

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
2004 - 2005  
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Masters of Science in Health and Human Performance  
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Health Promotion  
Applied Exercise Science  
Physical Education

Master of Science  
Degree designation as on diploma (Level II)

M.S.  
Formal degree abbreviation (Level I)

Degree-granting academic unit Applied Health & Educational Psychology 406  
(Name) (Cost Center)

CIP code 1 3 1 3 1 4

HEGIS code 0 8 3 5

Instructional Program code 1 1 7

Name of department head  
(person who oversees degree program listed above) Dr. Al Carlozzi

Program holds specialized accreditation from \_\_\_\_\_

Name and title of contact person Dr. Steven Edwards  
(Name)  
Coordinator, Graduate Studies  
(Title)

Date of Institutional Governing Board Review: \_\_\_\_\_

President \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

OKLAHOMA STATE UNIVERSITY  
ACADEMIC PROGRAM REVIEW  
EXECUTIVE SUMMARY


DEPARTMENT OR DEGREE PROGRAM: M.S. in Health and Human Performance

The M.S. in Health and Human Performance is reviewed periodically by the HHP faculty in addition to the annual assessment process. Previous reviews indicated the need to update the General Requirements and Program Requirements so both of these areas were revised recently. The changes in the degree were made in an attempt to fulfill the main objective of the degree, that is, to prepared graduate students for entry into the allied health field.

The research requirement stipulated the completion of REMS 5013 rather than HPEL (or LEIS) 5053 since the latter course was deemed to be redundant with the former course. Because of the unavailability of HHP 5043 – Trends and Issues, this course was replaced with HHP 5523 – Current Readings in Health.

Further, HHP 5873 – Human Bioenergetics was added to the program requirement list for both the Health Promotion and the Applied Exercise Science options since this body of knowledge has become increasingly useful to graduates in both of these options. Further, a temporary moratorium on admissions to the Physical Education option was self-imposed until sufficient faculty could be hired to offer the classes in the option in a timely manner. Recent hires in this area may allow the reactivation of this option very soon.

Student outcomes assessment, as a part of annual program assessment (shown elsewhere), indicate overwhelming satisfaction with the degree and the preparation which it affords the students.

Dean  Date 3-3-05  
(Signature)

Note: Complete one of these forms for each degree program

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(Signature)

## OVERVIEW

### A. Description of the Departmental/Program Review Process (Briefly describe how the review was conducted and who was involved)

The program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology. At the program level, Dr. Steve Edwards prepared the review documents, manages the annual assessment process, and prepared the self-study. This self-study process served as a primary source for information to be included in this program review. All faculty in HHP, master students, undergraduate students, and numerous professionals in the discipline participated in preparation of the self-study and the resulting program review.

### B. Recommendations from Previous Program Reviews.

Previous reviews indicated a need to update the General Requirements for the degree in addition to the Program Requirements in order to make the degree more relevant for the graduate students. The research requirement stipulated the completion of REMS 5013 rather than HPEL (or LEIS) 5053 since the latter course was deemed to be redundant with the former course. Because of the unavailability of HHP 5043 – Trends and Issues, this course was replaced with HHP 5523 – Current Readings in Health. Further, HHP 5873 – Human Bioenergetics was added to the program requirement list for both the Health Promotion and the Applied Exercise Science options since this body of knowledge has become increasingly useful to graduates in both of these options. Further, a temporary moratorium on admissions to the Physical Education option was self-imposed until sufficient faculty could be hired to offer the classes in the option in a timely manner. Recent hires in this area may allow the reactivation of this option very soon.

# CRITERION I

## Program Centrality

### PROGRAM NEED:

The graduate program in the School of Applied Health & Educational Psychology serves the three distinct disciplines and their sub-disciplines. The program strives to continue the educational process beyond the baccalaureate degree at both master's and doctorate levels. Specialization is required in all programs but maximum flexibility enables the student to customize the degree according to his/her individual needs. Degree programs are designed to prepare persons to excel as educators, researchers and/or public employees. The primary goals and objectives for the SAHEP graduate program are:

#### A. Goals and Objectives of Degree Programs

Degree Program: M.S. Health and Human Performance

Program Clientele:

#### ADMISSION TO PROGRAM

Minimum requirements for full admission to the graduate program are:

1. A minimum graduate grade point average of 3.00 on a 4.00 scale from a prior undergraduate program is required.
2. The Miller Analogies Test (MAT) is recommended with a minimum score of 400. The Graduate Record Examination (GRE) may be substituted with a composite score of verbal, and quantitative 950 or greater.
3. Three professional recommendations are required including references from the major advisor and faculty for undergraduate work completed. These references should include statements addressing academic competency and ability to successfully complete a graduate program.

#### Program Objectives:

1. Teaching: to maintain and acquire instructors who have demonstrated high teaching skills combined with scholarly activity. Additionally, continued effort in seeking and actively recruiting quality graduate students and graduate assistants remains a priority with the School. Further goals are the addition and upgrading of equipment, facilities, and other learning materials for the educational environment in order to provide professional preparation for graduate students.

The objectives of the School of Applied Health & Educational Psychology are to provide each student with excellent classroom instruction, opportunity for appropriate and relevant research in their chosen discipline, and the constant availability of updated and accurate information.

2. Research and Scholarly Activity: All master's graduate students are required to complete a minimum of two courses in applied statistics and research; doctoral students must complete an additional two courses in statistics. For those students wishing greater involvement in basic and applied research, concentrated effort is encouraged and research opportunities exist with the Graduate Faculty of the School. Students may opt to assist with on-going faculty research and/or initiate and investigate their own ideas under the direction of a faculty member. Academic credit may be earned through these efforts.

