: none"> • <i>Commission on Accreditation of Athletic Training Education</i>
Carol Reed	<ul style="list-style-type: none"> • Vice President 	<ul style="list-style-type: none"> • <i>Scuba Educators International Corp.</i>
Kathy Segrist	<ul style="list-style-type: none"> • Board of Directors • Executive Committee • Advisory Board 	<ul style="list-style-type: none"> • <i>Gerontological Society on Aging</i> • <i>Association for Gerontology in Higher Education</i> • <i>Journal of Geriatrics and Gerontology Education</i>
Scott Trappe	<ul style="list-style-type: none"> • Exercise Clinical Trials Network (CHAIR) • Leadership & Diversity Training Program • Science Integration/Leadership Committee • Committee Member – Translational Science Group • Committee Member – Program Project Advisory Group 	<ul style="list-style-type: none"> • <i>American College of Sports Medicine</i> • <i>American College of Sports Medicine</i> • <i>American College of Sports Medicine</i> • <i>American College of Sports Medicine – National Institutes of Health</i> • <i>National Institutes of Health</i>
Todd Trappe	<ul style="list-style-type: none"> • Working Group – Exercise Countermeasures for Exploration Missions Committee member 	<ul style="list-style-type: none"> • <i>National Aeronautics & Space Administration</i>
Stacy Walker	<ul style="list-style-type: none"> • Advisory Panel • Program Committee (CHAIR) • Professional Development Committee Member • Accreditation Site Reviewer 	<ul style="list-style-type: none"> • <i>Athletic Training Association Education Journal</i> • <i>National Athletic Trainers' Educators Conference</i> • <i>National Athletic Trainers' Association</i> • <i>Commission on Accreditation of Athletic Training Education</i>
Mitch Whaley	<ul style="list-style-type: none"> • Consumer Information Committee 	<ul style="list-style-type: none"> • <i>American College of Sports Medicine</i>
Regional/State		
Jane Ellery	<ul style="list-style-type: none"> • Community Wellbeing Knowledge Group Committee Chair • Advisory Board 	<ul style="list-style-type: none"> • <i>Primacy of Place - Community Wellbeing Knowledge Group Primacy of Place/Building Better Communities</i> • <i>Wellness Council of Indiana</i>

	<ul style="list-style-type: none"> • Community Relations Committee Member 	<ul style="list-style-type: none"> • <i>Wellness Council of Indiana</i>
Dorice Hankemeier	<ul style="list-style-type: none"> • Education Committee Member 	<ul style="list-style-type: none"> • <i>Great Lakes Athletic Trainers' Association</i>
Lawrence Judge	<ul style="list-style-type: none"> • President • Vice President 	<ul style="list-style-type: none"> • <i>Indiana Association for Health, Physical Education, Recreation, and Dance</i> • <i>Indiana Association for Health, Physical Education, Recreation, and Dance Sport Council</i>
Leonard Kaminsky	<ul style="list-style-type: none"> • Past-President's Advisory Committee 	<ul style="list-style-type: none"> • <i>Midwest Chapter American College of Sports Medicine</i>
Paul Nagelkirk	<ul style="list-style-type: none"> • President • Abstract Review Committee Chair • Annual Meeting Planning Committee Member 	<ul style="list-style-type: none"> • <i>Midwest Chapter American College of Sports Medicine</i> • <i>Midwest Chapter American College of Sports Medicine</i> • <i>Midwest Chapter American College of Sports Medicine</i>
Jennifer Popp	<ul style="list-style-type: none"> • Scholarship Committee Member 	<ul style="list-style-type: none"> • <i>Indiana Athletic Trainers' Association Scholarship Committee</i>
Shannon Powers	<ul style="list-style-type: none"> • Vice President 	<ul style="list-style-type: none"> • <i>Indiana Association for Health, Physical Education, Recreation and Dance</i>
Kathy Segrist	<ul style="list-style-type: none"> • Alzheimer's Disease Committee member 	<ul style="list-style-type: none"> • <i>Governor's Task Force</i>
Gene Stamm	<ul style="list-style-type: none"> • Vice President 	<ul style="list-style-type: none"> • <i>Indiana Association for Health, Physical Education, Recreation and Dance</i>
Tom Weidner	<ul style="list-style-type: none"> • Research Assistance Committee Chair 	<ul style="list-style-type: none"> • <i>Great Lakes Athletic Trainers' Association</i>

Attendance at Professional Meetings

Advances in Skeletal Muscle Biology in health Disease Biennial Conference: **S. Trappe**

American Alliance for Health, Physical Education, Recreation and Dance National Convention: **Dieringer, Donahue, Judge, Wanless, Weidner**

American Association of Cardiovascular and Pulmonary Rehabilitation: **Kaminsky**

American College of Sports Medicine: **Byun, Dickin, Harber, Judge, Kaminsky, Koontz, Mahon, Nagelkirk, Razon, S. Trappe, T. Trappe, Wang, Weidner**

American College of Sports Medicine - Midwest: **Mahon, Nagelkirk, Skalon**

American College of Sports Medicine - Northwest: **S. Trappe**

American Heart Association Scientific Session: **Kaminsky**

American Psychological Association Annual Convention: **Blom**

American Society on Aging Conference: **Segrist**

Association for Psychological Science Annual Meeting: **Razon**

Association of Applied Sport Psychology Annual Conference: **Blom, Judge, Razon**

College Sport Research Institute: **Johnson, Judge**

Congress of the International Society for the History of Physical Education and Sport **Judge**

European Pediatric Work Physiology Meeting: **Mahon**

Gerontology Society of America Annual Meeting: **Hurley, S. Trappe**

Global Sports Business Association Annual Conference: **Johnson, Judge**

Great Lakes Athletic Trainer's Association Conference: **Hankemeier, Popp, Walker, Weidner**

