

Evangel University  
*Department of Kinesiology*

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Academic Program Review  
Fall 2016

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- A Faculty Vitae
- B Degree Program Outcomes
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- D Curriculum Requirements

## I. INTRODUCTION

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Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally. Evangel confers associate, baccalaureate, masters and doctoral degrees. It is accredited by The Higher Learning Commission and holds specialized, program accreditation by the Commission on Accreditation of Athletic Training Education, the Council for the Accreditation of Educator Preparation, the National Association of Schools of Music, and the Commission on Accreditation, Council on Social Work Education. It is a candidate for accreditation with Accreditation Council for Business Schools and Programs, and is endorsed by the Assemblies of God Commission of Higher Education.

## II. DEPARTMENT MISSION AND OBJECTIVES

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The mission of the Department of Kinesiology is to develop skilled Christian leaders and to communicate and create knowledge about sport, exercise, and physical activity. The department achieves its mission through innovative and engaging instruction, scholarship, and professional service. The uniqueness of our integrative discipline is that we work directly to promote lifelong learning and participation in human movement to enhance quality of life for all.

The department strives to develop critical thinkers who dedicate themselves to the Christian way of life in their chosen vocation. The Kinesiology Department has designed and evaluated programs based on the following knowledge and dispositions consistent with Evangel's strategic plan, department mission, and the standards set by professional organizations

**Academic Preparation:** Students are academically prepared through the exploration of general interests while broadening their intellectual background and integrating areas of knowledge through correlations between the various fields of kinesiology.

**Effective Communication:** Students will communicate with others effectively, understand and appreciate the differences of others, and develop a social awareness and compassion for human need. Kinesiology professionals educate the public with an enthusiasm for the subject content and learning in a caring and understanding way.

**Leadership and Professionalism:** Students are positive role models for their community, act in ways that respect the values of the content area and those with whom they are involved, and demonstrate high ethical standards as a professional.

**Wellness:** demonstrate a lifestyle that exemplifies physical, emotional, intellectual, and spiritual wellness.

**Performance:** are able to execute tasks with accuracy and complete in a manner or quality that distinguishes them from their peers.

While specialized learning objectives and competencies are established for each program of study, outcomes for the Department of Kinesiology students include:

1. Demonstrate a sound foundational knowledge and understanding of the principles of kinesiology.
2. Communicate technical concepts clearly and effectively.
3. Demonstrate subject competency and content mastery.
4. Recognize professional responsibility to engage in appropriate professional practices and development.

### III. PROGRAM DESCRIPTIONS AND CAPACITY

- a) Programs of Study - The Kinesiology Department offers degrees in Allied Health, Athletic Training, Exercise Science, and Physical Education. Minors are available in Exercise Science, Sport Management and Coaching.

The *Allied Health* program prepares students for entry into graduate programs in health professions including physical therapy and occupational therapy. This program also prepares students for general entry level positions in the allied health field should a student decide not to pursue graduate school.

The *Athletic Training* program provides students with a variety of experiences as venues of learning to become well-rounded clinicians and to equip students with a sound base knowledge, values and skills from an athletic training perspective in preparation for professional practice. The athletic training program is designed according to standards set forth by the Board of Certification (BOC ©) Role Delineation study and is accredited by Commission on the Accreditation of Athletic Training Education (CAATE). According to the *Occupational Outlook Handbook* provided by the Bureau of Labor and Statistics, "Employment of athletic trainers and exercise physiologists is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in colleges, universities, and youth leagues."

The *Exercise Science* program gives students the ability to raise awareness about health and physical activity, change behavior, and create environments that support good health practices, including, but not limited to exercise and physical activity. Exercise science professionals assist people in developing self-responsibility for their own health and wellness, and implement health assessments and wellness programs that promote a healthy lifestyle. These students will work towards preparation for the National Council for Strength and Fitness certification.

The *Physical Education* program equips teachers who are willing and able to educate students on good nutritional and physical behaviors, creating physically active, healthy young people. It empowers future educators who understand the broad scope of education and who are committed to creating quality educational experiences, influenced by God's will and their desire to serve others.

Degree Program Outcomes, Curriculum Maps and Degree Plans are provided in Appendixes B, C, and D.

- b) Faculty – The Kinesiology Department employs four full-time faculty members. Currently there are no adjunct faculty in the department. Faculty vitae are attached as Appendix A

Name	Highest Degree	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired	
Richard Hardy	PhD	2006	Exercise Science Physical Education	Professor	2000	
Kevin King	PhD	2014	Athletic Training	Assistant Professor	2000	
<b>Kinesiology Majors</b>						
		2011	2012	2013	2014	2015
		Dept. %	Dept. %	Dept. %	Dept. %	Dept. %
Sarah Walters Athletic Training	MOL	12	16	7	7	19
Exercise Science		43	28	38	51	51
Physical Education		54	48	35	21	16
Recreation		27	25	19	20	3
Sport Management				5	9	17

Kinesiology Total	136		117		104		108		106	
EU Traditional Undergraduate Total	1547		1530		1746		1486		1414	
Kinesiology Percent of EU	8%		8%		6%		6%		7%	

c) Enrollment History—Kinesiology enrollment has largely tracked with overall University enrollment percentages.

d) Graduate

Placement

Kinesiology 2014-2015 Graduate Follow Up						
Kelsey	Kapella	5/1/2015	Athletic Training	GS	University of Central Arkansas	1 <sup>st</sup> year graduate student-DPT
Aimee	Sudek	5/1/2015	Exercise Science	GS	Grand Valley State University, Grand Rapids MI	1 <sup>st</sup> year graduate student- DPT
Anthony	Finzo	5/1/2015	Exercise Science	FT	Big Time Results	Personal Trainer
Andrew	Brimhall	5/2/2014	Exercise Science	GS	SW Baptist Univ. Bolivar	2 <sup>nd</sup> year graduate student-DPT
Matthew	Standage	5/2/2014	Exercise Science	GS	SW Baptist Univ. Bolivar	2 <sup>nd</sup> year graduate student-DPT
Jessica	Bear	5/2/2014	Exercise Science	FT	Mercy Hospital Springfield	Cardiovascular Services
Kenneth	Clark	12/17/2013	Exercise Science		Johnson Phy. Therapy; SW Baptist Univ., Bolivar	Phy. Therapy Tech & DPT Program
Cogiel	Asia	5/2/2014	Exercise Science	GS	Oakland University Physical Therapy Program	2nd year graduate student-DPT
Mallory	Dougherty	5/2/2014	Exercise Science	FT		Fitness instructor
Austin	O'Reagan	5/2/2014	Recreation	FT	Seattle University, Seattle WA	Sales Executive
Cameron	Bruffett	5/2/2014	Physical Education	FT	Cleveland Gladiators AFL	Defensive Back
Kayla	Carson	12/17/2013	Physical Education	PT	Trinity Chiropractic	

Jessica	Pickett	12/17/2013	Physical Education	FT	Reeds Springs, Reed	PE Teacher
Hannah	Keeth	12/17/2013	Recreation	PT	Crane Public Schools, Crane MO	Elementary Physical Education Teacher
Stephen	Cotten	7/1/2013	Recreation	FT	United States Marines Corp	
Zachary	Reed	5/2/2014	Recreation	FT	SRC Logistics	Sales and Marketing

- e) Facilities, labs, computers, library, other resources – The Kinesiology Department has a variety of hands on experiences that our students engage in. We believe experiential learning is the crux of our department. To provide these experiences, we partner with local health systems, high schools, middle schools, elementary schools, conservation and park services in the community. Our students are supervised by experts in their field who provide meaningful experiences and mentorships.

Type of Equipment (office or student)	Number	Adequate? Yes/No	Need	Cost
Computers	6	Yes		
Movement Analysis software		No	Need	\$150
Handheld tablets/software	3	No	Need 3	\$1000
<b>Lab Equipment</b>				
Force plate	1	Yes		
Laser- speed	1	Yes		
Ultrasound/Electrical Stimulation Units	2	Yes		
EKG Machine	1	Yes		
Lactic Acid Assessment Kit	1	Yes		
Stationary bicycle ergometer	1	Yes		
Heartrate monitors/ pedometers	20		Need- do not have any	\$250
Polar heartrate chest straps	6		Need 14 more	\$250
Skinfold calipers- plastic	1	Yes		
Skinfold calipers- metal	2	Yes		
CPR manikins	10	Yes		
Treatment tables	3		Need minimum 2 more	\$1000
Stools	9		Need 6 more	\$500
Handgrip dynamometer	1	Yes		
Cardiocoach- VO 2 Max	1	Yes		
<b>Space</b>				
Classrooms	2			
Laboratory	1			

- f) Advisory committee – Committees meet at least annually, or as needed to review curricula and community needs. The Kinesiology programs advisory committee includes employers, practitioners, and faculty.

<b>Committee Member</b>	<b>Area of Expertise</b>	<b>Profession</b>
Syne Altena	Exercise Science	Retired-Professor
	Exercise Science	
Jess Lyon, DO	Allied Health / Athletic Training	Physician
Jeffrey Bundrick, DPT	Allied Health / Athletic Training	Physical Therapist
	Allied Health / Athletic Training	Occupational Therapist
Susan Provance	Physical Education	Retired- Teacher
Shelby Castillo	Physical Education	Teacher
Teresa Miller	Physical Education	Teacher
Jessica Pickett	Physical Education	Teacher
Mark Zaiger	Sport Management	Director of Marketing – Professional Baseball
Padraic McMeel	Sport Management	Assoc. AD – Development Oakland University
Austin O'Regan	Sport Management	Sales – WNBA
Lindsay Yates-Clarke	Sport Management	Facility Operations

**IV. ASSESSMENT PROCEDURES**

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Graduate Performance – Kinesiology graduates are assessed by one of four standardized exams.

- Athletic Training- Board of Certification Exam.
- Exercise Science – National Council on Strength and Fitness (NCSF) Certification Exam.
- Physical Education – MoCA (Missouri State Certification)

*Table 1. Board of Certification scores for Athletic Training majors. Students are eligible for the exam beginning the second semester of Level 2.*

<b>BOC Scores</b>			
	<b>Cohort Year</b>	<b>Gender</b>	
	2015	Male	Female
N	1	0	1
Evangel Pass %	100%		100%

*Table 2. National Council on Strength and Fitness (NCSF) Certification Examination scores for Exercise Science majors with a minor in Personal Training. Students must take the exam prior to graduation.*

<b>NCSF Scores</b>								
	<b>Year</b>						<b>Gender</b>	
	2011	2012	2013	2014	2015	2016	Male	Female
N	10	7	6	5	11	12	34	17
Evangel Pass %	100%	100%	100%	100%	100%	100%	100%	100%

Tables 3-5. Praxis II scores for all Physical Education majors at Evangel University and across the state of Missouri. Students must take the exam prior to their student teaching semester. Missouri qualifying score is 153.

<b>Title II Praxis Pass Rate</b>					
	10-11	11-12	12-13	13-14	14-15
N	9	9	8	8	4
Pass %	67%	78%	100%	88%	100%
State Avg Pass Rate	74%	69.%	78%	81%	87%
National Pass Rate	74%	62%	66%	65%	NA

**Table 3** Scores include both Praxis and Missouri Content Assessments

Table 3-6. Physical Education average GPA, ACT, and Praxis scores.