3. Extension and Public Service: The School of SAHEP provides continuing education through extension education and consultant services in all areas of faculty expertise. In addition, the faculty assumes consistent active roles of leadership in professional organizations and students are encouraged to participate in state, regional, and national professional organizations.

Expected Student Outcomes:

Master and doctoral level students will be well prepared to assume positions in higher education, managing and marketing health programs and other private and commercial health related activities. Receipt of certification in athletic training and placement in athletic training-related positions. Maintenance of or placement of graduates in teaching positions in the public schools.

B. Linkage of the Program to Institution's Mission

The mission of Oklahoma State University, a comprehensive land grant institution, is to serve the state, national and international communities by providing its students with exceptional academic experiences, by conducting scholarly research and other creative activities that advance fundamental knowledge, and by disseminating knowledge to the people of Oklahoma and throughout the world.

MISSION OF THE COLLEGE OF EDUCATION

The college of education is a community of scholars dedicated to research, teaching, and service. The foundation of our work is basic and applied research which informs and improves education in schools and other settings. Excellence in teaching illustrates a commitment to continued learning, cultural diversity, and use of appropriate technology. The College maintains and promotes linkages with constituents who develop, disseminate and apply knowledge. The integration of research, teaching and service advances professional education for the people of our state and throughout the world.

MISSION OF THE SCHOOL OF APPLIED HEALTH AND EDUCATIONAL PSYCHOLOGY

The mission of the school of Applied Health and Education Psychology is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health.

MISSION OF THE PROGRAM IN HEALTH AND HUMAN PERFORMANCE

The mission of the program in Health and Human Performance is to facilitate the learners' personal and professional development through educational experiences guided by values, knowledge, and skills necessary for excellence in the Health and Human Performance professions.

The objectives for the Master of Science of Health and Human Performance closely relate to the mission of the institution, college, school and program.

- Competency congruent with standards set for certification with the American College of Sports Medicine (ACSM), Certified Health Education Specialist (CHES) and National Association for Sport and Physical Education (NASPE).

- Understanding specific foundations of Health and Human Performance and how these are integrated with other disciplines.
- Competence in areas focusing on the domains of health and human performance and ability to deliver material relative to course content in a professional environment.

## CRITERION II

### Program Curriculum and Structure

A. Program Structure (Attach copies of the current degree requirements sheet)

#### GENERAL REQUIREMENTS:

The master's degree may be earned by one of two plans: THESIS PLAN (I) requires 36 semester credit hours with six credit hours Thesis and oral defense; NON THESIS PLAN (II) requires 36 semester hours. Creative Component (CC\*), and oral defense of creative component plus written comprehensive. Plan I requires a minimum of 21 in-resident semester credit hours (SCH) and Plan II requires 23. Nine SCH may be completed at (1) other accredited colleges, (2) by extension or in-service courses. The last eight SCH for the degree must be taken through Oklahoma State University. The number of credits for each plan does not reflect undergraduate prerequisites. Twenty-one hours of course work must be taken at the 5000 and 6000 level. Any 4000 level course marked with an asterisk in the graduate catalog, may be taken for graduate credit. The student must be enrolled in a minimum of 2 hrs. prior to graduation.

\* The CC must be explicitly identified on the plan of study and may be a special report, an annotated bibliography, a project in research or design, or other creative activity agreed upon by the student's committee. Prior to enrolling in a course that has been identified as the CC, the student must complete a CC Proposal which must be signed by the instructor and the Graduate Coordinator.

#### PLAN OF STUDY:

The preliminary plan of study for the degree must be filed in the Graduate College prior to enrollment of the 17th graduate credit hour. The student must develop the plan with the adviser (Committee Chair) and his/her committee.

#### REQUIREMENTS FOR ADMISSION:

Admissible without qualification:

1. Bachelor's degree from an accredited institution ( $\geq 3.00$  GPA).
2. Miller Analogies Test score of  $\geq 400$  or a Graduate Record Exam score of 500 verbal, 450 quantitative.
3. Three letters of recommendation providing information related to past academic ability and potential to do graduate study and writing ability.

Admissible on a probationary basis - may be possible if one of the two academic requirements is not met.

## ACADEMIC PREREQUISITES:

The student should possess an undergraduate background with competencies in anatomy, exercise physiology, ECG, human nutrition and health/wellness concepts. Students may be required to make up any deficiencies by taking specified courses as recommended by the student's supervisory committee.

## REQUIRED COURSES:

The purpose and focus of this Master of Science program in the College of Education is the preparation of entry-level scholars for formal and informal learning organizations. The options included in the degree program help students to develop experiences that will allow them to meet career needs and goals through (1) interaction and collaboration (2) teaching experience and (3) development of practitioners. The options presented in this graduate program have been designed to permit flexibility within the disciplines encompassed by the degree while assuring that all students in the program are provided the opportunity to develop research skills and practical knowledge.

Total number of hours required for degree	<u>36 graduate credit hours</u>
Number of hours of research and inquiry	<u>6</u>
Number of hours of common core	<u>6</u>
Number of program core/emphasis hours	<u>18</u>
Number of thesis (or elective) hours	<u>6</u>

The Master of Science in Health and Human Performance is built upon a minimum of 6 hours in research and inquiry. The six-hour requirement in research design and statistics requirement in research design and statistics is built upon competencies gained at the undergraduate level. In addition, all students in the program share a 6-hour common core designed to achieve the goal established for the degree program.