Indiana Association of Health, Physical Education, Recreation and Dance Conference: **Dieringer, Giannoulakis, Hurley, Judge, Phillips, Plummer, Popp, Shore-Beck, Stamm, Wanless**

Indiana Athletic Trainers Association: **Hankemeier, Popp**

International Association for Research on Service Learning and Community Engagement Conference: **Ellery**

International Conference on Education: **Judge**

International Council for Coaching Excellence Conference: **Judge**

Midwest Sport and Exercise Psychology Symposium: **Razon**

National Association of Academic Advisors for Athletics National Conference: **Johnson**

National Athletic Trainers' Association Annual Meeting and Clinical Symposium: **Hankemeier, Popp, Walker**

National Coaching Conference: **Judge**

National Lily Conference on College and University Teaching: **Hurley**

National Service Coordinator's Conference: **Segrist**
National Strength and Conditioning Association Coaches Conference: **Judge, Winfrey-Kovell, B. Zenisek, K. Zenisek**
National Wellness Conference: **Ellery**
North American Society for Sport Management Conference: **Johnson, Judge**
North American Society for the Psychology of Sport and Physical Activity: **Razon**
North American Society for the Sociology of Sport Conference: **Judge**
Primacy of Place Conference: **Ellery**
Share the Wealth Conference: **Phillips**
Society for Human Resources Management Conference: **Ellery**
Society for Association Management Leadership Development Conference: **Judge**
Southeast Athletic Trainers' Association Educators Conference: **Walker**
Sport Entertainment and Venues Tomorrow Conference: **Judge**
Sport Marketing Association Conference: **Giannoulakis, Johnson, Judge, Zimmerman**
Sport Management Development Conference: **Giannoulakis**
USA Track and Field Convention: **Judge**

APPENDIX C: ENROLLMENT SUMMARY*

Major	Degree	Banner Major/Concentration Code	Fall 13		Spring 14	
Physical Education		PHET	59		61	
Athletic Training	BAT/BS/BA	ATHG, ATHL	118		111	
Exercise Science	BA/BS	EXSC	434		434	
Aquatics	BA/BS	EXSC/AQUA		11		12
Exercise Science Concentration	BA/BS	EXSC/EXSC		13		3
Exercise Science Hlth & Fitns	BA/BS	EXSC/EXHF		147		129
Exercise Science Bsc & App Sc	BA/BS	EXSC/EXBA		218		192
Sport Administration*	BA/BS	SPAD	240		276	
Grand Total Majors			851		882	
Minor		Banner Minor Code	Fall 13		Spring 14	
Aquatics	BA/BS/BGS	AQUA	1		2	
Aquatics Opt 1: Teaching	BA/BS/BGS	AQTT	5		11	
Aquatics Opt 2: Administration	BA/BS/BGS	AQAD	5		8	
Aquatics Opt 3: Scuba Instructor	BA/BS/BGS	AQSC	2		15	
Coaching	BA/BS/BGS	CHNG	1		0	
Sports Medicine	BA/BS/BGS	SPMD	34		27	
Applied Gerontology	BA/BS/BGS	APGE, APGR, GERY	14		19	
Workplace Wellness	BA/BS/BGS	WWLL	0		0	
Grand Total Minors			62		82	
Graduate Major	Degree	Banner Major/Concentration Code	Fall 13		Spring 14	
Physical Education (General)	MA	PHED	72		78	
Phys Ed/Sprt (Sport Psych)	MA/MS	PHED/SPEP		10		11
Phys Ed/Sport (Adm/PE & Spts)	MA/MS	PHED/ADPS		26		25
PHD - Human Bioenergetics	PHD	HUBI	10		10	
Exercise Science	MA/MS	EXSC	48		48	
Biomechanics	MA/MS	EXSC/BIOM		8		4
Coaching	MA	EXSC/COCH		0		4
Exercise Physiology	MA/MS	EXSC/EXPY		2		2
Sports Performance	MA/MS	EXSC/SPPR		22		23
Clinical Exercise Physiology	MA/MS	EXSC/CEPY		13		12
Applied Gerontology	MA	APGR	12		13	
Gerontology	MA	GRTG	0		1	
Wellness Management	MA/MS	WELN	13		13	
Gerontology Certificate		GERC, GRTC	3		3	
Grand Total Graduate Majors			158		166	
Graduate Minors		Banner Minor Code	Fall 13		Spring 14	
Applied Gerontology	MA/MS	APGE, APGR, GERY	0		0	
Applied Gerontology - Cognate	PhD/EdD	APGY	1		1	
Wellness Management	MA/MS	WELL, WLMG	0		1	
Wellness Management – Cognate	PhD/EdD	WLMA	2		4	
Grand Total Graduate Minors			3		6	

*Double checking accuracy of data with Office of Institutional Effectiveness.

APPENDIX D: MAJORS, MINORS, MASTERS & PHD COMPLETED PROGRAMS

(Compiled from reports provided by the Director of Systems Technology for Enrollment, Marketing, and Communications in May 2014) (More current data is unavailable at this time):