Fall 2010- Spring 2013			
Student Teaching Semester	Cumulative GPA	ACT Score	First attempt Praxis Scores
FA 2010	2.688	19	158 (P)
FA 2010	2.952	16	149
FA 2010			
SP 2011	2.877	19	145
SP 2011	3.585	28	156 (P)
SP 2011	3.188	20	161 (P)
SP 2011	2.931	SAT- 1110	149
SP 2011	2.875		166 (P)
SP 2011	2.877	23	163 (P)
<b>FA 2011</b>	<b>2.781</b>	<b>17</b>	<b>153 (P)</b>
FA 2011	2.697	21	138
FA 2011	2.698	21	156 (P)
FA 2011	3.764	25	160 (P)
SP 2012	2.776	18	
SP 2012	3.004		157 (P)
SP 2012	3.593		148
SP 2012	2.943	19	148
SP 2012	2.981	20	
SP 2012	3.261		163 (P)
SP 2012	3.464	22	153 (P)
FA 2012	3.424	22	149
FA 2012	4.0		
FA 2012	3.787	21	174 (P)
FA 2012	3.103	28	168 (P)
<b>FA 2012</b>	<b>3.28</b>	<b>17</b>	<b>163 (P)</b>
FA 2012	3.627	19	157 (P)
SP 2013	3.556	27	163 (P)
SP 2013	2.778		158 (P)
SP 2012	3.378	18	157 (P)
Average	3.143	20.952	158.4

V. PEER INSTITUTIONS/BENCHMARKING

Peer/Competitor Institutions – The Kinesiology Department considers Missouri State, Southwest Baptist, and Central Methodist Universities as local competitors; Southwestern and Southeastern Assemblies of God Universities are faith-based competitors. A review of the Kinesiology programs at those institutions follows.

Institution	Competing Degree Programs	Number of Credits Required	Total Tuition Cost (4 years)	
Missouri State	BS Athletic Training BS Physical Education BS Exercise and Movement Science BS Recreation, Sport, and Park Administration	131 124-131 47-51 + Gen Ed	\$28,240	
Southwest Baptist	BS Physical Education BS Exercise Science BS Sports Management BS Athletic Training	XX 79 + Gen Ed 44 + Gen Ed 130	\$80,000	
Central Methodist	BS Sports Management* BS/BA Exercise Science BSE Physical Education BS Athletic Training	124 124 124	\$86,520	
Southwestern	BA Physical Education BS Sports Management	126 126	\$82,530	
Southeastern	Kinesiology/Exercise Science Kinesiology/Pre-Physical Therapy BS Sport Management	124	\$87,360	

\*Denotes degree program offered fully online.

	2015				2014				2013			
	2015 Exercise Science	2015 Sport Management (EU-Rec)	2015 Physical Education	2015 Athletic Training	2014 Exercise Science	2014 Sport Management	2014 Physical Education	2014 Athletic Training	2013 Exercise Science	2013 Sport Management	2013 Physical Education	2013 Athletic Training
107												
Central Methodist University-College of Liberal Arts and Sciences	1	7	9	14	-	7	11	12	-	-	12	9
Evangel University	12	6	2	1	11	6	3	-	8	8	8	-
Missouri State University-Springfield	107	29	28	19	68	37	19	16	70	28	28	19
Southeastern University												
Southwest Baptist University	21	4	9	9	17	5	8	12	9	8	4	8
Southwestern Assemblies of God University	-	7	1	-	-	5	3	-	-	3	1	-

#### Kinesiology Degrees Conferred 2011 - 2013

	2012				2011			
	2012 Exercise Science	2012 Sport Management (EU-Rec)	2012 Physical Education	2012 Athletic Training	2011 Exercise Science	2011 Sport Management	2011 Physical Education	2011 Athletic Training
Central Methodist University-College of Liberal Arts and Sciences	-	-	15	11	-	-	7	6
Evangel University	5	8	9	-	10	5	10	-
Missouri State University-Springfield	50	28	27	12	55	36	33	8
Southeastern University		10				4		
Southwest Baptist University	-	2	8	8	-	7	4	11
Southwestern Assemblies of God University	-	7	3	-	-	2	-	-

**Content Area Curriculum Comparisons**

<b>Institution</b>	<b>Athletic Training</b>	<b>Exercise Science</b>	<b>Allied Health</b>	<b>Physical Education</b>	<b>Sport Management</b>
Evangel	ATEP 112 First Aid& CPR for the Prof.Rescuer ATEP 124 Introduction to Athletic Training ATEP 236 Basic Athletic Training ATEP 200 Level One Seminar in Athletic Training ATEP 286 General Medicine and Pharmacology in Athletic Training and Lab ATEP 323 Principles of Therapeutic Intervention ATEP 333 Therapeutic Modalities and Lab ATEP 343 Rehabilitation Techniques in Athletic Training and Lab ATEP 366 Assessment in Athletic Injury: Lower Extremity ATEP 386 Assessment in Athletic Injury: Upper Extremity ATEP 376 Assessment in Athletic Injury: Head, Neck, Spine, and Trunk ATEP 392-93; 492-93Clinical Experiences I-IV ATEP 496 Professional Seminar in Athletic Training BIOL 123 Nutrition BIOL 211-12 Human Anatomy and Physiology BIOL 334 Medical Terminology EXER 345 Research Methods BIOL 221 Human Structure and Function	BIOL 101 Biological Science BIOL 221 Human Structure & Function EXER 210 Nutrition EXER 345 Statistics EXER 345 Research EXER 356 Ergogenic Aids EXER 366 Theory & Methodology of Training EXER 376 Advanced Concepts in PT EXER 396 Personal Training Practicum EXER 400 Exercise Assessment & Prescription EXER 422 Physiology of Exercise & Lab EXER 441 Kinesiology EXER 456 Cardiovascular Functions EXER 496 Professional Seminar PHED 112 Lifetime Fitness and Dance PHED 222 Care and Prevention of Athletic Injury PHED 226 Techniques of Teaching Fitness & Wt Training PHED 310 Coaching Theory I PHED 327 Psychology of Sport PHED 328 Sociology of Sport PHED 410 Coaching Theory II	ATEP 524 Introduction to Athletic Training ATEP 533 Therapeutic Modalities & Lab ATEP 566 Asses in Athletic Injury: Lower Extremity ATEP 576 Asses. in Athletic Injury: Head, Neck, Spine ATEP 586 Asses. in Athletic Injury: Upper Extremity BIOL 123 Nutrition BIOL 200 Biology/ lab BIOL 211-12 Human Anatomy and Physiology I BIOL 221 Human Structure & Function BIOL 334 Medical Terminology BIOL 360 Pathophysiology & Lab CHEM 110 Intro to Chemistry CHEM 111-12 Chemistry I and II & Labs EDUC 360 Perceptual Motor Development EXER 112 First Aid & CPR EXER 210 Statistics EXER 345 Research Methods EXER 422 Physiology of Exercise & Lab EXER 441 Kinesiology EXER 450 Biomechanics EXER 456 Cardiovascular Functions EXER 496 Professional Seminar PHYS 110 Intro to Physics	BIOL 123 Nutrition BIOL 221 Human Structure and Function EXER 112 First Aid & CPR EXER 345 Research Methods EXER 422 Physiology of Exercise & Lab EXER 441 Kinesiology EXER 496 Professional Seminar PHED 112 Lifetime Fitness and Dance PHED 134 Principles and Physical Education PHED 222 Care and Prevention of Athletic Injury PHED 226 Tech of Teaching Fitness & Wt Training PHED 327 Psychology of Sport & Physical Ed. PHED 328 Sociology of Sport PHED 336 Instructional Strat. Tech. K-12 PE PHED 338 Techniques of Individual Activities PHED 339 Techniques of Team Activities PHED 346 Fundamentals of Rhythmic Movement	

	EXER 422 Exercise Physiology EXER 450 Biomechanics PSYC 112 Introduction to Psychology	PSYC 237 Lifespan and Development SMGT 124 Introduction to Sport Management SMGT 200 Sport Marketing SMGT 222 Sport Facility and Event Management SMGT 324 Organization & Administration of Sport	PHYS 211 Physics I and Lab PHYS 212 Physics II and Lab PSYC 237 Lifespan and Development PSYC 338 Mental Health PSYC 351 Physiology of PSYC 371 Abnormal Psychology Psychology Electives	PHED 456 Adapted Physical Education	
Missouri State	Introduction to Athletic Training Athletic Training Observation Introduction to the Biomedical Sciences Introductory Laboratory in Biomedical Sciences Clinical Skills in Athletic Training Human Anatomy Basic Athletic Training/Sports Medicine Techniques Practicums (6) Human Physiology Nutrition Lower Body Assessment Therapeutic Modalities Intro to Biomedical Biomechanics Upper Body Assessment Foundations of Rehabilitation Physiology of Exercise Metabolism Psychological Statistical Methods Therapeutic Interventions in Athletic Training Clinical Applications of Rehabilitation Medical Aspects of Athletic Training	Intro to Biomedical Sciences Chemistry Healthy Lifestyles: Preventative Approaches Intro to Exercise Science Human Anatomy Intro to Nutrition Principles of Human Development Intro to Theatre and Drama Arts Physiology Science and Medical Terminology Athletic Injuries or First Aid Exercise Physiology Health and Wellness Promotion Microbiology Exercise Prescription Strength and Conditioning Kinesiology Physics or Genetics Adapted Physical Education Field Experience Health Appraisal and Exercise Testing Techniques Principles of Motor Learning in PE Organic Chemistry		Athletic Injuries Missouri General Education Assessment Healthy Lifestyles Preventative Approaches Creative Dance and Exploratory Activities for Children Applied Human Anatomy Applied Physiology Personal Health Outdoor Leisure Education Team Sports Recreational and Aerobic Dance Techniques Aquatics Individual and Dual Sports Org. and Admin. Of Physical Ed. And Sport Health Education Kinesiology Principles of Motor Learning Exercise Physiology Social Basis of Physical Activity and Sport History and Philosophy of PE and Sport Adapted Physical Education 2 Electives Teaching a Specific Sport	

	<p>Athletic Training Administration Research Methods in Athletic Training Sport Nutrition Contemporary Topics in Athletic Training</p>				
Southwest Baptist	<p>Intro to Athletic Training Athletic Training Techniques Practicums (3) Athletic Training Evaluation: Above Diaphragm Sports Performance Athletic Training Evaluation: Below Diaphragm General Medical Conditions and Pharmacology Therapeutic Modalities Sports Rehabilitation Athletic Training Administration Athletic Training Seminar Field Experiences (2) Physiology of Exercise Kinesiology Human Anatomy and Physiology I and II Pathophysiology First Aid or Safety Training</p>	<p>Human Anatomy &amp; Physiology I &amp; II Intro to Exercise Science Practicum Biomechanical Analysis Exercise Science Capstone Internship Personal &amp; Community Health Foundations of Fitness for Professionals Perceptual Motor Development Senior Adult Recreation Nutrition Physiology of Exercise Sports Safety Training Kinesiology Sport and Physical Activity in American Society Adapted Physical Education Problem Solving in Recreation &amp; Sports Management Principles of Strength &amp; Conditioning Physics Human Growth &amp; Development Intro to Sports Psychology Being Human and Addicted Gerontology Medical Terminology or Physical Therapy</p>		<p>General Activities I &amp; II Beginning Swimming Foundations of Physical Education and Sport Outdoor Activities Principles of Human Anatomy Kinesiology Physiology of Exercise Measurement and Evaluation in Physical education Foundations of Physical Fitness/Wellness for Professionals Personal and Community Health Adapted Physical Education Sports and Physical Activity in American Society Perceptual Motor Development Sport Safety Training Analysis of Basic Rhythms Coaching of One: volleyball, softball and baseball, football, basketball, track and field</p>	