### Research and Inquiry (6 credit hours)

3 hours	REMS 5953 Elementary Statistical Method in Education
3 hours	REMS 5013 Research Design and Methodology

### Common Core (6 credit hours)

3 hours	HHP 5523 Current Readings in Health
3 hours	LEIS 5023 Legal Aspects of Health, Physical Education and Leisure

Students seeking a Master of Science degree in Health and Human Performance may emphasize one of three specific program areas. These program emphasis areas are Health Promotion, Applied Exercise Science and Physical Education.

### Program Emphasis - Health Promotion: (18 credit hours)

Students complete the following required courses.

HHP 5143	Health Promotion Program Implementation & Evaluation
HHP 5873	Human Bioenergetics



Students select from among the following course.

HHP 4503*	Applied Health Behavior
HHP 4783*	Health Issues in Gerontology
BUSAD 5113	Entrepreneurship and Venture Management
MKTG 5213	Services Marketing
MKTG 5613	Seminar in Consumer Behavior
SES 5533	Human Resource Development
CPSY 5473	Introduction to Counseling Practice
NSCI 5870	Nutrition and Immunology

Program Emphasis - Applied Exercise Science: (18 credit hours)

Students complete the following required courses.

HHP 5853	Stress Testing and Exercise Prescription I
HHP 5873	Human Bioenergetics

Students select from among the following course/

HHP 5613	Cardiac Rehabilitation
HHP 5593	Human Electrocardiographic Interpretation
HHP 5733	Motor Learning
HHP 5823	Advanced Applied Anatomy
HHP 5863	Stress Testing and Exercise Prescription II
HHP 4783*	Health Issues in Gerontology
NSCI 5230	New Findings in Nutrition
NSCI 5870	Nutrition and Immunology

\* Denotes classes that may be taken for graduate credit.

Program Emphasis - Physical Education: (18 credit hours)

Students complete the following required courses. Oklahoma teacher certification in Physical Education is required for completion of this degree

HHP 5723	Curriculum Development
HHP 5883	Program Development for Adapted Physical Education

Students select from among the following courses.

HHP 5073	Sport: Psychological Aspects
HHP 5823	Advanced Applied Anatomy
HHP 5733	Motor Learning
HHP 5763	Administration of Health, Physical Education, Leisure and Sports Programs in Higher Education
HHP 5833	Methods in Physical Education
HHP 5873	Human Bioenergetics
CIED 5043	Fundamentals of Teaching
EPSY 5663	Creativity for Teachers

Distance Education

One required course in the degree (REMS 5013) is available as an online course. Students may opt to fulfill this requirement either as an in-class or online course.

## Articulation Agreement

There are no articulation agreements with other institutions for this degree.

Multidisciplinary programs (Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions)

Several HHP faculty participate in multidisciplinary research teams with other OSU programs, most notably the Counseling Psychology program. These efforts support the research missions which pertain to Health Psychology and Allied Health. One HHP faculty member is an Adjunct Graduate Faculty member at the University of Oklahoma and he participates in programmatic offerings available through their College of Liberal Studies.

## CRITERION III Program Resources

A. New facilities and major equipment: (Describe major changes in facilities and major equipment added in the past 5 years)

With collaboration Willard Hall and the Colvin Center both house the Health and Human Performance program to include faculty offices, classrooms, student computer lab, and a student lounge. Additional university wide instructional resources are available including the Classroom Building. In addition to the Colvin Center, computer facilities are provided for students throughout the campus in such areas as the Willard Hall, Classroom Building, Edmon Low Library, and two residence halls. Individual faculty have a personal IBM or Macintosh computer in their office with access to the mainframe and Internet through a campus wide Ethernet system. Students have similar access through the variety of computer labs listed above and through their home internet service.

The Edmon Low Library serves as the central depository of books, audio-visual materials, periodical and other resources for Health and Human Performance program. While additions are constantly being made and encouraged by the University, the library is successful in supporting the curriculum. The library is very helpful in both acquisition of new materials and maximum use of current holdings. The Edmon Low library established an electronic cataloging and access system (PETE) to data basis and general holdings. Students are also encouraged to use specialized branch library holdings in other areas of the campus; i.e. Curriculum Materials Library and National Clearinghouse of Rehabilitation Training Materials, as well as individual faculty offices.

### Other Academic Support Resources and Services

B. Academic and administrative efficiencies (In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)

The Graduate Coordinator and Program Coordinator functions have been centralized with one person. This allows for better monitoring of program effectiveness and better delivery of student services.

C. External funding. If applicable, complete Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years. (*Describe the changes in external funding during the past 5 years.*)

Grantsmanship is shown elsewhere (Five Year Summary of Scholarship). HHP faculty continue to be involved in grant-seeking activities at a rate that is consistent across the previous years.

## CRITERION IV Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)

Academic Year	Type	HHP Lower division	HHP Upper division	HHP Master's	HHP Doctoral	Total
99-00	OSU	3493	3901	489	119	
99-00	Extension	0	63	25	0	
99-00	Total	3493	3964	514	119	8090
00-01	OSU	3139	3690	373	143	
00-01	OSU-Tulsa	0	0	1	0	
00-01	Extension	0	78	23	0	
00-01	Total	3139	3768	397	143	7447
01-02	OSU	4011	3994	397	60	
01-02	Extension	0	172	0	0	
01-02	Total	4011	4166	397	60	8634
02-03	OSU	4071	3870	429	183	
02-03	OSU-Tulsa	0	87	0	0	
02-03	Extension	0	335	6	0	
02-03	Total	4071	4292	435	183	8981
03-04	OSU	4953	4233	383	118	
03-04	OSU-Tulsa	0	277	0	36	
03-04	Extension	0	94	0	0	
03-04	Total	4953	4604	383	154	10094