MAJORS COMPLETED PROGRAMS	08/09	09/10	10/11	11/12	12/13
ATHLETIC TRAINING	12	8	12	8	13
EXERCISE SCIENCE: AQUATICS	5	9	7	6	8
EXERCISE SCIENCE: BASIC & APPLIED	26	26	31	37	48
EXERCISE SCIENCE: HEALTH & FITNESS	22	34	34	35	37
PHYSICAL EDUCATION	13	19	15	20	12
SPORT ADMINISTRATION	55	59	61	56	51
MINORS COMPLETED PROGRAMS	08/09	09/10	10/11	11/12	12/13
ADAPTED PHYSICAL ACTIVITY	1	1	3	4	4
AQUATICS: ADMINISTRATION	1	4	4	4	5
AQUATICS: SCUBA	0	0	3	4	4
AQUATICS: TEACHING	4	0	3	9	4
COACHING	4	6	6	6	1
PHYSICAL ACTIVITY-OLDER ADULT	7	4	7	2	0
SPORTS MEDICINE	12	21	19	16	15
MASTERS AND PHD COMPLETED PROGRAMS	08/09	09/10	10/11	11/12	12/13
HUMAN BIOENERGETICS	2	3	1	2	1
APPLIED GERONTOLOGY	10	11	5	6	3
EXSC (BIOMECHANICS)	3	3	1	5	4
EXSC (CLIN EXER PHYSIOL)	6	6	6	5	6
EXSC (EXERCISE PHYSIOLOGY)	2	1	2	2	2
EXER SCI (SPORT PERFORMANCE)	2	3	12	9	14
PHYS ED (SPORT ADMINISTRATION)	19	22	14	22	16
PHYS ED (COACHING)	37	36	35	17	21
PHYS ED (SPRT MGMT - OPT 1)	5	0	1	0	0
PHYS ED (SPORT PSYCHOLOGY)	1	3	2	1	7
WELLNESS MANAGEMENT	5	10	13	7	8

APPENDIX E: GRADUATE PROGRAM PROFILES

Immersive Learning Opportunities

Please confirm with faculty members in your program that this information has been entered into digital measures. Title, number of students, all faculty advisors, agency, and companies or communities served.

Biomechanics

- None

Clinical Exercise Physiology

- None

Coaching

- None

Gerontology

- None

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- None

Sport Administration

- None

Sport and Exercise Psychology

- Zumba @ Buley
 - Faculty: Shannon Powers & Selen Razon
 - 11 students
 - Community Partners- The Whitley Community Council and the Roy C. Buley center
 - Community Served- 58 Women (18-78 years old) and 5 Men (18-64 years old) from the following cities: Muncie, Yorktown, Selma, Farmland, Cowan, & Hagerstown, Indiana
- Values through Sports
 - Faculty: Lindsey Blom
 - 6 students
 - Community Partners: New Resource Group & Indiana Soccer Foundation
 - Community Served: youth sport organizations in Muncie, Yorktown, Bloomington, Lafayette, Indianapolis

Sport Performance

- None

Wellness

- Health and Productivity Plan
 - Partner: Muncie Power Products
 - Number of Students: 9
 - Course: WELN 630
- Mindfulness Practices
 - Partner: PFW Faculty
 - Number of Students: 8
 - Course: WELN 625

University-Funded Graduate Students

Identify and reflect on the proportion of university-funded graduate students that engage in thesis/research paper/creative endeavors within your programs.

Provide a summary of how these students have contributed to faculty scholarship

Biomechanics

- All graduate students in the biomechanics program are engaged in research and complete theses.
- University funded students are involved in all aspects of faculty research and have been included in peer-reviewed journal articles as well as professional conference presentations.

Clinical Exercise Physiology

- 100% of university-funded graduate students engage in thesis work within the program.

- All of these students have contributed to faculty scholarship (ex. 3 students are presenting papers at a national conference next month).

Coaching

Graduate Assistants

- The Coaching faculty currently supervises one university-funded (SPESES) graduate assistant in her first year.
- Kara Holtzclaw presented the findings of her research in a presentation at the College Sports Research Institute conference in Columbia, SC.
- Graduate assistants in SPESES, as well as other graduate assistants in athletics who major in coaching, are regularly involved in scholarship endeavors with coaching faculty. Efforts in this area contribute regularly to manuscripts and scholarly presentations.
- The graduate assistant for the coaching program have contributed to 9 published manuscripts by faculty during the 2013-14 academic year.
- The Graduate assistant for the coaching program contributed to 3 presentations with faculty.

Current Students

- One coaching student, Jon Hoover collaborated with Dr. Judge and Dr. Bodey on a manuscript in *Strategies*.
- One coaching student, Michelle Lamb, collaborated with Dr. Judge on a manuscript in the Indiana Association of Health, Physical Education, Recreation and Dance Conference Journal.

Gerontology

- Derek O'Neal (Courtney Roberts plans to do thesis project next year).
- Student activities provided data for presentations at national organization conferences in gerontology (Association for Gerontology in Higher Education and American Society on Aging).

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- All of our funded graduate students complete a thesis/dissertation as part of their education training in our program. These projects are under the umbrella of our research program and provide support to help execute various externally funded grants.

Sport Administration

- Graduate students in the sport administration program have assisted 3 sport administration faculty in the following scholarship activities between May 1, 2013 and April 30, 2014. The following numbers are current as of May 1, 2014 (note: these totals do not include information from the coaching program in which a sport administration student was the graduate assistant for Dr. Lawrence Judge):
 - 5 manuscripts in review
 - 8 manuscripts in press
 - 7 manuscripts in print
 - 5 presentations at the state/regional level
 - 10 presentations at the national/international level

Sport and Exercise Psychology

- We had 100% of the funded graduate students assist with research. Six students were co-authors on national conference presentations and two were co-authors on regional presentations. Eight students contributed to 6 manuscripts submitted for peer-review. Two students assisted with a federally funded grant award, 1 student was a Co-PI on a national grant, and 3 students were awarded internal Hollis grants.

Sport Performance

- None.

Wellness

- Diane Mitchell – both (Katie Bowers, and Brittany Wonnell all currently plan to do thesis projects next year)
- Brigid Courtney, Derek O'Neal (double major), Emily Wert, Tyson Whitcomb.
- All GAs in Wellness Management supported community engaged change research practices through initial planning, community relations development, formative research, and initiative management.

Program Accreditations/Recognitions (if applicable)

Accreditation agency and through dates.

Descriptive data on student performance on national credentialing/licensing exams – along with national averages and pass rates.

Biomechanics

- Not applicable.

Clinical Exercise Physiology

- Not applicable.

Coaching

- Not applicable.

Gerontology

- Not applicable.

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- Not applicable.

Sport Administration

- Not Applicable.