Central Methodist	<p>Medical Terminology  Clinical Experiences in AT (6)  Introduction to AT  Care and Prev. of Athletic Injuries  First Aid and CPR + Lab  Therapeutic Modality technics (+labs)  AT Surgical Clinic  Org. and Adm. Of AT  Adv. AT – Lower Extremities Asses.  Adv. AT – Lower Extremities Lab  Adv AT—Upper Extremities Assess  Adv. AT – Upper Extremities Lab  Pharmacology for Athletic Trainers  General Medical Assessment for AT  First Aid/Community CPR  Human Anatomy and Kinesiology  Physiology of Exercise  Human Anatomy (+lab)  General Physiology (+lab)</p>	<p>Motor Learning and Development  Intro to Strength and Conditioning  Personal and Community Health or Pathophysiology  Methods and Materials of Health Education  First Aid/Community CPR  Sport in Society or Psychology of Sport  Nutrition and Athletic Performance  Org and Admin of PE and Athletic Programs  First Aid, Care &amp; Prevention of Athletic Injuries  Anatomy and Kinesiology  Physiology of Exercise  Advanced Strength and Conditioning  Testing and Measurement in PE  Program Design (includes minimum 80 hour internship with Certified Strength and Conditioning Specialist)</p>		<p>Swimming  Teaching Individual Sports Activities PK – Secondary  Motor Learning and Motor Development  Intro to Strength and Conditioning  Personal and Community Health  Methods and Materials in Health Education  First Aid/Community CPR  Sport in Society  Psychology of Sport  Nutrition and Athletic Performance  Foundations of Physical Education  Fundamentals of Rhythm &amp; Movement &amp; Dance  Teaching Team Sports  Organization and Admin of Physical Education &amp; Athletic Programs K-12  Teaching Elementary School PE  First Aid, Care and Prevention of Athletic Injuries  Human Anatomy and Kinesiology  Physiology of Exercise  Adapted Physical Education  Methods of Tests and Measures PE</p>	
Southwestern				<p>Personal and Community Health  Intro to Kinesiology  Coaching Theory  Team Sport Skills  Individual and Dual Sport Skills  Wellness and Lifestyle</p>	

				Human Anatomy and Physiology Nutrition for Fitness and Sport Care and Prevention of Athletic Injury Motor Development and Learning Management in Health and Sports Tests and Measures in PE Adapted Physical Activity	
Southeastern	Kinesiology/Pre-Physical Therapy Human Anatomy and Physiology I & II (+ Labs) Intro to Kinesiology Weight Training Intro to Sport Management Theory/Practice Coaching Sports Ethics Sport Psychology Kinesiology Practicums (4) Applied Biomechanics Energy Supplies and Human Performance Exercise Testing Motor Control and Learning Physiology of Exercise Design/Content Personal Fitness and Weight Training Care & Prevention of Athletic Injuries	Human Anatomy and Physiology (+ Lab) Human Anatomy and Physiology II (+lab) Introduction to Kinesiology Weight Training Intro to Sport Management Theory/Practice Coaching Sport Ethics Sport Psychology Applied Biomechanics Energy Supplies and Human Performance Exercise Testing Motor Control and Learning Design/Content Personal Fitness and Weight Training Care & Prevention of Athletic Injuries 18 Hours Electives			

**VI. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS**

The SWOT analysis examines the four critical elements of Evangel’s environment. The strengths provide an analysis of Evangel’s advantages over its competitors; weaknesses help identify areas in which our competitors are at a competitive advantage over us. Opportunities give insight into untapped markets or programs; threats help to acknowledge the external environment that could affect the university, including technological and regulatory factors.

Physical Education

<b>Strengths</b>	<b>Weaknesses</b>
Faculty professional experience (1)	Lack of funding for technology especially in physical education and sport management (1,2)
Classes offered in department are in several major requirements (1)	Lack of adequate space designed for hosting physical education, exercise science and athletic training laboratory courses (1,2)
Experiential learning through practicums and clinical experiences (2,3)	Lack of non-traditional sport equipment (Lacrosse, Rugby, Golf) (1)
Strong job placement because professionals in the field recognize Evangel students as having more professional behavior and depth of content knowledge (3)	Lack of intra-professional education for students to travel to conferences to network professionally (1,2,3)
Alliance with Springfield Public Schools (3)	
Natural fit for athletes because of their kinesthetic nature (2)	Lack of professional development resources for faculty (3)
Strong student research requirements (1)	
Leadership portfolio requirement for graduation (1)	
<b>Opportunities</b>	<b>Threats</b>
Evaluate professionalism and Leadership qualities through portfolios to raise student self-awareness and preparedness for entry-level positions (1,2)	Departmental funding for technology, student travel, and physical education equipment is sub -par when compared to other local universities (1,2)
Improve advertising of graduates on academic pages (3)	Our facilities, classrooms, and laboratories threaten our ability to recruit students (1,2)
Legend: (1) Content (2) Development and Diversity (3) Collaboration and Community Involvement	

Sport Management

<b>Strengths</b>	<b>Weaknesses</b>
<p>Faculty professional experience (1)</p> <p>Classes offered in department are in several major requirements (1)</p> <p>Experiential learning through practicums internships (2, 3)</p> <p>Increasing job placement success due to alumnus' work in the field and the openings created by experiential learning (3)</p> <p>Professional network of faculty with local professional, intercollegiate, and recreational sport industry (3)</p> <p>A natural fit for athletes because of their kinesthetic nature (2)</p> <p>Strong student research requirements (1)</p> <p>Leadership portfolio requirement for graduation (1)</p> <p>Students are considered for student work study positions in Evangel athletics (2, 3)</p>	<p>Lack of funding for technology in sport management (1, 2)</p> <p>Lack of faculty to provide the depth of courses that would make the program significantly different than other programs at universities our size (1, 2, 3)</p> <p>Lack of intra-professional education for students to travel to conferences to network professionally (1, 2, 3)</p> <p>Lake of professional development resources for faculty (3)</p> <p>Limited opportunities for students to apply program principles to day-to-day operations of programs like intramurals, campus recreation, and intercollegiate athletics (2,3)</p>
<b>Opportunities</b>	<b>Threats</b>
<p>Evaluate professionalism and leadership qualities through professional portfolios to raise student self-awareness and professional preparedness (1,2)</p> <p>Improve alumni network to provide housing opportunities for students wishing to pursue non-local internships (3)</p> <p>Improve course offerings with additional departmental faculty to better prepare graduates for today's sport industry.</p>	<p>Departmental funding for technology, student travel, and faculty professional development is subpar when compared to other local universities (1,2)</p> <p>Competitors will easily attract athletes to their sport management program. Improving how the program is advertised will allow us the same, but we cannot do this on our own (2, 3)</p>
<p>Legend: (1) Content (2) Development and Diversity (3) Collaboration and Community Involvement</p>	

Exercise Science

<b>Strengths</b>	<b>Weaknesses</b>
<p>Faculty professional experience (1)</p> <p>100% pass rate on NSCF certification exam (1)</p> <p>Classes offered in department are in several major requirements (1)</p> <p>Experiential learning through practicums and clinical experiences (2,3)</p> <p>Natural fit for athletes because of their kinesthetic nature (2)</p> <p>Strong student research requirements (1)</p> <p>Leadership portfolio requirement for graduation (1)</p>	<p>Lack of funding for technology especially in physical education and sport management (1,2)</p> <p>Lack of adequate space designed for hosting physical education, exercise science and athletic training laboratory courses (1,2)</p> <p>Lack of intra-professional education for students to travel to conferences to network professionally (1,2,3)</p> <p>Lack of professional development resources for faculty (3)</p>
<b>Opportunities</b>	<b>Threats</b>
<p>Evaluate professionalism and Leadership qualities through portfolios to raise student self-awareness and preparedness for entry-level positions (1,2)</p> <p>Improve advertising of graduates on academic pages (3)</p>	<p>Departmental funding for technology, student travel, and physical education equipment is sub -par when compared to other local universities (1,2)</p> <p>Our facilities, classrooms, and laboratories threaten our ability to recruit students (1,2)</p>
<p>Legend: (1) Content (2) Development and Diversity (3) Collaboration and Community Involvement</p>	

Allied Health & Athletic Training

<b>Strengths</b>	<b>Weaknesses</b>
<p>Faculty professional experience (1)</p> <p>100% pass rate on BOC (Board of Certification) examination (1)</p> <p>Experiential learning through practicums and clinical experiences (2,3)</p> <p>Evaluation of clinical performance is an average of 4 out of 5 (3)</p> <p>Strong graduate school placement because professionals in the field recognize Evangel students as having more professional behavior and depth of content knowledge (3)</p> <p>Strong student research requirements (1)</p> <p>Leadership portfolio requirement for graduation (1)</p>	<p>Lack of funding for technology especially in physical education and sport management (1,2)</p> <p>Lack of adequate space designed for hosting physical education, exercise science and athletic training laboratory courses (1,2)</p> <p>Lack of intra-professional education for students to travel to conferences to network professionally (1,2,3)</p> <p>Lack of professional development resources for faculty (3)</p> <p>Patient simulators for instructions (1)</p>
<b>Opportunities</b>	<b>Threats</b>
<p>Evaluate professionalism and Leadership qualities through portfolios to raise student self-awareness and preparedness for entry-level positions (1,2)</p> <p>Improve advertising of graduates on academic pages (3)</p>	<p>Departmental funding for technology, student travel, and physical education equipment is sub -par when compared to other local universities (1,2)</p> <p>Our facilities, classrooms, and laboratories threaten our ability to recruit students (1,2)</p>
<p>Legend: (1) Content (2) Development and Diversity (3) Collaboration and Community Involvement</p>	

## VII. FINDINGS ORGANIZED BY LEARNING OUTCOMES

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### Physical Education

The Physical Education program has consistently averaged higher licensure exam scores than the state and national averages since 2011. The program strengths include predominately the Home School teaching opportunities here on campus and experiential learning. Suggested improvements to the program included a full-time dedicated person to coordinate the program instead of one person coordinating two programs. The required state curriculum is similar among all Missouri schools. Evangel has exceeded the minimum state expectations of credit requirements by Department of Elementary and Secondary Education (DESE). Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

### Sport Management

The Sport Management program strengths included hands-on experiences, field trips, and internships. Improvements include adding a course in sales, leadership, and more electives. Also included was the addition of mentorship opportunities and revenue generating classes. Job placements of previous graduates into professional organizations has spurred interested and boosted enrollment this year. Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

### Exercise Science

The Exercise Science program has produced students who have all passed the NCSF exam since its inception. Strengths of the program exercise prescription and programming focus. Experiential learning combined with a focus on evidence based practice. The equipment is adequate and the laboratory space is limited. Need real world mentorship. Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

### Allied Health / Athletic Training

The Athletic Training program has excelled in acute care and professional development / well-being domain as evidence by national exam scores. Two areas of improvement included clinical examination / diagnosis and therapeutic intervention. Suggestions included problem based learning into teaching methodology. Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

## VIII. RECOMMENDATIONS BASED ON FINDINGS

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Based upon your findings in Section V. What recommendations do you make?