B. Faculty ratio and class size. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)

	Headcount	SCH (Credit hours)
<b>2001-2002</b>		
Bert Jacobson	59	173
Erin Floyd-Bann		
Patricia Hughes		
Mark Kelly		
Frank A. Kulling	153	505
Bridget Miller		
Steven Edward	131	364
Doug Smith		
Matthew O'Brien	48	144
Tona Palmer	73	182
Melody Phillips	128	384
6 faculty members' total headcount 592 = 1 to 99 faculty ratio		

<b>2002-2003</b>		
Bert Jacobson	18	60
Erin Floyd-Bann	97	291
Patricia Hughes	103	308
Mark Kelly		
Frank A. Kulling	115	359
Bridget Miller		
Steven Edward	195	580
Doug Smith	151	453
Matthew O'Brien	85	255
Tona Palmer	241	470
Melody Phillips	51	177
9 faculty members' total headcount 1056 = 1 to 117 faculty ratio		

<b>2003-2004</b>		
Bert Jacobson	48	122
Erin Floyd-Bann	163	489
Patricia Hughes	148	390
Mark Kelly	42	120
Frank A. Kulling	172	485
Bridget Miller		
Steven Edward	181	537
Doug Smith	224	672
Matthew O'Brien	153	430
Tona Palmer	416	668
Melody Phillips	154	432
10 faculty members' total headcount 1701 = 1 to 170 faculty ratio		

**C. 5 year average number of degrees conferred and majors.** Refer to the OSRHE productivity spreadsheet. (Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education)

Program/Term	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Health & Human Performance					
Summer	0	1	0	0	2
Fall	0	0	0	0	0
Spring	0	0	0	1	5
Total	0	0	0	1	7

## CRITERION V Quality

### A. Program faculty qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned	
			Highest	Highest in Teaching Area
			Type	Type
Adams, Troy	Associate Professor, Regular		Ph.D.	Ph.D.
Edgley, Betty Professor	Emeritus	100%	Ed.D.	Ed.D.
Edward, Steve	Professor	100%	Ph.D.	Ph.D.
Jacobson Bert	Professor	100%	Ed.D.	Ed.D.
Kulling, Frank	Associate Professor	100%	Ed.D.	Ed.D.
Price, Sarah	Assistant Professor	100%	Ph.D.	Ph.D.
Ransone, Jack	Associate Professor	100%	Ph.D.	Ph.D.

B. Evidence of regional / national reputation and ranking

The table below provides further detail on various measures of scholarship for the faculty in Health and Human Performance. These measures are generally considered to be indicators of national reputation.

Five-Year Summary of Scholarship

Five-Year Summary of Scholarship

Measure of Scholarly Productivity	Documentation of Quality Measure
Numbers and Full-Time-Equivalencies (FTE)	8 full-time, tenure track faculty members <ul style="list-style-type: none"> <li>• Professors = 3</li> <li>• Associate Professors = 4</li> <li>• Assistant Professors = 1</li> </ul>
Diversity	3 female and 5 male faculty members Diversity is represented among the faculty in gender, ethnicity, regional heritage, and cultural interests.
Preparation of faculty (Terminal degrees)	<ul style="list-style-type: none"> <li>• Middle Tennessee State University</li> <li>• Oklahoma State University</li> <li>• Purdue University</li> <li>• University of Florida</li> <li>• University of New Mexico</li> <li>• University of Texas at Austin</li> </ul>
Scholarship (Five year totals)	<ul style="list-style-type: none"> <li>• Presentations = 231</li> <li>• Refereed publications = 83</li> <li>• Published books = 2</li> <li>• Chapters in books = 59</li> <li>• Research reports = 8</li> </ul>
Elected or Appointed Leadership roles (Five year totals)	<ul style="list-style-type: none"> <li>• NRPA/AALR accreditation visitors = 3 faculty members</li> <li>• Chair, SPRE</li> <li>• Board member, SPRE</li> <li>• Chair of National Accreditation Council = 1 faculty member</li> <li>• Editorial board or editor = 16</li> <li>• National leadership offices = 14</li> <li>• State leadership offices = 8</li> <li>• University committee chairs = 14</li> </ul>
Teaching Effectiveness and Professional Leadership (Past five years)	<ul style="list-style-type: none"> <li>• Regents Distinguished Faculty Awards</li> <li>• Fellow of American College of Sports Medicine</li> <li>• Fellow of the Association of Worksite Health Promotion</li> </ul>
Service (Five year totals)	<ul style="list-style-type: none"> <li>• Editorial board or editor = 11</li> <li>• National leadership offices = 17</li> <li>• State leadership offices = 14</li> <li>• University committee chairs = 3</li> </ul>
Grant funding (Five year totals)	<ul style="list-style-type: none"> <li>• Number of proposals funded = 65</li> <li>• Number of proposals funded = 53</li> <li>• Total funding = \$1,396,957</li> </ul>

C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

Faculty in Health and Human Performance	Journal Articles (refereed) Books	Other Publication	Presentation (International And National)	Presentations (State and Local)	Grant Proposals Submitted/Funded
Adams, Troy	10	10	32	10	6/3 \$120,000
Dohoney, Paula	8	15	17	42	20/17 \$690,198
Edgley, Betty	3 1 book	3	3	9	3/3 \$3,180
Edward, Steve	4	7	8	3	1/0
Jacobson Bert	32	1	12	15	13/10 \$31,000
Kulling, Frank	3	11	10	20	2/2 \$7,564
Price, Sarah	2	2	4	5	2/2 \$84,950
Ransone, Jack	21 1 book	10	30	11	18/16 \$460,065

D. Assessment of student achievement of expected learning outcomes for each degree program (this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.