Sport and Exercise Psychology

- Not applicable.

Sport Performance

- 100% of my students take the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist certification test – this is a nationally ranked exam with a 67% pass rate.
- All of my students have passed the exam.

Wellness

- Not applicable.

Student Awards

Please list the name of student and award, including SPESES, external, student competitions, and national scholarships.

Biomechanics

- Kayla Kmiecik received the Keys/Litten/Smith Award at the 19th Annual Student Symposium
- Emily Johann received the Keys/Litten/Smith Award at the 19th Annual Student Symposium

Clinical Exercise Physiology

- Garrett Griffith – ASPIRE Student Grant
- Cemal Ozemek – ASPIRE Travel Award
- Kristen Conway – ASPIRE Travel Award
- Amanda Weaver – ASPIRE Travel Award

Coaching

- None

Gerontology

- None

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- None

Sport Administration

- Outstanding Graduate Poster (1 of 3) - Indiana Association of Health, Physical Education, Recreation and Dance Conference - Megan Coyne, Mark Serrao, & Kevin Thurman
- Outstanding Graduate Poster (1 of 3) - Indiana Association of Health, Physical Education, Recreation and Dance Conference - Alex Goins, Ben Sabin, & Dan Tracy
- Champions - College Sport Research Institute Case Study Competition - Dan Tracy, Taylor Harris, and Kayla Austin
- Korsgard Outstanding graduate student award for the School of Physical Education, Sport, and Exercise Science - Nathan Felver
- Dan Tracy (graduate assistant in SPESES) received a graduate merit fellowship

Sport and Exercise Psychology

- Midwest District Ethnic Minority Graduate Fellowship- Akanimo Akpan
- 6 students recognized as Outstanding Graduate Students at the Graduate School Reception

Sport Performance

- None

Wellness

- None

PI # 5: Increase the number of master’s programs that have enrolled students with an average undergraduate GPA of at least 3.30.

Average student GPA

Biomechanics

- Students entering the graduate program have averaged 3.52-3.81 over the past three years

Clinical Exercise Physiology

- Average student GPA 3.6

Coaching

- The Average student GPA is 3.15

Gerontology

- 3.27 (Incoming class 3.3)

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- All of our enrolled MS students have >3.30 GPA from their undergraduate program.

Sport Administration

- Average GPA of current students is 3.393.

Sport and Exercise Psychology

- 3.53

Sport Performance

- Average student 3.14

Wellness

- 3.19 (Incoming class GPA 3.44)

PI # 34: Administer an annual survey regarding the readiness of graduates to employers recruiting on campus. Have you implemented a survey to determine whether employers are recruiting in SPESES fields? and # of students who attend events where employers recruit on campus?

Biomechanics

- None

Clinical Exercise Physiology

- None

Coaching

- None

Gerontology

- None

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- None

Sport Administration

- None

Sport and Exercise Psychology

- None

Sport Performance

- None

Wellness

- None

PI # 35: By 2017, increase by 15 percent the number of employers engaged in on-campus recruiting activities. Have employers in your area come to campus to engage in on-campus recruiting activities?

Biomechanics

- None

Clinical Exercise Physiology

- None

Coaching

- None

Gerontology

- None

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- None

Sports Administration

- None

Sport and Exercise Psychology

- None, but we do have 1-2 via Skype

Sport Performance

- None

Wellness

- None

PI # 36: 50% of students will participate in research, internships, student teaching, or related professional experiential learning experiences each year (excluding immersive learning).

How many students participated in research, internships, student teaching, or other related professional experiential learning experiences?

Biomechanics

- During the past year 7 graduate students and 6 undergraduate students have been included in research being conducted in the laboratory in various capacities.

Clinical Exercise Physiology

- 100% of students participated in research, internships, and other related professional experiential learning experiences.

Coaching

- A total of 11 graduate internships (PEP 600) occurred during the 2013-2014 academic year.

Gerontology

- 1 student in internship; 1 in research

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- 100% of students in our program engaged in research activities and assist with teaching activities.

Sport Administration

- Of the 19 students that graduated between May 1, 2013 and April 30, 2014, 15 (78.9%) completed internships, 3 (15.8%) completed research papers, and 1 (5.3%) completed a creative project.
- One student completed an independent study in addition to an internship.

Sport and Exercise Psychology

- 100% of the SEP students participate in research and 85% of them participate in practicums.

Sport Performance

- 100% of my students participate in at least one internship while in the program.

Wellness

- 100% internship during program (1 semester of their 2 year program...total of 5 last year); 100% research (every year all students are involved in research as part of multiple courses...total of 10), 100% experiential learning (every year all students are involved in experiential learning...total of 11).

PI # 96: Every department will conduct alumni surveys every five years and solicit employer input where appropriate to aid in curriculum development.

For the last five years has your program solicited employer input to aid in curriculum development?

Biomechanics

- No surveys have been conducted. Largely since our students obtain jobs or continue their education in numerous different fields.

Clinical Exercise Physiology

- No survey administered for the last five years.

Coaching

- The majority of the graduate students in the graduate coaching program choose to complete an internship in their current coaching position. It is our goal to develop strong partnerships with internship organizations for the benefit of future internship options, and to aid in the reputation of our graduate program.

Gerontology

- No

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- No

Sport Administration

- Employer input has not been formally sought. However, informal discussion occurs regularly, and the program is considering more formal general direction.

Sport and Exercise Science

- No

Sport Performance

- No

Wellness

- No

PI # 97: Increase by 10 percent annually the number of companies that are impacted by the university.

Please list the companies/communities impacted by your program.

Biomechanics

- None

Clinical Exercise Physiology

- None

Coaching

- None

Gerontology

- Greater Muncie through programs offered at places throughout the county (i.e. Westminster Village, Bethel Pointe, Elmcroft, etc.)