### Physical Education

Finding	Recommendation	Resources Needed
Program understaffed	Plan to increase enrollment to justify full-time position	Full-time salary
Areas of improvement on Praxis Exams Include more reflections and more use of technology	Require Electronic Portfolios that demonstrate these areas	Course Commons e-portfolio

### Sport Management

Finding	Recommendation	Resources Needed
Lack of content in sales and leadership	New curriculum Sales Leadership Electives	Find out if other departments have these courses and add them to our program.
Lack of Career Networking	Create shared alumni list on department home-page. Updated voluntarily	IT creation of link on homepage

### Exercise Science

Finding	Recommendation	Resources Needed
Inadequate learning space	Find new space dedicated just to Exercise Science	Incorporate into new building plan
Lack of "real" world experiences	Add mentorship program	Locally owned fitness facilities and willing mentors

### Allied Health / Athletic Training

Finding	Recommendation	Resources Needed
Students are not confident in clinical evaluation skills	Introduce problem based learning teaching methodology	Trained faculty on problem based learning
Increase curriculum content retention	Peer assisted learning teaching methodology	Trained faculty on peer assisted learning.

## XI. ACTION ITEMS

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Based upon recommendations in VI – what are your action steps and timelines?

### Physical Education

<b>ACTION</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE</b>
Meet with provost to discuss program goal	Keith Hardy	April 2017
Add completion of e-portfolio in EXER 496 prior to graduation	Keith Hardy	August 2016

### Sport Management

<b>ACTION</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE</b>
Research courses our students can take in business department	Donovan Nelson	October 2016
Create shared alumni list on department home-page. Updated voluntarily	Sarah Walters	April 2017

### Exercise Science

<b>ACTION</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE</b>
Discuss with provost and athletic director to include learning space for the program	Kevin King	November 2016
Establish more internships/practicums	Kevin King	May 2017

### Allied Health / Athletic Training

<b>ACTION</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE</b>
Research problem based learning teaching strategies	Sarah Walters	November 2016
research peer assisted teaching strategies	Sarah Walters	November 2016

**X. APPENDIX A**

**FACULTY VITAE**

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<b>Name:</b>
KEITH HARDY 2102 North Farm Road 35 Bois D'Arc, Missouri 65612 417-751-9133
<b>Position:</b>
Professor of Kinesiology Department Chair, Kinesiology
<b>Academic Degrees</b>
<b>EDUCATION:</b>  Ph.D. Kinesiology University of Arkansas, Fayetteville, Arkansas. 2006  Master of Physical Therapy Southwest Baptist University, Bolivar, Missouri. 1998  Bachelor of Science in Physical Education and Health Evangel College, Springfield, Missouri. 1985
<b>Professional Experience</b>
<b>TEACHING EXPERIENCE:</b>  Evangel University – Springfield, Missouri <i>Department: Kinesiology</i> September 2000 – present <i>Professor / Teaching Area: Kinesiology, Anatomy, Exercise Physiology and</i> September 2007- 2016

*Department Chair Kinesiology  
Director of Mabee Center and Intramurals until 2016  
Head Mens Track Coach (2000-2005)*

Southwest Baptist University – Bolivar, Missouri  
*Department: Doctorate of Physical Therapy  
September 2008 – present  
Adjunct Professor / Clinical Investigation and Research  
May 2007 – September 2007  
Adjunct Professor / Clinical Supervisor of Interns*

Willard Public Schools - Willard High School, Willard, Missouri  
September 1999 – May 2000  
*Health teacher / Weightlifting and Conditioning Teacher. Assistant Football Coach*

Springfield Public Schools – Middle and High School, Springfield, Missouri  
September 1987-January 1997  
*Physical Education / Health teacher. Head Football, Head Basketball, Head Track Coach*

#### PHYSICAL THERAPY EXPERIENCE:

Cox Outpatient Physical Therapy, Monett, Missouri  
November 2001- June 2002  
*Licensed Physical Therapist- Evaluated and treated individuals in an outpatient orthopedic setting. Majority of referrals included SI dysfunction, low back pain, cervical instability, adhesive capsulitis, rotator cuff tears, ankle sprains, and posture related cervical strains. Instruction emphasized the Dos Winkle approach to treatment.*

Springfield Public Schools - Special Education Department, Springfield, Missouri  
October 1998 - November 1998  
*Student Physical Therapist Intern - Evaluated and treated school aged children with a wide variety of neurologic disabilities throughout the R-12 District to help facilitate learning in the least restrictive environment.*

Cox - Regional Center for Sports Medicine and Rehabilitation, Springfield, Missouri  
January 1998 - March 1998  
*Student Physical Therapist Intern - Evaluated and treated individuals in an outpatient orthopedic setting. Majority of referrals included SI dysfunction, low back pain, cervical instability, adhesive capsulitis, rotator cuff tears, ankle sprains, and posture related cervical strains. Instruction emphasized the Dos Winkle approach to treatment.*

Healthsouth, Springfield, Missouri  
August 1994-June 1995  
*Physical Therapist Technician - assisted physical therapist with patient treatment using a wide variety of modalities including: electrical stimulation, fluidotherapy, iontophoresis, phonophoresis, ultrasound, contrast baths, moist hot packs, and whirlpools. Also assisted with orthotic splinting, functional capacity evaluations, isokinetic dynamometer exercise equipment and gait training.*

Faculty, Administrative and Supervisory Responsibilities

Chaired

Kinesiology Department 9 yr  
Mabee Center Oversight Committee 2yr  
Writing Across the Curriculum Committee 2yr

Served

Board of Administration Faculty Representative 2yr  
Faculty Affairs 2 yr  
Faculty Personnel  
Academic Council 2 yr  
Campus Planning Council 3yr  
Enrollment Task Force 1yr  
WebCt Committee 1 yr  
Project Envision: Church Ministries Opportunities Scholarship Committee  
AQUIP  
Educational Technology Committee 2yr  
Head Football Coach Selection Committee  
Curriculum Advisor for Film/Media in Theology  
Campus Planning Council Subcommittee-Spiritual Life  
Online Education Committee 2yr  
Retention Committee 2yr  
Thesis Review Committee  
Founder's Scholarship Award Committee  
Alphi Chi Presentation of doctoral research  
Choice Chapel Presentation: Marriage 1  
Choice Chapel Presentation: Marriage 2  
Faculty Prayers Leader

Professional Associations

MOAHPERD 2000-2015  
AHPERD 2000-2006  
American Academy of Orthopedic Medicine Lumbar Spine  
American Academy of Orthopedic Medicine Foot and Ankle  
American Academy of Orthopedic Medicine Cervical Spine

Published and Unpublished Research

*Published:*

Hardy, R. K. (2006). The effect of institutional characteristics on pre-service physical education majors' achievement. Doctoral dissertation, University of Arkansas, Arkansas.

Ferguson, R.H., Hardy, R.K., & Conn, H. (2003). Predictors of success on the Praxis II physical education assessment. Conference proceedings for the annual meeting of the Arkansas Association of Health, Physical Education, Recreation, and Dance.

*Research Unpublished:*

Hardy, R.K. (2004). The effects of a 2-week stationary cycling protocol on sprinting. Evangel University. (pgs. 32).

Hardy, R. K. (2003). A Comparison of grade point average and scores from the college CBASE, ACT and exit exam scores of Evangel University pre-service physical education teachers as predictors of success on the Praxis II physical education examination (pgs. 21).

Hardy, R.K. (2002). Peak torque and hamstring / quadriceps muscle strength ratio using the isokinetic dynamometer following various hamstring muscle preconditioning activities. (pgs. 11).

Benefits of Aquatic Exercise As It Relates to Balance and Fall Risk In Older Adults

King, K., Nelson, D., Hardy, R.K. (2015). A comparison of three base running starts in collegiate softball. Springfield, MO: Evangel University

Awards & Recognition

The Orville and Jewel Mills Young Faculty Award 2009

**Kevin King**  
**Assistant Professor of Kinesiology**

3908 S. Belvedere Ct, Springfield, MO 65807, (417) 429.8081 kingskastle@hotmail.com

**EDUCATION**

Ph.D. in Kinesiology

*University of Arkansas Fayetteville, AR*

Dissertation: Effects of a Basketball Season on Lower Extremity Power Output in Collegiate Basketball Players

Master of Science in Physical Education with Exercise Science option, May 2003

*Western Kentucky University Bowling Green, KY*

Bachelor of Science in Sports Management with Athletic Training and Fitness/Wellness emphases, May 1999

*Southwest Baptist University Bolivar, MO*

**CERTIFICATIONS & LICENSES**

Certified Athletic Trainer

Licensed Athletic Trainer (MO)

RockTape Fascial Movement Taping (Level I and Level II)

**TEACHING EXPERIENCE**

Assistant Professor – Evangel University Kinesiology Department, Springfield, MO (August 2008-Present)

Courses Taught:

Introduction to Athletic Training

Basic Athletic Training

General Medicine in Athletic Training

Principles of Therapeutic Intervention

Therapeutic Modalities in Athletic Training (with lab)

Rehabilitation Techniques in Athletic Training (with lab)

Assessment of Athletic Injury: Lower Extremity

Assessment of Athletic Injury: Upper Extremity

Clinical Experience I in Athletic Training

Clinical Experience II in Athletic Training

Clinical Experience III in Athletic Training Kevin King, page 3

Clinical Experience IV in Athletic Training  
Administration in Athletic Training  
Introduction to Exercise Science  
Nutritional Supplements and Ergogenic Aids  
Exercise Physiology  
Techniques of Teaching Weight Training  
Theory and Methodology of Weight Training  
Exercise Assessment and Prescription  
Advanced Concepts of Personal Training  
Personal Training Practicum  
Nutrition  
Medical Terminology  
Psychology of Sport

Teach up to 18 hours per semester in Kinesiology department. Collaborated with the Exercise & Sport Science faculty weekly to share observations of students and to revise program materials and strategies to better achieve goals. Developed and wrote the Athletic Training department course syllabi. Worked towards CAATE accreditation for department's Athletic Training program for four years. Served as Program Director of ATEP for three years. Supervised student research projects.

#### **PROFESSIONAL EXPERIENCE**

Athletic Trainer-PRN –CoxHealth, Springfield, MO (August 2008-Present)

Work with athletes concerning training and injuries at area sports events, as needed. Maintain long-standing relationships with various high school athletic programs as sole trainer.

Head Athletic Trainer for Evangel University –CoxHealth, Springfield, MO (August 2007-August 2010)

Handled and led staff at all sports-related campus events to evaluate athlete injuries, make appropriate referrals and implement appropriate therapeutic interventions. Managed up to three certified athletic trainers, graduate assistant and student employees. Oversaw and planned budget and facility upkeep. Supervised student and professional staff development, motivation and disciplinary issues.