The goals and outcomes of the graduate program will be assessed through the use of an ongoing assessment database gathering information on an individual student's course of study, job/internship placement rates, employer satisfaction surveys, and alumni satisfaction surveys. Aggregate information will also be collected to assess the percentage of dissertations and comprehensive exams successfully completed. The following outcomes are expected:

- Retention and Graduation — 70% of all students admitted to a degree program will complete the degree. (Student status within the program will be entered into an ongoing assessment database)
- Student Grades — 90% of all students formally admitted in a graduate program will remain in good academic standing throughout their program; 80% of all students provisionally admitted will remain in good academic standing throughout their program

(Student performance in coursework will be entered into an ongoing assessment database at the end of each semester)

- Internship Satisfaction — 90% of all students will be rated in the above average to excellent range by their internship supervisions at the completion of their internship. (Internship site supervisors will receive an intern satisfaction survey at the completion of the student's internship)
  - Post Graduation Employment — 75% of all students seeking employment will find employment in a related field within six months of graduation. (Graduates of the program will receive a Phase I alumni survey six months post graduation)
  - Employer Satisfaction — 95% of all employers will rate graduates who have sought employment in their field as adequately trained to meet job requirements. (Employers of recent graduates will receive an employer satisfaction survey six months post graduation)
  - Alumni Satisfaction — 80% of all graduates of the program will report being satisfied with the courses offered and with the program as a whole. (Graduates of the program will receive a Phase I alumni satisfaction survey six months post graduation)
  - Comprehensive Exams — 80% of all students will pass their comprehensive exams on the first attempt (Student performance results on the exam will be entered into an ongoing assessment database)
  - Completed Dissertation — 70% of all students will complete their dissertation within 2 years of completing their formal coursework. (Student dissertation status will be entered into an ongoing assessment database)
  - Completed Thesis or Creative Component (MS level) — 80% of all students will complete their thesis or creative component within 1 year of completing their formal coursework (Student thesis or creative component status will be entered into an ongoing assessment database)
  - Certification/Licensure — 85% of all students will pass the certification/licensure exam on the first attempt. (Graduates of the Program will receive a Phase II alumni survey four years post graduation)
- E. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. (To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)

A recent review of entrance exams and entering GPAs indicates that GPA does not correlate at all with any of the GRE scores. Therefore, GPA and GRE scores appear to contribute different information to our entrance assessments.

Further, a recent review of program participants indicates that approximately 72% of program participants are expected to graduate in a timely fashion with the remaining students likely graduate on a delayed basis.



Recent assessment reviews indicate that graduates tend to be employed full time and that 92% feel that their graduate studies prepared them for their position.

- F. Feedback from program alumni / documented achievements of program graduates (Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality)

See "E." above.

- G. Other Program Evaluations (Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.)

N/A

## CRITERION VI Program Demand/Need

- A. Occupation Manpower Demand (If applicable)

### EMPLOYER DEMAND

Graduates from the Master of Science program in SAHEP with and emphasis in Health and Human Performance have enjoyed excellent professional success upon completion of the degree. Frequently students enrolled in the program are full-time employees in professional settings seeking to advance within those settings. In other cases, students have chosen to enter the Master of Science program with the specific intent of meeting career requirements for advancement to new opportunities. In other cases, students have chosen to enter the masters degree program with the intent of dramatically changing their career options from that offered by their perspective baccalaureate programs. In each case, OSU graduates in Health and Human Performance have been successful in placement upon graduation.

The Master of Science degree program available to students majoring in Health and Human Performance has been historically offered under the umbrella of Health, Physical Education and Recreation. Changes in the academic community and service to the public in specific areas demand revision in conceptualization and development of degree programs. The nature and content of Health and Human Performance programs have evolved markedly, reflecting social, technological, and scientific change. As a result of these changes, there is an increased demand for a Master of Science degree in Health and Human Performance.

Graduates from the Master of Science degree in Health and Human Performance have been successful in finding professional opportunities. This degree places Oklahoma State University and the College of Education in a position of providing more appropriate service for the citizens of Oklahoma and the professions of Health and Human Performance.

- B Societal Needs for the Program

Health care costs have increased from 8% to 15% of our annual Gross Domestic Product (GDP). (1) This trillion dollar annual expense amounts to nearly \$4,000 for every one of the 265,000,000 men, women and children living in the United States. The nature of these

statistics is particularly bothersome, when one realizes that 75% of our sickness and illness is as a result of lifestyle, such as insufficient activity, improper nutrition, and our failure to recognize and appropriately manage stress. (2) Clearly then, if we are to reduce our health care costs, programs which emphasize the appropriate lifestyle behaviors of increased activity, proper diet, and stress management, will be salient to the overall plan of bringing health care and associated costs under control.

Several trends strongly support the need for the training of additional practitioners, educators and researchers in the area of Health and Human Performance. By the year 2010, over 25% of the population will be considered "baby boomers." As boomers age, a larger strain will be placed on the medical care system if individuals are not educated in the area of healthy living. Health and Human Performance professionals are in demand based on current trends and issues related to the 1996 Surgeon General's Report, which revealed that fewer than 50% of US adolescents and young adults regularly participate in vigorous physical activity and/or make healthy lifestyle choices. Also, global competition in an era of a shrinking workforce has created a new business priority for worker productivity and insufficient physical capacity and psychosocial problems such as depression and stress are among the greatest challenges to worker productivity.