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- None

Sport Administration

- None

Sport and Exercise Psychology

- World Baseball Academy
- Street Football World
- Jordanian Football Association
- Princess Basma Youth Resource Centre
- Indiana Soccer Foundation
- Indiana Soccer Association
- Comprehensive Soldier Family Fitness – U.S. Army

Sport Performance

- None

Wellness

- Muncie Power Products
- Delaware County Wellness Professionals
- Whitely Community
- Ross Community Center, Inc.
- Wellness Council of Indiana/Indiana Chamber of Commerce
- Open Door Health Services
- Muncie Before 5 Early Childhood Initiative
- Youth Opportunity Center

APPENDIX F: UNDERGRADUATE PROGRAM PROFILES

Identify the number of undergraduates engaged in honors theses (if applicable)

Number of students currently enrolled in Academic Honors (Jenn Popp): None

Number of students currently enrolled in Academic Honors in Writing (Larry Judge): None

Athletic Training

- None

Aquatics

- None

Exercise Science

- None

Physical Education Teacher Education

- None

Sport Administration

- Brett Bennick completed his honors thesis spring 2014

Immersive Learning Opportunities

Please confirm with faculty members in your program that this information has been entered into digital measures. Title, number of students, all faculty advisors, agency, and companies or communities served.

Athletic Training

- None

Aquatics

- None

Exercise Science

- None

Physical Education Teacher Education

- PEP 227 Spring 2014

Sport Administration

- None

Program Accreditations/Recognitions (if applicable)

Accreditation agency and through dates.

Descriptive data on student performance on national credentialing/licensing exams – along with national averages and pass rates.

Athletic Training

- Athletic Training is accredited through the Commission on Accreditation of Athletic Training Education (CAATE) through the 2015-16 academic year.
- Athletic Training Program Board of Certification Exam Data

Year	Number of Graduates	Number Taking Exam	First-Time Pass	First-time Pass %	Overall Pass	Overall Pass %
2012-2013	11	11	9	81.82%	11	100%
2011-2012	10	10	7	70.0%	9	90%
2010-2011	8	8	7	87.5%	8	100%
3-Year Data	29	29	23	79.31%	28	96.55%

- National Pass Rate Data:

Professional Program Type	Count	1st attempt pass rate (2011-2013) – based on exam candidates	Count of programs not meeting 70% 1st attempt pass rate	Percentage of programs not meeting 70% 1st attempt pass rate	Overall any (attempt) pass rate (2011-2013) based on exam candidates
Bachelors programs	338	77%	94	28%	89%

Masters programs	27	94%	1	4%	100%
All programs	365	78%	95	26%	90%

- Unofficially for the 2013-14 academic year, we have had 10 students sit for the Board of Certification Examination. 8 out of 10 students have passed this exam (all first-time exam takers). This data is based on students self-reporting, as the official documentation to programs has not yet been released. Official documentation is usually provided towards the end of May. There will be 3 more students (included in the 2013-14 cohort) that will be taking the exam in June 2014.

Aquatics

- Based upon Student Learning Outcome data, approximately 81% of students earned 80% percent or better on certification testing.

Exercise Science

- Not applicable.

Physical Education Teacher Education

- Accreditation through NCATE/CAEP (Council for the Accreditation of Educator Preparation) through 2018.
- 100% pass rate for licensure testing.

Sport Administration

- Not applicable.

Student Awards

Please list the name of student and award, including SPESES, external, student competitions, and national scholarships.

Athletic Training

- James C. Dickerson Outstanding Senior Award – Zackary Davis
- Rex L. Sharp Professional Dedication Award – Jessica Trcka
- Richard L. Hoover Cardinal Athletic Training Student Award – Evelyn Heffner
- Professional Promise Award – Emily Zorn and Denise Alder
- Sayers Bud Miller Inspirational Award – Derrick Decker
- Most Valuable Athletic Training Student Award – Bailey Gerke
- Rookie Athletic Training Student Award – Mitch Yeagy
- Gary Noble Memorial Athletic Training Student Award – Christine Schultz
- Indiana Athletic Trainers' Association Undergraduate Scholarship Recipient – Jessica Trcka
- Christine Schultz (Athletic Training): Outstanding Senior Award

Aquatics

- Outstanding Senior – Abigail Haugh

Exercise Science

- Erin Yeoman: Outstanding Senior Award

Physical Education Teacher Education

- Marilyn Buck Scholarship: Michael Ragukonis
- Grace Woody Scholarship: Michael Ragukonis
- Katherine Hamilton King Scholarship: Kayla Negley
- Outstanding Senior Award: Keli Burke
- Professionalism Award: Jacqueline Seidel
- Dynamic Teaching Award: Bradford Ashton and Aaron Murphy
- Most Skilled Award: Sydni Cleckley and Thomas Treadway
- Community Service Award: Kayla Negley
- Catherine Wolfe Conference Scholarship- IAHPERD: Kelli Burke

Sport Administration

- Male Major of the Year – Brett Bennick
- Female Major of the Year – Marianne Kroening
- Male Networker of the Year – Kevin Mullaney
- Female Networker of the Year – Alexandra Firchau
- Most Valuable Volunteers – Macey Hulvey, Matt Boes, and Eric Meyer

PI # 9: Increase the number of experiential and service learning participants by 10 percent.

How many students participated in experiential and service learning experiences?

Athletic Training

- Fall 2013: 30 students
- Spring 2014: 33 students

Aquatics

- None

Exercise Science

- 90 students

Physical Education Teacher Education

- 40

Sport Administration

- Fall 2013: SPTA 190 (96), 290 (30), 303 (28), 402 (30), 448 (29) 479(7) = 220
- Spring 2014: SPTA 190 (71), 290 (30), 303 (29), 402 (29), 479 (17) = 176

PI # 34: Administer an annual survey regarding the readiness of graduates to employers recruiting on campus.

Have you implemented a survey to determine whether employers are recruiting in SPESES fields?