Kevin King, page 3

Program Director: Athletic Advantage –CoxHealth, Springfield, MO (July 2003-August 2007)

Designed and implemented strength and conditioning program for athletes. Training included cardiovascular fitness, plyometric, Olympic lifts, and resistance training. Established procedures and protocol for program launch and continual success. Analyzed facility site design, layout, and equipment purchases to maximize use of space.

Head Strength/Conditioning Coach- Evangel University Men's Basketball, Springfield, MO (2006-2007)

Designed and implemented daily in and off-season strength and conditioning program.

Head Strength/Conditioning Coach & Assistant Athletic Trainer –Springfield Spirit Hockey, Springfield, MO (2004-2005)

Evaluated and assessed injuries. Created resistance training programs, and treatment plans for players. Provided athletic training coverage at team events.

Head Athletic Trainer- Republic High School Athletics Department, Republic, MO (July 2003- June 2004)

Evaluated injuries of high school athletes. Referred students to medical doctors as needed. Provided athletic training coverage for all sports-related school events.

Head Athletic Trainer –Barren County High School Athletics Department, Glasgow, KY (July 2001-May 2003)

Evaluated injuries of high school athletes. Referred students to medical doctors as needed. Provided athletic training coverage for all sports-related school events.

Graduate Assistant –Glasgow Physical Therapy, Glasgow, KY (July 2001-May 2003)

Instructed patients regarding rehabilitation therapy. Assisted physical therapists with patient therapy sessions and facility upkeep.

### **CONFERENCES**

KATS Annual Symposium (2002)

KATS Annual Symposium (2003)

NATA Annual Meeting (2003)

NATA Annual Meeting (2012)

NSCA Plyometrics and Speed Development (2004)

MoATA Annual Meeting (2004)

MoATA Annual Meeting (2008)

MoATA Annual Educators and Athletic Training Student Conferences (2012)

MAATA Annual Meeting and Clinical Symposium (2015)

### **RESEARCH**

Effects of a Basketball Season on Lower Extremity Power Output in Collegiate Basketball Players (dissertation)

**DONOVAN J. NELSON, M.ED.**

**ASSISTANT PROFESSOR, KINESIOLOGY**

**EDUCATION**

**UNIVERSITY OF ARKANSAS**

Fayetteville, Arkansas

Doctor of Education, Anticipated, 2016 Major: Recreation and Sport Management

**WICHITA STATE UNIVERSITY**

Wichita, Kansas

Master of Education, May, 2003 Major: Sport Administration

**GRACELAND UNIVERSITY**

Lamoni, Iowa

Bachelor of Arts, May, 1998

Major: Physical Education & Health; Athletic Training Minor: Spanish

**EMPLOYMENT HISTORY**

August, 2007 – Present

Evangel University – Springfield, Missouri

Coordinator, Sport Management Program (2012 – Present) Coordinator, Physical Education Program (2010 – Present) Assistant Professor, Kinesiology (2007 – Present) Director, Intramural Sports (2007 – 2009)

Softball Pitching Coach (2007 – 2015)

- Coached one HAAC Pitcher of the Year
- Coached one HAAC Freshman of the Year
- Coached one HAAC Newcomer of the Year
- Coached eight HAAC All – Conference Pitchers
- Coached six NAIA Academic All – Americans

Interim Athletic Director – Game Day Operations (2013)

- Served in the stead of Dr. David Stair while he recovered from an accident.

August, 2006 – May, 2007

South Harrison High School – Bethany, Missouri

Assistant Principal, 7 – 12<sup>th</sup> Grades (2006 – 2007) Director of Athletics, 7 – 12<sup>th</sup> Grades (2006 – 2007) Head High School Softball Coach (2006)

August, 2004 – May, 2006

Prairie Grove High School – Prairie Grove, Missouri

Teacher, Health & Physical Education (2004 – 2006) Head Coach, Junior High Volleyball (2004 – 2006) Head Coach, High School Volleyball (2004 – 2006) Head Coach, High School Softball (2004 – 2006)

June, 2003 – August, 2004

University of Arkansas – Fayetteville, Arkansas

Graduate Assistant, Lake Wedington Project (2003 – 2004) Graduate Teaching Assistant, Recreation (Spring 2004)

August, 2002 – May, 2003

Wichita State University – Wichita, Kansas

Graduate Assistant, Intramurals (2002 – 2003) Graduate Faculty Intern, Sport Administration (Spring 2003)

August, 2001 & August, 2002

National Baseball Congress – Wichita, Kansas

## Stadium Operations

August, 2001 & August, 2002  
Game Day Operations  
Wichita Wranglers – Wichita, Kansas

October, 2000 – May, 2002  
Head Coach, Softball (2000 – 2002)  
Assistant Athletic Trainer (2000 – 2002)  
Instructor, Physical Education (2000 – 2002)  
Tabor College – Hillsboro, Kansas

September, 1999 – October, 2000  
Coordinator, Aquatics Safety (1999 – 2000)  
Instructor (1999 – 2000)  
Miller Swim School – Tulsa, Oklahoma

Summer, 1998 – Summer, 1999  
Head Coach, Softball (1998 – 1999)  
Lamoni High School – Lamoni, Iowa

## RESEARCH

### ACADEMIC PUBLICATIONS

1. Comfort, P.G., Stoldt, G.C., & Nelson, D.J. (2003). Improving player and team performance. *KAHPERD Journal*, 74 (2), 29 – 34.
2. Comfort, P.G., Stoldt, G.C., & Nelson, D.J. (2003). The coach as an ethical leader. *KAHPERD Journal*, 74 (2), 21 – 25.

### PROFESSIONAL PRESENTATIONS

1. King, K., Nelson, D., Hardy, K. (2015, November). A comparison of three base running lead offs in fast-pitch softball. Paper presented at the Missouri Alliance for Health, Physical Education, Recreation, and Dance convention, Lake Ozark, Missouri. (State Meeting)
2. Nelson, D.J. (2014, November 15). Coaching your softball pitcher, one adjustment at a time. Paper presented at the Missouri Alliance for Health, Physical Education, Recreation, and Dance convention, Lake Ozark, Missouri. (State Meeting)
3. Getty, C.M., Nelson, D.J. (2014, November 14). Hitting a homerun with a kettlebell: Applying general strength principles to the softball field. Paper presented at the Missouri Alliance for Health, Physical Education, Recreation, and Dance convention, Lake Ozark, Missouri. (State Meeting)
4. Nelson, D.J. (2012, August 11). Sportsmanship and Respect in High School Athletics. Presented at the Missouri State High School Activities Association Sportsmanship Summit, Nixa, Missouri.
5. Nelson, D. J. (2011, October 11). Can't pitch a softball? You can teach it. Paper presented at the Missouri Alliance for Health, Physical Education, Recreation, and Dance convention, Lake Ozark, Missouri. (State Meeting)
6. Nelson, D.J. (2011, October 11). Improve hitting mechanics in seven steps. Paper presented at the Missouri Alliance for Health, Physical Education, Recreation, and Dance convention, Lake Ozark, Missouri. (State Meeting)
7. Nelson, D.J. (2010, October 12). Using technology as feedback for softball hitting and pitching. Paper presented at the Missouri Alliance for Health, Physical Education, Recreation, and Dance convention, Lake Ozark, Missouri. (State Meeting)

8. Comfort, P.G., Nelson, D.J. (2002, November). The coach as an ethical leader. Paper presented at the Kansas Association for Health, Physical Education, Recreation, and Dance convention, Wichita, Kansas. (State Meeting)
9. Comfort, P.G., Nelson, D.J. (2002, November). The coach as a socializing agent. Paper presented at the Kansas Association for Health, Physical Education, Recreation, and Dance convention, Wichita, Kansas. (State Meeting)

#### UNPUBLISHED CONTRACTUAL RESEARCH REPORTS

1. Stoldt, G.C., Nelson, D.J., & Miller, L.K. (2003). A consumer analysis of Wichita Thunder season ticket holders. Wichita, KS: Wichita State University.

#### RESEARCH IN PROGRESS

1. King, K., Nelson, D., Hardy, R.K. (2015). A comparison of three base running starts in collegiate softball. Springfield, MO: Evangel University

#### REFEREEING ACTIVITY

1. Prepublication review of: Rein, I., Shields, B., & Grossman, A. (2012). The Sports Strategist: Managing Critical Issues in the Sports Industry. Los Angeles: Sage Publishing.

#### TEACHING

##### UNDERGRADUATE COURSES TAUGHT (Evangel University)

1. Introduction to Sport Management (SMGT 124)
2. Sport Marketing (SMGT 200)
3. Sport Facility Management (SMGT 222)
4. Practicum in Sport Administration (SMGT 300)
5. Sport Event Management (SMGT 315)
6. Organization & Administration of Sport (SMGT 324)
7. Risk Management in Recreation & Sport (SMGT 422)
8. Recreation & Sport Internship (SMGT 497)
9. Outdoor Adventure Activities (PHED 124)
10. Sports Practicum (PHED 298)
11. Sociology of Sport (PHED 328)
12. Methods & Materials in Health Education (PHED 333)
13. Methods of Secondary Physical Education (PHED 336)
14. Teaching Techniques of Individual Sports (PHED 338)
15. Methods of Teaching Team Activities (PHED 339)
16. Outdoors in the Ozarks (REC 231)
17. Technology in Recreation (REC 235)
18. Sophomore Seminar in Recreation (REC 297)
19. Methods in Outdoor Education (RESM 354) UNDERGRADUATE COURSES TAUGHT (University of Arkansas)

1. Innovative Practices in Recreation Management (RECR 4003) UNDERGRADUATE COURSES TAUGHT (Wichita State University)

1. Organization & Administration of Sport (KSS 380)

UNDERGRADUATE COURSES TAUGHT (Tabor College)

1. Aerobic Activities (PE 104)
2. Intermediate Swimming (PE 117)
3. First Aid / Responding to Emergencies (PE 120)

**SERVICE**

ACADEMIC/PROFESSIONAL ORGANIZATIONS

1. Missouri Association for Health, Physical Education, Recreation, and Dance
    - a. College Chair – Elect (2014 – 2015)
  2. American Alliance for Health, Physical Education, Recreation, and Dance
    - a. Member (2006 – Present)
  3. Missouri Association for Health, Physical Education, Recreation, and Dance
    - a. Member (2006 – Present)
  4. National Fastpitch Coaches Association
    - a. Member (2004 – Present)
  5. Kansas Association for Health, Physical Education, Recreation, and Dance a. Member (2002 – 2003)
  6. Wichita State University Sport Administration Student Association
    - a. President (2002 – 2003) b. Member (2001 – 2003)
  7. North American Society of Sport Management
    - a. Member (2002) UNIVERSITY
- 
1. EU: Member, Core Curriculum Committee (2014 – Present)
  2. EU: Advisor, Theta Alpha Honor Society (2014 – Present)
  3. EU: Member, Faculty Affairs Committee (2013 – 2016)
  4. EU: Coordinator, Recreation & Sport Management Program (2012 – Present)
  5. EU: Coordinator, Physical Education Program (2009 – Present)
  6. EU: Physical Education Program, Undergraduate Advisor (2007 – Present)
  7. EU: Sport Management Program, Coordinator, Student trip to Sport Career Night at NWA Naturals, Springdale, AR (2011 – 2015)
  8. EU: Sport Management Program, Coordinator, Student volunteers to NAIA National Basketball Championships, Kansas City, MO (2012 – Present)
  9. EU: Kinesiology Department, Coordinator, Student trip to state & national AAHPERD conference (2008 – Present)