Citations:

(1) Pardes, H., et.al. (1999) Effects of Medical Research on Health Care and the Economy. Science; 283, 5398: 36-37

(2) Office of Assistant Secretary for Health and Surgeon General: Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention. DHEW (PHS) Publication No. 79-55-71. U.S. Government Printing Office, Washington, D.C.

C Graduate student applications and enrollment changes. Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. (Comment on the number of applications, acceptances, and enrollments, and changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)

Program enrollment has remained constant in recent years with approximately 45 students in the program. Students are rarely denied admission to the program since clear admission standards make it unusual for a nonacceptable applicant to apply. There are approximately 15 graduates per year.

## CRITERION VII Program Duplication

Identify other degree programs at OSU with similar titles or functions (include degree programs in the department if the department has more than one degree program at a degree level (e.g., BS and BA)).

Unnecessary Duplication

The Health and Human Performance is unique in the following ways:

1. Tenured and tenure-line faculty have terminal degrees in the academic areas in which their teaching, research and service are directed,

2. The curriculum and student plans of study accommodate depth (in the specific concentrations of Applied Exercise Science, Health Promotion and Physical Education and through common courses in Research and Inquiry) and breadth (through selected and concentrated coursework in other academic areas,

3. The Master of Science degree in Health and Human Performance is designed to prepare students who have the skills and knowledge to appropriately address critical societal issues (e.g., poor fitness and health conditions in youth, adult life span, gerontological health and fitness concerns, etc.), and

4. The proximity and availability of the Oklahoma State University Wellness Center to prepare students for National Certifications and Worksite Health programs.

## Summary and Recommendations

Note-information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

### A. Strengths

The program appears to adequately meet the needs of graduates entering allied health fields. Students are particularly well educated in principles of exercise science and program development and implementation in allied health. The recent addition of an elective course in exercise psychology will serve to better educate our graduates regarding the behavioral dimensions of inactivity in the adult population.

### B. Areas for Improvement

HHP faculty will continue to monitor the changing educational needs in allied health-related fields so that the program can be modified as needed. There are no areas which have been specifically targeted as needing improvement.

### C. Recommendations for Action

HHP faculty intend to re-activate the Physical Education option in the degree as soon as adequate faculty support is obtained. This may occur as soon as Fall 2006.

### D. Five-Year Goals for the Program

Continue to deliver a quality degree program and monitor its effectiveness so that it can be modified to reflect the changing needs of the allied health field.

## Appendix A

### External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
Reliability of Quetelet Body Mass Index and Body Composition in Selected Populations	Jacobson, B. and <b>Tona Palmer</b>	College of Education. Internal Research Grant, Oklahoma State University			900		

**Appendix B**  
**Record of Significant Scholarly, Artistic and/or Creative Work**

Name and Type of Scholarly, Artistic and/or Creative Work	Program Faculty	Year Completed (1999-2005)
<p>See following pages – only publications are included in this presentation, although the faculty members have numerous other types of scholarship (i.e. presentations, workshops, conference coordination, etc.). In addition, only current faculty members are presented here, while total productivity and scholarship for Leisure Studies includes the work of faculty/scholars who are no longer employed at Oklahoma State University. In the following citations, the OSU faculty members are presented in bold text.</p>		

## PUBLICATIONS

### 2004

- Jacobson, BH, Oney, B, Redus, B, Edgley, B, **Kulling, F**, & Gemmel, H. (2004). Comparison of perceived backpack comfort using two rating systems. *Perceptual and Motor Skills*. 99: 171-178.
- Altena, T. S., Michaelson, J. L., Smith, B. K., Ball, S. D., Giles, B.L., **Edwards, S. W.** and Thomas, T. R. (2004) Lipoprotein subfraction changes after short term continuous or intermittent exercise training. (in progress)
- Wilber, B. L. & **Edwards, S. W.** (2004) Activity correlates of walking behavior in college students. *Medicine and Science in Sports and Exercise*, 36: (5), S62.
- Floyd-Bann, E.** Effects of Media Representations of a Cultural Ideal of Feminine Beauty on Self Body Image in College-Aged Women: An Interactive Qualitative Analysis, The Qualitative Report, In Review, Fall 2004.
- Jacobson, Hubbard, Redus, Price, **Palmer**, Purdie, and Altena. (2004).An Assessment of High School Cheerleading: Injury Distribution, Frequency, and Associated Factors. *Journal of Orthopedic and Sports Medicine*. Vol.34 No.5

### 2003

### 2002

- Altena, T. A., **Edwards, S. W.** & **Kulling, F. A.** (2002) Physiological differences in response to treadmill and elliptical modalities. *Medicine and Science in Sports and Exercise*. 34: (5), Sxxx.
- Bartholomew, J. B., & **Miller, B. M.** (2002). Affective responses to an aerobic dance class: The impact of perceived performance. *Research Quarterly for Exercise and Sport*, 73(3), 301-309.