Athletic Training

- No

Aquatics

- No

Exercise Science

- Prospective employers of our students typically do not recruit on campus.

Physical Education Teacher Education

- No

and # of students who attend events where employers recruit on campus?

Athletic Training

- None

Aquatics

- None

Exercise Science

- None

Physical Education Teacher Education

- 20

Sport Administration

- We held a networking session where Flory May of The Registration System recruited (45).

PI # 35: By 2017, increase by 15 percent the number of employers engaged in on-campus recruiting activities.

Have employers in your area come to campus to engage in on-campus recruiting activities?

Athletic Training

- No

Aquatics

- No

Exercise Science

- No. They more commonly contact us electronically.

Physical Education Teacher Education

- Yes, teacher fair

Sport Administration

- Yes

PI # 36: 50% of students will participate in research, internships, student teaching, or related professional experiential learning experiences each year (excluding immersive learning).

How many students participated in research, internships, student teaching, or other related professional experiential learning experiences?

Athletic Training

- Fall 2013: 30 students (100%)
- Spring 2014: 33 students (100%)

Aquatics

- 6 students: AQUA 479 internships

Exercise Science

- Every EXSC student completes an internship as part of the requirements for graduation. Last year, this totaled approximately 90 students.

Physical Education Teacher Education

- 28

Sport Administration

- Internships for academic credit: 24

PI # 58: By 2017, 50% of on-campus students will have taken at least one online course by the time they graduate.

Number of students enrolled in required and elective online courses offered in your program?

Athletic Training

- Fall 2013: 15 students (online-hybrid course) – AT 495 – required course for the AT Program

Aquatics

- None

Exercise Science

- 51 students

Physical Education Teacher Education

- None

Sport Administration

- Summer 2013: 52

PI # 80: Track and communicate annually the financial and service impact of student volunteer programs on Muncie and Delaware County.

Number of Students

Number of Hours

Number of Agencies (include Agency names)

Athletic Training

- 30 students
- 50 hours total
- 0 agencies

Aquatics

- None

Exercise Science

- None

Physical Education Teacher Education

- None

Sport Administration

- Penny per Step program: 6 students, 40 hours, Boys and Girls Club, raised \$900.
- SPTA 190 service hours Fall 2013 and Spring 2014: 167 students, 2505 hours, Muncie Sports Plex, Boys and Girls Club, YMCA, Ball State Athletics.

PI # 96: Every department will conduct alumni surveys every five years and solicit employer input where appropriate to aid in curriculum development.

For the last five years has your program solicited employer input to aid in curriculum development?

Athletic Training

- Yes; last employer survey administered Fall 2009

Aquatics

- No

Exercise Science

- No

Physical Education Teacher Education

- Yes

Sport Administration

- Yes

PI # 97: Increase by 10 percent annually the number of companies that are impacted by the university.

Please list the companies/communities impacted by your program.

Athletic Training

- Central Indiana Orthopedics
- Henry County Sports Medicine
- First Choice Physical Therapy
- Physical Medicine and Rehabilitation
- IU Health/Ball Memorial Hospital
- Delta High School
- Muncie Southside High School
- Muncie Central High School
- Yorktown High School
- New Castle High School
- Gary Southshore Railcats
- Sport Works
- Athletico
- Ann & Robert H. Lurie Children's Hospital of Chicago
- Heritage Christian High School
- St. Vincent Hospital
- Pendleton Heights High School

Aquatics

- American Red Cross: AQUA 216, 260, 315, 404.
- American Academy of Orthopaedic Surgeons: AQUA 260 and PEP 250.
- American Swimming Pool and Spa Association: AQUA 458.
- Aquatic Partners: AQUA 458.
- Divers Alert Network: AQUA 221.
- Scuba Educators International: AQUA 220 & 221.
- National Safety Council: AQUA 260 and PEP 250.
- National Swimming Pool Foundation: AQUA 454.
- Starfish Aquatics Institute: AQUA 454.
- American Association for Physical Activity and Recreation: AQUA 316.

Exercise Science

- More than 50 companies are impacted by our students, largely through internships and volunteer work. Select examples include:
 - YMCA/YWCA
 - St. Vincent Hospital
 - IU/Ball Memorial Hospital
 - National Institute for Fitness and Sport

- Rehabilitation Institute of Chicago
- Cooper Speed and Strength School

Physical Education Teacher Education

- Storer Elementary
- Cowan Elementary
- Burriss
- Yorktown
- Delta
- Muncie
- Selma school districts

Sport Administration

- Ball State Athletics
- Boys and Girls Club
- YMCA
- Muncie Sportsplex
- Indianapolis Sports Corp
- Indiana Ice
- Ft. Wayne TinCaps

APPENDIX G: STUDENT LEARNING OUTCOMES SUMMARY REPORT

Undergraduate Student Learning Outcomes	
Student Learning Outcome	Highlight Changes Being Made to Achieve Outcome
Aquatics: Major and Scuba Minor	
Soph. Yr. AQUA 216 Certification content: Lifesaving knowledge skills and abilities including prevention, recognition, rescues and pre-EMS care.	No changes recommended.
Jr. Yr. AQUA 315 Certification content: Swimming instruction knowledge skills and abilities including teaching and learning theory, swimming technically, general water safety.	No changes recommended.
Sr. Yr. AQUA 454 Certification content: Operational knowledge skills and abilities including sanitation, water balance, circulation, filtration, operational safety and legal considerations.	The YMCA of the USA decided to add additional costs for the POOL course, at which time we negotiated with SAI to offer the AQUA TECH program.
SCUBA Minor: AQUA 221 Certification content: SCUBA diving knowledge, skills and abilities including diver rescue, accident management, advanced topics and capabilities.	No changes recommended.
Athletic Training	
Student incorporate patient-oriented outcome measures to evaluate the quality of the care provided.	No changes needed; outcome is being met.
Students demonstrate competency in the clinical evaluation of common injuries and illnesses.	No changes needed; outcome is being met.
Students prescribe appropriate therapeutic interventions based on the results of the clinical examination.	No changes needed; outcome is being met.
Students support professional development and networking through attendance at professional meetings.	Encourage student attendance at professional conferences; offer incentives (e.g., van, housing, etc.) as possible through club resources.
Students demonstrate appropriate communication, through written and verbal strategies, with patients, coaches, parents, and administrators.	Communication simulations are being incorporated throughout the program to ensure that students have opportunities to practice professional communication. More practice in written communication skills (e.g. SOAP notes, progress reports) in the classroom, and more emphasis on opportunities for written opportunities (SOAP note writing, progress reports) in the clinical education setting.
Exercise Science	
Acquire "hands-on" experience in occupational field of choice	Frequent meetings between program coordinator and internship coordinator occur throughout the academic year. No changes recommended at this time.