**COMMUNITY**

1. Springfield Amateur Softball Association: Organizer, Heart of the Ozarks men's fastpitch tournament
2. Missouri State High School Softball Championships: Coordinated student volunteer staff for event management (2010 – Present)
3. Missouri State High School Softball Championships: Radio broadcaster (2010 – Present)
4. Missouri State High School Tennis Championships: Coordinated student volunteer staff for event management (2010 – Present)

## **CONTINUING EDUCATION**

### **CONFERENCES / WORKSHOPS ATTENDED**

1. 2015 Missouri Alliance for Health, Physical Education, Recreation, and Dance Conference
2. 2014 Missouri Alliance for Health, Physical Education, Recreation, and Dance Conference
3. 2012 Missouri Alliance for Health, Physical Education, Recreation, and Dance Conference
4. 2011 Missouri Alliance for Health, Physical Education, Recreation, and Dance Conference
5. 2010 American Alliance for Health, Physical Education, Recreation, and Dance Convention
6. 2010 Missouri Alliance for Health, Physical Education, Recreation, and Dance Conference
7. 2009 Missouri Alliance for Health, Physical Education, Recreation, and Dance Conference
8. 2008 American Alliance for Health, Physical Education, Recreation, and Dance Convention
9. 2008 Missouri Alliance for Health, Physical Education, Recreation, and Dance Conference
10. 2007 National Sports Softball Clinic, Kansas City
11. 2006 National Sports Softball Clinic, Kansas City
12. 2005 National Sports Softball Clinic, Kansas City
13. Sport marketing presentation by best-selling author, Jon Spoelstra, March, 2003
14. 2002 Kansas Association for Health, Physical Education, Recreation, and Dance Conference
15. 2002 National Sports Softball Clinic, Kansas City
16. 2001 National Sports Softball Clinic, Kansas City
17. 1998 National Sports Softball Clinic, Kansas City
18. 1996 National Sports Softball Clinic, Kansas City

### **HONORS AND AWARDS**

1. John Hansan Fellowship, Wichita State University, 2001 – 2002
- 2.

**SARAH E. WALTERS**  
**ASSISTANT PROFESSOR OF KINESIOLOGY**  
**sewalters1122@gmail.com**

**EDUCATION**

**Doctor of Philosophy** Anticipated May 2020  
**Regent University, Virginia Beach, VA**  
Organizational Leadership

**Masters of Organizational Leadership** July 2009- May 2011  
**Evangel University, Springfield, MO**

**Bachelor of Science, Athletic Training** August 2005- May 2009  
**University of Central Arkansas, Conway**  
Major: Athletic Training  
Minor: Family and Consumer Sciences

**CERTIFICATIONS/LICENSURE**

Certified Athletic Trainer, Board of Certification, Since July 2009  
Licensed Athletic Trainer, Missouri Board of Healing Arts, Since August 2009  
CPR/ AED for the Professional Rescuer, American Red Cross, Since February 2007  
CPR/AED instructor, American Red Cross, Since July 2015  
FMT Levels 1 and 2 certified, RockTape, Since May 2015

**WORK EXPERIENCES**

**Evangel University, Springfield, MO**

**Athletic Training Education Program Director (June 2013-present)**

Secured accreditation from CAATE for the Bachelor's Professional Program (2015)  
Wrote first University self-study report for CAATE accreditation for ATP (2014)

Taught:

ATEP 112: First Aid and CPR for the Professional Rescuer  
ATEP 124: Introduction to Athletic Training  
ATEP 200: Level one Seminar in Athletic Training  
ATEP 236: Basic Athletic Training  
ATEP 286: General Medicine and Pharmacology in Athletic Training  
ATEP 323: Principles of Therapeutic Intervention  
ATEP 343: Rehabilitation Techniques in Athletic Training  
ATEP 376: Assessment of Athletic Injury: Head, Neck, Spine, and Trunk  
ATEP 392: Clinical Experience I in Athletic Training  
ATEP 393: Clinical Experience II in Athletic Training  
ATEP 492: Clinical Experience III in Athletic Training  
ATEP 493: Clinical Experience IV in Athletic Training  
ATEP 496: Professional Seminar in Athletic Training

PHED 100: University Seminar (Kinesiology)

**Professional Committees:**

Member of Graduate Council (2016- present)

Member of University Assessment Team (2016-present)

Member of Academic Council (2015- present)

Member of internal University committee for Higher Learning Commission Accreditation Review Team (2015- present)

Member of internal University committee for Strategic Enrollment Planning (2016)

**Head Athletic Trainer (2011- January 2016)**

Established grant and relationship with Missouri State University for Graduate Assistants (2013)

Oversee 2 staff athletic trainers, 1 Faculty member and 2 GA's

Secured Secondary Insurance for Athletics Department

Provided Health care services to Football and Cheerleading

Implemented Drug Testing Procedures and Policy

**Interim Assistant Athletic Director of Events and Facilities (June 2014- May 2015)**

Coordinated and managed all athletic events and facility maintenance

**Athletic Training Program Clinical Coordinator (May 2011- June 2013)**

Wrote Student and Preceptors' Handbooks for ATP

Established Clinical Rotations at Cox Health Systems

Taught courses as assigned within the program and department

**Graduate Assistant Athletic Trainer (July 2009-May 2011)**

Graduate Assistant Athletic Trainer for all inter-collegiate sports but specifically including: football, men's and women's basketball, baseball, softball, tennis, and volleyball

Wrote Drug Education and Testing Policy and Procedure, first formal athletic drug policy

Wrote ATEP strategic plan for clinical experiences and assisted in curriculum development

Responsible for all inventory items and supply ordering

**PROFESSIONAL LEADERSHIP**

Phi Epsilon Kappa- Theta Alpha Chapter, (2014- present); faculty member

Member of internal University committee for Higher Learning Commission Accreditation Review Team (2015- present)

Undergraduate Academic Council (2015-present)

Graduate Academic Council (2016- present)

Member of internal University committee for Strategic Enrollment Planning (2016)

Leadership Forum for Evangel University Leadership Program (2014- 2015)

Partners in Prevention- Evangel University Chapter, 2014- 2016

NAIA Scholarship and Awards Committee, 2012-2014

Missouri Athletic Trainers' Association

Young Professionals Committee Chair, 2011-2012

## **PROFESSIONAL MEMBERSHIPS**

National Athletic Trainers' Association (NATA), member since January 2008

Mid-America Athletic Trainers' Association, member since January 2010

Missouri Athletic Trainers' Association, member since January 2010

NAIA Athletic Trainers' Association, member August 2009- 2016

Heart of America Athletic Conference Athletic Trainers' Association, member August 2009-2016

## **AWARDS**

Evangel University Outstanding Service Award, August 2011

SWATA Executive Board Scholarship, SWATA, July 2009

Dr. Jack Vanderschilden Graduate Scholarship, AATA, April 2009

## **VOLUNTEERISM**

Ozarks Teen Challenge, January 2015- present

Service Trip to Cambodia, May-June 2015

Teacher Education for Cambodia College of Education

Service Trip to Guatemala, May 2012

Construction work and Athletic competitions

## **XI.APPENDIX B**

### **PROGRAM MISSION, GOALS AND OUTCOMES**

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#### **Athletic Training**

*Mission:* The mission of Evangel's Athletic Training (ATEP) program is to empower athletic training students with the skills they need to succeed in their education program and in life. We seek to offer a variety of experiences as venues of learning for our athletic training students to become well-rounded clinicians. These standards are set forth by the Board of Certification (BOC ©) Role Delineation study and Commission on the Accreditation of Athletic Training Education (CAATE) educational competencies.

*Goals/ Outcomes:*

- 1) Equip students with a sound base knowledge, values and skills from an athletic training perspective in preparation for professional practice.
  - 1.1 Apply the knowledge and skills of an athletic trainer, to practice with systems of all sizes.
  - 1.2 Apply critical thinking skills within the context of athletic training practice.
  - 1.3 Use communication skills differentially across patient populations, colleagues and communities.
- 2) Prepare students to demonstrate use of knowledge and skills necessary to promote the physical well-being of patients and student-athletes.
  - 2.1 Understand and interpret the history of the profession of athletic training and its contemporary structures and issues.
  - 2.2 Analyze, formulate and influence safety and prevention policies.
  - 2.3 Function within the structure of organizations and service delivery systems, and under supervision, seek organizational change.
- 3) Prepare students to demonstrate an understanding and respect for patient rights advocacy through ethical, evidence-based practice.
  - 3.1 Understand and apply theory, principles and skills of current athletic training practice for patient care.
  - 3.2 Understand the value base of the profession and its ethical standards and principles and accordingly practice.
- 4) Prepare students to contribute to the athletic training profession through professional development including graduate education and leadership activities that promote competent athletic training practice.
  - 4.1 Use direction, consultation, and referral appropriate to the practice of athletic training.
  - 4.2 Demonstrate active involvement in the Christian community and community at large as knowledgeable and skilled citizens within the profession of athletic training.

#### **Exercise Science**

*Mission:* To prepare students for physical activity, exercise, health & sport related professions through academic, practical, and research experiences. Our students will have the knowledge and skills to promote and impact their health and that of society.

*General Outcomes:* It is expected that graduates of the Exercise Science program will:

1. Demonstrate a sound foundational knowledge and understanding of the principles of biology, chemistry, physics, and nutrition, and an advanced understanding of human anatomy and physiology as they relate to responses and adaptations to physical activity and exercise.
2. Demonstrate basic laboratory skills pertaining to assessments, laboratory methods, sound experimental and analytical practices, data acquisition and reporting in the exercise sciences.
3. Teach and perform integrated, functional rehabilitation techniques.
4. Be certified by the National Council on Strength and Fitness (NCSF). Be prepared to sit for American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA) or American Council on Exercise (ACE) certification exams.
5. Understand the importance and influence of physical activity and exercise on health and be advocate physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases.
6. Will gain meaningful employment in exercise science related areas or pursue graduate studies in an exercise science related area or one of the health care professions.