### 2001

- Ransone, JW, Park, DH, **Kulling, FA**, & Hellgren, EC (2001). The effects of exercise on blood cholesterol profiles between American and Korean Students. *Medicine and Science in Sports and Exercise*. (33)5: S214
- Park, DH, Ransone, JW, **Kulling, FA**, & Purdie, RB (2001). Effects of Exercise at the lactate threshold and 70% lactate threshold on high Density lipoprotein cholesterol subfractions. *Medicine and Science in Sports and Exercise*. (33)5: S229
- Hart, CL, **Kulling,FA**, Tatum,GW, & Martin, LG (2001). Graded exercise test performance during acute mild altitude exposure (1829 M) *Medicine and Science in Sports and Exercise*. (33)5: S291
- Evetovich, T.K., T.J. Housh, D.J. Housh, G.O. Johnson, **D.B. Smith**, and K.T. Ebersole. The effect of concentric isokinetic strength training of the quadriceps femoris on electromyography and muscle strength in the trained and untrained limb. *Journal of Strength and Conditioning Research* 15:439-445, 2001.
- Ebersole, K.T., T.J. Housh, G.O. Johnson, T.K. Evetovich, and **D.B. Smith**. Electromyographic responses to passive leg extension movements. *Isokinetics and Exercise Science* 9:11-18, 2001.

- Perry, S.R., T.J. Housh, G.O. Johnson, K.T. Ebersole, A.J. Bull, T.K. Evetovich, and D.B. Smith. Mechanomyography, electromyography, heart rate, and ratings of perceived exertion during incremental cycle ergometry. *Journal of Sports Medicine and Physical Fitness* 41:183-188, 2001.
- Conway, P. T., **Edwards, S. W.**, Ransone, J. & Edgley, B. M. (2001). Effect of two near maximum lifts compared to eight lifts in relation to strength development. *Medicine and Science in Sports and Exercise*, 33: (5), S326.

## **2000**

- Jacobson, BH, Ransone, J, & **Kulling, FA** (2000). Heat related illness and relative fluid weight. *Medicine and Science in Sports & Exercise* (32)5: S86
- Kulling, FA**, Cassetty, J, & **Edwards, SW** (2000). The effect of two Different rest periods between sets in a resistance training Program Involving young women. *Medicine and Science in Sports & Exercise* (32)5: S152
- Evetovich, T.K., T.J. Housh, J.P. Weir, D.J. Housh, G.O. Johnson, K.T. Ebersole, and **D.B. Smith**. The effect of concentric isokinetic leg extension training on the mean power frequency of the mechanomyographic signal. *Muscle and Nerve* 23:973-975, 2000.
- Ebersole, K.T., J.R. Stout, J.M. Eckerson, T.J. Housh, T.K. Evetovich, and **D.B. Smith**. The effect of pyruvate supplementation on critical power. *Journal of Strength and Conditioning Research* 14:132-134, 2000.
- Ebersole, K.T., T.J. Housh, J.P. Weir, G.O. Johnson, T.K. Evetovich, and **D.B. Smith**. The effect of leg angular velocity on mean power frequency and amplitude of the mechnomyographic signal. *Electromyography and Clinical Neurophysiology* 40:49-56, 2000.

## **1999**

- Jacobson, BH, **Kulling, FA**, & Dugan, WB (1999). Influence of hiking poles on energy expended during load carriage and inclined walking. *Medicine and Science in Sports & Exercise* (31)5: S112
- Kulling, FA**, Hardison, BH & **Edwards, SW** (1999). Changes in muscular endurance from different rest periods between sets in a resistance training program. *Medicine and Science in Sports & Exercise*. (31)5: S116
- Evetovich, T.K., T.J. Housh, G.O. Johnson, J.P. Weir, **D.B. Smith**, and K.T. Ebersole. Mean power frequency and amplitude of the mechanomyographic signal during maximal eccentric isokinetic muscle actions. *Electromyography and Clinical Neurophysiology* 39(2):123-127, 1999.
- Ebersole, K.T., T.J. Housh, G.O. Johnson, T.K. Evetovich, **D.B. Smith**, and S.R. Perry. MMG and EMG responses of the superficial quadriceps femoris muscles. *Journal of Electromyography and Kinesiology* 9:219-227, 1999.
- Pierce, D. & **Edwards, S. W.** (1999) The attentional style of inter- collegiate athletes based on gender and type of sport. *Medicine and Science in Sports and Exercise*, 31 (5), S94.

## **BOOKS and CHAPTERS IN BOOKS**

### **2004**

### **2003**

**Kulling, F.A.** (2003). Exercise physiology. in DeLee, J.C., and Drez, D., and Miller, M.D. ( Eds.) *DeLee, & Drez's Orthopaedic Sports Medicine Principle and Practice, 2<sup>nd</sup> ed.* (pp615-624). W. B. Saunders, Co., Philadelphia.

**Edwards, S. W.** Study Guide to Accompany the Fire Chief's Handbook (2003), Tulsa, OK: PennWell Corporation. ISBN: 0-87814-899-X

## **ABSTRACTS**

### **2003**

**Palmer, TM** (2003). Athletic Training Students' Perception of Effective Clinical Instruction. National Athletic Trainers' Association Athletic Training Educators' Conference, Montgomery, TX.

**Palmer, TM & Sinclair, AJ.** (2003). Field Experience and Effective Classroom Instruction – Is there a Connection? National Athletic Trainers' Association Athletic Training Educators; Conference, Montgomery, TX.



# Oklahoma State University

## School of Applied Health and Educational Psychology

### Master of Science in HHP

Emphasis: Health Promotion/Clinical Option  
Emphasis: Health Promotion/Preventative Option

#### GENERAL REQUIREMENTS:

This masters degree may be earned by one of two plans: the THESIS PLAN which requires 36 semester credit hours with six credit hours for the Thesis and an oral defense; or the NON THESIS PLAN which requires 36 semester hours, a \*Creative Component, an oral defense of the Creative Component, plus a four hour, written comprehensive examination. Under both plans, 1) no more than nine semester credit hours may be accepted as transfer credit towards the Masters degree, 2) the last eight semester credit hours for the degree must be taken through Oklahoma State University, and 3) 21 hours of course work must be taken at the 5000 level. Any 4000 level course marked with an asterisk in the graduate catalog may be taken for graduate credit with approval from the student's committee. The number of credits for each plan does not reflect undergraduate prerequisites.