Demonstrate ability to assess body composition, muscular strength and endurance, aerobic fitness	EXSC 402 - no changes recommended. EXSCI 201 - no changes recommended.
Design and implement safe and effective exercise programs to improve health, fitness and athletic performance	Considering ways to collaborate with the Adult Fitness Program to add experiential element to this outcome.
Develop understanding of human physiology and how it responds to acute exercise and adapts to exercise training	Additional section of EXSC 293 will be offered in order to reduce section size. This will hopefully increase student-instructor interaction and have beneficial impact on grades. EXSC 493 will fully implement new writing intensive component.
Physical Education Teacher Education	
Teaching Licensure	No changes recommended.
Scientific and Theoretical Knowledge: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	Students continue to receive feedback communication via email concerning assignment submission and then are able to revise assignment submission to meet standards expectations.
Skill-Based and Fitness Based Competence: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.	Students continue to receive feedback communication via email concerning assignment submission and then are able to revise assignment submission to meet standards expectations.
Planning and Implementation: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.	Students continue to receive feedback communication via email concerning assignment submission and then are able to revise assignment submission to meet standards expectations.
Instructional Delivery and Management: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	Requirement within Teachers College Student Teaching Experience
Impact on Student Learning: Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.	PETE faculty has been advised of the new teacher merit evaluations linked to student learning and there will be an added emphasis on student-learning assessments in all upper level courses.
Professionalism: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.	No changes recommended.
Physical Fitness and Wellness (Physical)	
	Based on findings the main recommendation is not to change the delivery of the activity portion of the course. Efforts have been made to create a more consistent delivery mode from instructor to instructor along with the creation of Unit Plans for each activity course.
Improve Cardiorespiratory Endurance	No changes recommended.
Improve Muscular Endurance	No changes recommended.
Improve Flexibility	No changes recommended.
Improve Body Composition	No changes recommended.
Physical Fitness and Wellness (Knowledge)	

Demonstrate a higher understanding of fitness and wellness concepts from Pre to Post Knowledge Assessment	After reviewing the validity of the 20-question assessment it was decided to select more challenging questions that reflected the course student learning outcomes.
Sport Administration	
Students demonstrate strong work habits, willingness to learn, communication skills, creative thinking, problem solving, professionalism, teamwork, and customer service at internship site	Design course assignments to have students practice listening and oral communication skills
Students demonstrate ability to sell sport product	A new and more detailed rubric assessing sales process and corresponding communication strategy should be developed and used on an individual basis to increase sales.
Students demonstrate ability to host event with high level of participant satisfaction	Devote class time and course assignment to creating and managing an effective event website. Allocate more students to this effort earlier in the course.
Students demonstrate knowledge of marketing practices	None. Students demonstrating competence
Students demonstrate knowledge of management practices	None. Students demonstrating competence
Students demonstrate ability to open the sales call, show enthusiasm, interpersonal communication skills, confidence, persistence, ask probing questions, and generate solutions for the customer	Improve teaching of how to overcome objections to increase persistence on the call. Mandate and incentivize a higher number of asks per call
Students demonstrate command of dynamic writing language free from spelling, grammatical and factual errors at a publishable level.	Improve the volume of writing instruction and writing assignment inclusion in SPTA classes

Graduate Student Learning Outcomes	
Student Learning Outcome	Highlight Changes Being Made to Achieve Outcome
Applied Gerontology	
Students completing the Applied Gerontology graduate program will demonstrate the research skills necessary to make scholarly contributions to the field.	We will recruit more students who have research experience at the undergraduate level. We will develop a thesis/research project seminar. We are including students more on grant work. We will continue offering students opportunities to work on research projects that will result in submissions of manuscripts. Additionally we will continue to help students submit their research project or thesis upon completion to a peer-reviewed journal.
Students completing the Applied Gerontology graduate program will demonstrate the ability to complete professional development activities in the field of applied gerontology	We will continue to finding funding sources to assist students in attending conferences.
Students completing the Applied Gerontology graduate program will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in the field.	We will work to provide more opportunities for students to present research, especially students who do not have research assistantships or are on the MA track.
Students completing the Applied Gerontology graduate program will demonstrate the ability to design, implement, and evaluate the effectiveness of psycho-	No changes recommended.

social mental skills interventions and techniques.	
Athletic Coaching	
Students will be able to design and write a strength and conditioning program for a team sport.	None. Students demonstrating competence
Students will be able to utilize the Dartfish software program to analyze sport technique and provide appropriate feedback	None. Students demonstrating competence
Students will be able to help athletes to develop a mental game plan that includes pre-game preparation, a contingency plan for errors during competition, and how to avoid competitive stress.	None. Students demonstrating competence
Students will be able to develop a practice plan that utilizes the concepts of: distributed practice, techniques for gaining and maintaining attention, drill progressions based on complexity, demonstrations of new skills, practice events for closed skills and open skills and provides various forms of feedback.	None. Students demonstrating competence
Students will be able to apply the NASPE/NCACE 8 domains of coaching competencies in their present coaching position as demonstrated in their internship.	None. Students demonstrating competence
Biomechanics	
Have a broad understanding of the scope of biomechanics and its applications	Continued refinement of courses to stay current with knowledgebase in the area.
Demonstrate proficiency in the use and application of biomechanical research tools and techniques	No changes recommended.
Have the ability to synthesize research findings in the field of biomechanics and apply the research process to effectively test hypotheses	Emphasis remains focused on engaging students in all aspects of the research process.
Be able to clearly summarize and communicate findings from research literature in both an oral and written fashion	No changes at this time - focus remains on thesis projects submitted for publication.
Clinical Exercise Physiology	
Students will be capable of developing an individualized exercise prescription for adults with a variety of health risks and chronic diseases.	No changes recommended.
Students will be capable of performing comprehensive health risk appraisals with adults.	No changes recommended.
Students will be capable of laboratory assessments including maximal exercise testing with adults and interpreting test results.	No changes recommended.
Students will possess the knowledge of both acute physiological responses and chronic adaptations to exercise	No changes recommended.

Students will be knowledgeable of key professional scientific statements and clinical guideline issued by the American College of Sports Medicine, the American Association of Cardiovascular and Pulmonary Rehabilitation, the American Heart Association, and the US Department of Health and Human Services	No changes recommended.
Students will be knowledgeable or research designs and capable of prepared a research proposal, collecting and analyzing research data, and writing a research report	No changes recommended.
Students will have the knowledge and skill to successfully complete the Advance Cardiac Life Support (ACLS) course.	No changes recommended.
Exercise Physiology	
Students will gain general laboratory skills and knowledge of HPL instrumentation (Involves critical thinking and troubleshooting)	No changes recommended.
The student will demonstrate the ability to develop research hypotheses and competency in research design	No changes recommended.
Thesis (Multifaceted aspects of critical thinking, data collection, data analysis, interpretation of data, writing, and presenting)	No changes recommended.
The student will demonstrate the ability to publically present science information to peer groups and organizations	No changes recommended.
Human Bioenergetics	
Students will gain general laboratory skills and knowledge of HPL instrumentation (Involves critical thinking and troubleshooting)	No changes recommended.
Comprehensive Written and Oral Exams (Critical thinking, comprehensive understanding of exercise physiology concepts, and excellent written and oral communication skills)	No changes recommended.
Dissertation (Multifaceted aspects of critical thinking, data collection, data analysis, interpretation of data, writing, and presenting)	No changes recommended.
The student will demonstrate the ability to write a scientific article	No changes recommended.
The student will demonstrate the ability to publically present science information to peer groups and organizations	No changes recommended.
Sport Administration	

<u>Internship</u> - Students completing an internship will perform at a high level while demonstrating positive work habits, ability to learn new material, improved communication skills, problem solving ability, teamwork and integrity.	No changes recommended.
<u>Research</u> - Students completing research courses within the curriculum will understand the ethical requirements of research with human subjects.	No changes recommended.
<u>Core Competencies</u> - At the completion of the sport administration master's degree, students will have gained an understanding of the four core areas in the sport administration program (i.e., marketing, law, finance, administration).	Continued monitoring of core competencies are warranted, especially with faculty teaching graduate courses for the first time.
<u>Professional Development</u> - Students will have the opportunity to pursue professional development through local, regional, and national conferences.	Continued involvement in professional development opportunities will be emphasized as they become available.
<u>Preparedness for a Career in Sport</u> - Students will feel prepared for a career in the sport industry.	A continued emphasis on preparing students for professional positions, or additional graduate work, will remain the focus of the graduate program.. Specifically, a professional development component has been developed for inclusion in the PEP 601 course.
<u>Sport Psychology</u>	
Students completing the Sport and Exercise Psychology graduate program will demonstrate the research skills necessary to make scholarly contributions to the field.	We are recruiting more students who have research experience at the undergraduate level. We have developed a monthly thesis/research project seminar. We have increased the pre-requirements to register for thesis or research hours. We are including students more on grant work. We will continue offering students opportunities to work on research projects that will result in submissions of manuscripts. Additionally we will continue to help students submit their research project or thesis upon completion to a peer-reviewed journal.
Students completing the Sport and Exercise Psychology graduate program will demonstrate the ability to complete professional development activities in the field of sport and exercise psychology.	We will continue to find funding sources to assist students in attending conferences.
Students completing the Sport and Exercise Psychology graduate program will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in the field of sport and exercise psychology.	We will work to provide more opportunities for students to present research, especially students who do not have research assistantships or are on the MA track. This year poster presentations were completed with School based audience; we will video tape next year.
Students completing the Sport and Exercise Psychology graduate program will demonstrate basic consultation skills, including active listening, rapport building, motivational interviewing, and taking case notes.	No changes recommended.
Students completing the Sport and Exercise Psychology graduate program will demonstrate the ability to design,	We have revised the course and taught it for the second time this past spring. Additionally, 3 of the 5 first year students

implement, and evaluate the effectiveness of psycho-social mental skills interventions and techniques.	have already completed at least 25 hours of consulting services.
Sport Performance	
Students will possess the knowledge base required to read and evaluate the published literature in the area of strength and conditioning	No changes recommended.
Students will be able to design and write a strength and conditioning program for a team sport	No changes recommended.
Students will be able to instruct and interact with athletes in a high school, college or professional strength facility	No changes recommended.
Students will sit for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist Exam (CSCS)	No changes recommended.
Wellness Management	
Wellness Management students will possess the skills needed to coordinate wellness solutions in real-world settings.	This class is being moved from fall to spring to allow students to gain a full semester of knowledge and skills before engaging in the expectation in this class.
Wellness Management students will understand their ongoing personal and professional growth needs as they plan for their future careers.	Continue to offer both paper and electronic options.
Wellness Management students will have basic technology skills allowing them to communicate effectively using multiple channels.	No changes recommended.