*Goals/ Outcomes:*

- 1) Demonstrate an understanding of functional anatomy and biomechanics of the human body.
  - 1.1 Explain the knowledge of the structure of the human body and locate anatomic landmarks.
  - 1.2 Describe movements for major joints of the body and analyze the movement patterns and muscles involved in performing various activities.
  - 1.3 Discuss various locomotors and sport-related activities with regard to the biomechanical principles that explain the kinematics and kinetics of motion.
- 2) Demonstrate an understanding of the physiological basis for exercise and physical activity in direct application to physical fitness and athletic conditioning.
  - 2.1 Explain the metabolic processes responsible for generation of ATP and the relationship among the anaerobic and aerobic systems.
  - 2.2 Articulate the metabolic and cardio respiratory responses and adaptations to training.
  - 2.3 Demonstrate the ability to assess metabolic and cardio respiratory function and to interpret the results.
  - 2.4 Describe their understanding of the neuromuscular responses and adaptations to training, and describe the impact of the neuromuscular system on human performance.
  - 2.5 Demonstrate the ability to assess neuromuscular function, and to interpret the results.
- 3) Demonstrate the ability to assess health status, conduct fitness testing, and prescribe and administer exercise programs.
  - 3.1 Demonstrate the different methods for assessing health status of clients and evaluate the results for exercise assessment and programming.
  - 3.2 Apply the guidelines for stress test administration and the principles of fitness assessment, through their ability to conduct exercise testing.
  - 3.3 Interpret information from fitness assessment and evaluate the results to develop an appropriate exercise recommendation.
- 4) Demonstrate an understanding of the principles of nutrition and the role of diet and exercise on body composition and weight control.
  - 4.1 Explain the effects of body composition on health and athletic performance.
  - 4.2 Discuss the role of diet and exercise in determining body composition.
  - 4.3 Perform nutritional assessment via analysis of dietary intake, basal metabolic rate, energy expenditure, and body composition; interpret the results with specific attention to weight control and nutritional health.
  - 4.4 Interpret appropriate nutritional guidelines related to physical activity and alterations in body composition, and apply the principles to various groups within the population.
- 5) The student will demonstrate an understanding of health and wellness programming based upon the ability to assess need, and to design, implement, and evaluate a program.

5.1 Conduct a needs assessment and identify a health problem in the related target population based on the results.

5.2 Apply behavior change theories related to health promotion interventions.

5.3 Follow the major criteria and guidelines for developing a health promotion program and related interventions.

## **Sport Management**

*Mission:* The Sport Management Program to develop students into well-educated, ethical, competent sport management professionals. The department's teaching, research, and service activities will occur in a positive learning environment valuing both theory and practice.

### *Goals/Outcomes*

- 1) Behavioral Dimensions in Sport
  - 1.1. Identify and understand the factors that shape sport in a culture;
  - 1.2. Explain how sport mirrors society;
  - 1.3. Analyze why sport is a business and how it is a catalysts for growth;
  - 1.4. Describe how sport is a medium for integrating gender issues, ethnic, religious, and disabilities interests; and
  - 1.5. Describe sport management and the evolution this discipline as a profession.
- 2) Management and Organizational Skills in Sport
  - 2.1. Define and understand management and organization;
  - 2.2. Describe and demonstrate the skills necessary in the management of an organization;
  - 2.3. Apply the functions of planning, organizing, leading, and evaluating to a variety of sport organizations;
  - 2.4. Demonstrate the concepts of strategic planning and resource allocation; and
  - 2.5. Demonstrate effective knowledge of leadership theory and application.
- 3) Ethics in Sport Management
  - 3.1. Distinguish between the concepts of morality and ethics;
  - 3.2. Describe ethical theories;
  - 3.3. Explain the effects personal ethics have on an organization; and
  - 3.4. Apply personal ethics and ethical theory to issues in the business of sport.
- 4) Marketing and Communications in Sport. Our graduates will be able to:
  - 4.1. Apply fundamental marketing concepts to the sport industry;
  - 4.2. Describe and apply the concepts of a sport marketing planning model;
  - 4.3. Differentiate between interpersonal and mass communication; and
  - 4.4. Differentiate between marketing and public relations.

5) Economics and Finance in Sport

- 5.1. Explain how an economic system works balancing the needs of producers and consumers;
- 5.2. Construct and analyze a demand curve, a supply curve, and a market equilibrium curve and understand how these shift in response to pricing and utility of a product or service;
- 5.3. Communicate and demonstrate the steps needed in developing an organizational budget;
- 5.4. Demonstrate how accounting procedures may be used as a tool in finance; and
- 5.5. Develop a budget by generating income strategies and allocating resources.

6) Legal Aspects of Sport

- 6.1. Identify and apply various areas of law to the sport industry;
- 6.2. Describe the court system and how legal issues are decided;
- 6.3. List and explain the principles of tort liability, especially in the area of negligence;
- 6.4. Demonstrate the ability to design appropriate measures to reduce and organizations exposure to legal risk;
- 6.5. Describe how constitutional law affects the sport industry; and
- 6.6. Describe and analyze sex discrimination issues and laws.

7) Governance in Sport

- 7.1. List and describe the various agencies and their functions that govern sport;
- 7.2. Explain the governing powers each agency has assumed and how their power is derived;
- 7.3. Describe the effect governmental agencies have on the roles of sport governing bodies;
- 7.4. Understand the social, legal, ethical, economic, political, and educational impact of sport organizational polices; and
- 7.5. Recognize policy components and processes in sport governing bodies.

8) Internships/Field Experience in Sport Management

- 8.1.1. Perform the duties of a practicing sport management professional; and
- 8.1.2. Successfully engage as a professional in the sport industry.

## **Physical Education**

*Mission:* The Physical Education Program develops leaders in physical education and coaching. We are committed to preparing students to meet the complex challenges of our regional and global communities.

General Outcomes: A student with a Physical Education major:

1. Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
2. Gains the knowledge and skills needed to manage physical, financial, and human resources
3. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
4. Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
5. Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
6. Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

*Outcomes:*

1. Understand and demonstrate effective teaching behaviors and can create instructionally appropriate learning experiences that make the subject matter meaningful for students.
2. Understand child and adolescent development, and can provide developmentally appropriate learning experiences for students.
3. Understand how students differ in their learning styles and differentiates instruction for unique students.
4. Understand and can use a variety of teaching styles to encourage cognitive engagement such as critical thinking, problem solving, and analysis to perform skills and activities.
5. Understand individual and group motivation and behavior to create an environment for learning that encourages affective engagement such as positive social interaction, active engagement in learning, and self-motivation
6. Use knowledge of effective electronic communication and other media materials to foster active learning and cooperative interaction in the gymnasium.
7. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. Understand and use formal and informal assessment techniques to assess and ensure the continuous cognitive, affective, psychomotor and fitness development of the student.
5. Evaluate consistently the effects of his or her teaching practices on others (students, parents, and other professionals in the learning community) and actively seeks out constructive feedback in order to grow professionally.
6. Promote interaction with school colleagues, parents, and organizations in the larger community to sustain students'

<b>Exercise Science</b>	BIOL 221	PHED 226	EXER 210	EXER 345	EXER 356	EXER 366	EXER 376	EXER 396	EXER 400	EXER 422	EXER 441	EXER 496
1. Understand human movement and concepts related to the anatomical, physiological and biomechanical aspects of human movement.	x	x								x	x	
1.1 Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.	x									x	x	
1.2 Describe physiological concepts related to exercise testing (i.e. maximal aerobic testing, anaerobic testing, body composition analysis.)									x	x		
2. Plan and implement a variety of developmentally appropriate exercise programs						x	x	x	x			
2.1 Identify, develop and implement appropriate program and instructional goals.						x		x	x			
3. Demonstrate the ability to assess health status, conduct fitness testing, and prescribe and administer exercise programs.								x		x		
3.1 Demonstrate the different methods for assessing health status of clients and evaluate the results for exercise assessment and programming on EU students									x	x		
4. Use technology to enhance learning and to enhance personal and professional productivity.			x	x						x	x	x
4.1 Design, develop and implement exercise science laboratories that integrate information technology.										x	x	x
5. Create a culture of professional development					x							x
5.1 Participate in professional Exercise Science (i.e., local, state, national meetings)												x
5.2 Obtain certification from a national fitness organization (approved by advisor)							x					x

		Physical Education	ATEP 124	BIOL221	EXER422	EXER441	PHED124	PHED134	PHED226	PHED327	PHED328	PHED333	PHED336	PHED338	PHED339	PHED346	PHED368	PHED432	PHED433	PHED434	PHED435	PHED436	PHED438	PHED456		
<b>1. Physical Education Content</b>	1.1	fundamental movement skills (locomotor, non-locomotor, manipulative) and movement concepts; personal fitness and wellness concepts.					X	X	X	X		X	X	X	X	X			X	X	X	X			X	
	1.2	the bioscience (anatomical, physiological, and biomechanical) and psychological concepts of movement, physical activity, and fitness.		X	X	X		X		X							X								X	
	1.3	developmental, individual, dual, and team activities and developmental games, including outdoor activities and non-competitive physical activities, as well as various types of rhythmic and dance activities.					X	X					X	X	X	X	X			X	X	X	X			X
	1.4	the relationship of physical activity and exercise, nutrition, and other healthy living behaviors to a healthy lifestyle.	X		X		X	X	X		X	X				X	X			X			X			X
	1.5	analysis and refinement of basic movement patterns, skills and concepts.					X	X					X	X	X		X			X	X		X			
	1.6	conditioning practices and principles; frequency, intensity, time/duration; the short- and long-term effects of physical training.			X		X	X	X											X			X			
	1.7	safety, injury prevention, and how to perform and/or access emergency procedures/services.	X				X	X	X		X	X					X			X			X			
	1.8	effects of substance abuse and psycho-social factors on performance and behavior.			X		X					X					X			X			X			X





3.1 Apply didactic knowledge to practice settings	x	x	x	x	x				x	x	x		
3.2 Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.	x	x	x	x	x				x	x	x		
<b>4. To provide undergraduate degree in allied health sciences</b>													x
4.1 Complete certificate/degree													x
<b>5. To advance knowledge through research and creative activity</b>													
5.1 Conduct literature reviews								x	x	x	x		x
5.2 Collect data Analyze data								x	x	x	x		x
5.3 Present results								x	x	x	x		x
5.4 Conduct Research								x	x	x	x		x

	ATEP 112	ATEP 124	ATEP 236	ATEP 286	ATEP 323	ATEP 333	ATEP 343	ATEP 366	ATEP 376	ATEP 386	ATEP 392	ATEP 393	ATEP 492	ATEP 493	ATEP 496
<b>Athletic Training</b>															
<b>Equip students with a sound base knowledge, values and skills from an athletic training perspective in preparation for professional practice.</b>															
Apply the knowledge and skills of an athletic trainer, to practice with systems of all sizes	x		x	x							x	x	x	x	x
Apply critical thinking skills within the context of athletic training practice.				x	x	x	x	x	x	x	x	x	x	x	x
Use communication skills differentially across patient populations, colleagues and communities.		x	x	x				x	x	x	x	x	x	x	x
<b>Prepare students to demonstrate use of knowledge and skills necessary to promote the physical well-being of patients and student-athletes.</b>															
Understand and interpret the history of the profession of athletic training and its contemporary structures and issues.		x									x	x	x	x	x
Analyze, formulate and influence safety and prevention policies.		x	x								x	x	x	x	
Function within the structure of organizations and service delivery systems, and under supervision, seek organizational change.		x		x			x				x	x	x	x	
<b>Prepare students to demonstrate an understanding and respect for patient rights advocacy through ethical, evidence-based practice.</b>															
Understand and apply theory, principles and skills of current athletic training practice for patient care.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand the value base of the profession and its ethical standards and principles and accordingly practice.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate synthesis of the profession's values with current Judeo-Christian principles as it relates to patient advocacy and ethical decision making.		x	x					x	x	x	x	x	x	x	x

<b>Prepare students to contribute to the athletic training profession through professional development including graduate education and leadership activities that promote competent athletic training practice.</b>															
Use direction, consultation, and referral appropriate to the practice of athletic training.			x	x			x				x	x	x	x	x
Demonstrate active involvement in the Christian community and community at large as knowledgeable and skilled citizens within the profession of athletic training.		x	x	x							x	x	x	x	x

XIII. Appendix D

B.S. KINESIOLOGY COURSE REQUIREMENTS

Allied Health

ALLIED HEALTH MAJOR				
		AT	OT	PT
ATEP 524	Introduction to Athletic Training	3		
ATEP 533	Therapeutic Modalities & Lab	0	3	3
ATEP 566	Asses in Athletic Injury: Lower Extremity	0	0	3
ATEP 676	Asses. in Ath. Injury: Head, Neck, Spine	0	3	3
ATEP 586	Asses. in Athletic Injury: Upper Extremity	0	3	3
BIOL 123	Nutrition	3	3	0
BIOL 200	Biology/ lab	3	4	4
BIOL 211	Human Anatomy and Physiology I	4	4	4
BIOL 212	Human Anatomy and Physiology II	4	4	4
EXER 221	Human Structure & Function	3	3	3
BIOL 334	Medical Terminology	2	2	2
BIOL 360	Pathophysiology & Lab	3	3	3
CHEM 110	Intro to Chemistry	0	3	0
CHEM 111	Chemistry I & Lab	5	0	5
CHEM 112	Chemistry II & Lab	0	0	5
EDUC 360	Perceptual Motor Development	2	2	2
EXER 112	First Aid & CPR	3	3	0
EXER 210	Statistics	3	3	3
EXER 345	Research Methods	3	3	3
EXER 422	Physiology of Exercise & Lab	4	4	4
EXER 441	Kinesiology	3	3	3
EXER 450	Biomechanics	3	3	3
EXER 456	Cardiovascular Functions	3	3	3
EXER 496	Professional Seminar	2	2	2
PHYS 110	Intro to Physics	0	3	0
PHYS 211	Physics I and Lab	5	0	5
PHYS 212	Physics II and Lab	0	0	5
PSYC 237	Lifespan and Deveolpment	3	3	3
PSYC 338	Mental Health	3	3	0
PSYC 351	Physiology of Psychology	3	3	0
PSYC 371	Abnormal Psychology	3	3	0
Electives		5	2	0
	Program Total Hrs.	78	78	78
	Core Curriculum Hrs.	46	46	46
	Total Hours	124	124	124

Exercise Science

<b>EXERCISE SCIENCE MAJOR</b>		
<b>BIOL 101</b>	<b>Biological Science</b>	<b>4</b>
<b>EXER 221</b>	<b>Human Structure &amp; Function</b>	<b>3</b>
<b>BIOL 123</b>	<b>Nutrition</b>	<b>3</b>
<b>EXER 210</b>	<b>Statistics</b>	<b>3</b>
<b>EXER 345</b>	<b>Research Methods</b>	<b>3</b>
<b>EXER 356</b>	<b>Ergogenic Aids</b>	<b>3</b>
<b>EXER 366</b>	<b>Theory &amp; Methodology of Training</b>	<b>3</b>
<b>EXER 376</b>	<b>Advanced Concepts in PT</b>	<b>3</b>
<b>EXER 396</b>	<b>Personal Training Practicum</b>	<b>6</b>
<b>EXER 400</b>	<b>Exercise Assessment &amp; Prescription</b>	<b>3</b>
<b>EXER 422</b>	<b>Physiology of Exercise &amp; Lab</b>	<b>4</b>
<b>EXER 441</b>	<b>Kinesiology</b>	<b>3</b>
<b>EXER 456</b>	<b>Cardiovascular Functions</b>	<b>3</b>
<b>EXER 496</b>	<b>Professional Seminar</b>	<b>1</b>
<b>PHED 112</b>	<b>Lifetime Fitness and Dance</b>	<b>3</b>
<b>PHED 222</b>	<b>Care and Prevention of Athletic Injury</b>	<b>3</b>
<b>PHED 226</b>	<b>Techniques of Tehng Ftness &amp; Wt Trng</b>	<b>3</b>
<b>PHED 310</b>	<b>Coaching Theory I</b>	<b>3</b>
<b>PHED 327</b>	<b>Psychology of Sport</b>	<b>2</b>
<b>PHED 328</b>	<b>Sociology of Sport</b>	<b>2</b>
<b>PHED 410</b>	<b>Coaching Theory II</b>	<b>3</b>
<b>PSYC 237</b>	<b>Lifespan and Deveolpment</b>	<b>3</b>
<b>SMGT 124</b>	<b>Introduction to Sport Management</b>	<b>3</b>
<b>SMGT 200</b>	<b>Sport Marketing</b>	<b>3</b>
<b>SMGT 222</b>	<b>Sport Facility and Event Management</b>	<b>3</b>
<b>SMGT 324</b>	<b>Organization &amp; Administration of Sport</b>	<b>3</b>
	<b>Program Total Hrs.</b>	<b>79</b>
	<b>Core Curriculum Hrs.</b>	<b>46</b>
	<b>Total Hours</b>	<b>125</b>

**Physical Education (K-12)**

<b>Physical Education (K-12) MAJOR</b>		
<b>BIOL 123</b>	<b>Nutrition</b>	<b>3</b>
<b>EXER 221</b>	<b>Human Structure and Function</b>	<b>3</b>
<b>EXER 112</b>	<b>First Aid &amp; CPR</b>	<b>3</b>
<b>EXER 345</b>	<b>Research Methods</b>	<b>3</b>
<b>EXER 422</b>	<b>Physiology of Exercise &amp; Lab</b>	<b>4</b>
<b>EXER 441</b>	<b>Kinesiology</b>	<b>3</b>
<b>EXER 496</b>	<b>Professional Seminar</b>	<b>1</b>
<b>PHED 112</b>	<b>Lifetime Fitness and Dance</b>	<b>3</b>
<b>PHED 134</b>	<b>Principles and Physical Education</b>	<b>3</b>
<b>PHED 222</b>	<b>Care and Prevention of Athletic Injury</b>	<b>3</b>
<b>PHED 226</b>	<b>Tech of Tchg Fitness &amp; Wt Trng</b>	<b>3</b>
<b>PHED 327</b>	<b>Psychology of Sport &amp; Physical Ed.</b>	<b>2</b>
<b>PHED 328</b>	<b>Sociology of Sport</b>	<b>2</b>
<b>PHED 338</b>	<b>Techniques of Individual Activities</b>	<b>3</b>
<b>PHED 336</b>	<b>Instructional Strat. Tech. K-12 PE</b>	<b>3</b>
<b>PHED 339</b>	<b>Techniques of Team Activities</b>	<b>3</b>
<b>PHED 346</b>	<b>Fundamentals of Rhythmic Movement</b>	<b>3</b>
<b>PHED 456</b>	<b>Adapted Physical Education</b>	<b>3</b>
	<b>Program Total Hours</b>	<b>51</b>
	<b>Professional Education Requirements</b>	<b>34</b>
	<b>Core Curriculum</b>	<b>40</b>
	<b>Total Hours</b>	<b>125</b>

## Sport Management

<b>Sport Management</b>		
<b>EXER 210</b>	<b>Statistics in Kinesiology</b>	<b>3</b>
<b>EXER 345</b>	<b>Research Methods</b>	<b>3</b>
<b>COEM 175</b>	<b>Intro to Electronic Media</b>	<b>2</b>
<b>COMM 345</b>	<b>Desktop Publishing Design</b>	<b>3</b>
<b>PHED 328</b>	<b>Sociology of Sport</b>	<b>2</b>
<b>SMGT 124</b>	<b>Intro to Sport Management</b>	<b>3</b>
<b>SMGT 200</b>	<b>Sport Marketing</b>	<b>3</b>
<b>SMGT 222</b>	<b>Sport Facility Management</b>	<b>3</b>
<b>SMGT 300</b>	<b>Sport Practicum</b>	<b>3</b>
<b>SMGT 315</b>	<b>Sport Event Management</b>	<b>3</b>
<b>SMGT 324</b>	<b>Organization &amp; Administration</b>	<b>3</b>
<b>SMGT 422</b>	<b>Risk Management in Sport</b>	<b>3</b>
<b>SMGT 496</b>	<b>Professional Seminar</b>	<b>1</b>
<b>SMGT 497</b>	<b>Sport Internship</b>	<b>6</b>
	<b>Electives</b>	<b>12</b>
	<b>Business Minor Options</b>	<b>22</b>
	<b>Program Total hrs.</b>	<b>75</b>
	<b>Core Curriculum hrs.</b>	<b>49</b>
	<b>Total hrs.</b>	<b>124</b>

## Athletic Training

<b>Athletic Training</b>	
<b>ATEP 112 First Aid and CPR for the Professional Rescuer</b>	<b>3</b>
<b>ATEP 124 Introduction to Athletic Training</b>	<b>3</b>
<b>ATEP 200 Level One Seminar in Athletic Training</b>	<b>2</b>
<b>ATEP 236 Basic Athletic Training</b>	<b>3</b>
<b>ATEP 286 General Medicine and Pharmacology in Athletic Training and Lab</b>	<b>4</b>
<b>ATEP 323 Principles of Therapeutic Intervention</b>	<b>3</b>
<b>ATEP 333 Therapeutic Modalities and Lab</b>	<b>3</b>
<b>ATEP 343 Rehabilitation Techniques in Athletic Training &amp; Lab</b>	<b>4</b>
<b>ATEP 366 Assessment in Athletic Injury: Lower Extremity</b>	<b>3</b>
<b>ATEP 376 Assessment in Athletic Injury: Head, Neck, Spine and Trunk</b>	<b>3</b>
<b>ATEP 386 Assessment in Athletic Injury: Upper Extremity</b>	<b>3</b>
<b>ATEP 392 Clinical Experience I in Athletic Training</b>	<b>3</b>
<b>ATEP 393 Clinical Experience II in Athletic Training</b>	<b>3</b>
<b>ATEP 424 Administration in Athletic Training</b>	<b>3</b>
<b>ATEP 492 Clinical Experience III in Athletic Training</b>	<b>3</b>
<b>ATEP 493 Clinical Experience IV in Athletic Training</b>	<b>3</b>
<b>ATEP 496 Professional Seminar in AT</b>	<b>1</b>
<b>BIOL 123 Nutrition</b>	<b>3</b>
<b>BIOL 211 Human Anatomy &amp; Physiology I</b>	<b>4</b>
<b>BIOL 212 Human Anatomy &amp; Physiology II</b>	<b>4</b>
<b>BIOL 221 Human Structure &amp; Function</b>	<b>3</b>
<b>BIOL 334 Medical Terminology</b>	<b>2</b>
<b>EXER 345 Research Methods</b>	<b>3</b>
<b>EXER 400 Exercise Assessment &amp; Prescription</b>	<b>3</b>
<b>EXER 422 Physiology of Exercise and Lab</b>	<b>4</b>
<b>EXER 450 Biomechanics</b>	<b>3</b>
<b>PSYC 112 Introduction to Psychology</b>	<b>3</b>
<b>Program Total hrs.</b>	<b>82</b>
<b>Core Curriculum hrs.</b>	<b>43</b>
<b>Total hrs.</b>	<b>125</b>