\*The Creative Component (CC) must include enrollment in three credit hours of Field Problems. The CC may be a special report, an annotated bibliography, a project in research or design, or other creative activity agreed upon by the student's committee and teacher of record. Prior to enrolling in the CC independent study, the student must obtain and complete a CC proposal which must be signed by the teacher of record and distributed to all Advisory Committee members.

#### REQUIREMENTS FOR ADMISSION:

Admissible without qualification:

1. Apply for admission through the graduate college in 202 Whitehurst (405) 744-6368. For information pertinent to the application process, for forms, and/or on-line admission, go to <http://www.osu-ours.okstate.edu/gradcoll/default.html>.
2. Bachelors degree from an accredited institution (> 3.00 GPA).
3. Miller Analogies Test score of > 40 or a Graduate Record Exam score of >1400(with preferred minimums of 500 verbal, 450 quantitative and 450 analytical).
4. Three letters of recommendation providing information related to past academic ability, potential for graduate study, and writing ability.

#### Provisional Admission

1. Admission on a provisional basis may be possible if either #1 or #2 above is not met.
2. Students admitted on a provisional basis should not take more than nine credit hours during the first semester.
3. Students admitted on a provisional basis will be reviewed for full admission by HHP faculty prior to enrollment in the second semester.

Persons wishing to become candidates for the MS degree in HHP should first complete a Graduate College application and send two official transcripts of all coursework completed to:

**Dean of the Graduate College**

**202 Whitehurst Hall**

**Oklahoma State University, Stillwater, OK 74078**

**(405) 744-668**

Materials required for departmental admission (see Admissions on page 1) should be sent to:

**Graduate Records - COE**

**Attn: Cindy Jones**

**327 Willard**

**Oklahoma State University, Stillwater, OK 74078-3063**

**(405) 744-9629**

**ACADEMIC PREREQUISITES:**

Prerequisite courses have been identified for selected degree options. Consult the options below for details.

**UPON ADMISSION:**

1. Plan of study. The plan of study is a listing of the classes which the student intends to take for completion of the degree. The student must develop the plan with his/her committee chair and his/her Advisory Committee. Any change(s) to the plan of study must be approved by all committee members. The preliminary plan of study for the degree should be filed with the Graduate College as soon as possible, but not later than enrollment in the 17th graduate credit hour.
2. Complete coursework according to degree to plan of study.
3. Write proposal (Thesis or Creative Component).
4. Hold a committee meeting to present proposal.
5. Upon committee approval of the proposal, proceed to exit requirements.

**EXIT REQUIREMENTS:**

1. Thesis Option - Students must submit and have accepted a thesis proposal, complete the thesis project, and successfully defend the thesis in a public meeting.
2. Creative Component Option - Students must complete an approved creative component project, an oral defense of the Creative Component, successfully pass the oral defense, and pass a comprehensive written examination.

Health Promotion/Clinical Emphasis (36 hours)

PREREQUISITES (14 hours):

HHP 2603 Total Wellness  
HHP 2653 Applied Anatomy  
HHP 3114 Physiology of Exercise  
NSCI 2114 Principles of Human Nutrition

CORE COURSES (9 hrs):

HHP 5023 Legal Aspects of HHP and Leisure  
REMS 5953 Elementary Statistical Methods in Education  
LEIS 5053 Research Design in Leisure and HHP

REQUIRED COURSES (6 hrs):

HHP 5853 Stress Testing and Exercise Prescription I  
HHP 5873 Human Bioenergetics

DEPARTMENTAL ELECTIVES (choose 4 of the following - 12 hrs):

HHP 5030 Field Problems  
HHP 5593 Human Electrocardiographic Interpretation  
HHP 5613 Cardiac Rehabilitation  
HHP 5823 Advanced Applied Anatomy  
HHP 5843 Quantitative Biomechanics and Kinesiology  
HHP 5863 Stress Testing and Exercise Prescription II  
HHP 4783 Health Issues in Gerontology

RELATED ELECTIVES (choose one of following or as approved by committee) (3 hrs):

NSCI 5230 New Findings in Nutrition  
NSCI 4323 Human Nutrition & Metabolism  
ZOO 4215 Mammalian Physiology

THESIS (6 hrs):

HHP 5000 Master's Thesis

NON-THESIS (6hrs):

HHP 5030 Field Problems (2 hours)  
and 4 hours of additional elective



College of Education  
 Office of Associate Dean for Graduate Studies and Research  
 325H Willard Hall  
 Stillwater, Oklahoma 74078-4033  
 405-744-8976  
 Fax: 405-744-6399

Dear: \_\_\_\_\_:

\_\_\_\_\_ is applying for admission to a Master's degree program in the School of Applied Health and Educational Psychology (SAHEP). The student has given your name as a potential reference. Please supply in the space provided below.

To the Registrant

The family Educational Rights and Privacy Act of 1974 opens many educational records for a person's inspection. The law also permits the person to sign a waiver relinquishing their rights to inspect letters of recommendation. The registrant's signature below constitutes a waiver signifying that the recommendation will remain CONFIDENTIAL. No signature below means the registrant will have the right to read this reference.

Date: \_\_\_\_\_ Signature of Registrant: \_\_\_\_\_

Date:	Official Position:
Institution:	Typed Names:
City and State:	Signature: