

**Department of Health and
Exercise Science**
The University of Oklahoma

**Faculty Procedures and
Policies Manual**

Draft Document

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PREFACE

The purpose of this handbook is to serve as the official guide to the structure and function of the Department of Health and Exercise Science. Policies and procedures contained herein are in accord with the *Faculty Handbook*, approved and published by the University of Oklahoma (2005/2007). Various official university policies and documents take precedence over the departmental manual, including the relevant version of the faculty Handbook; the applicable promotion, tenure, and merit pay policy approved by the Dean and provost; the applicable renewable term faculty policy approved by the Dean and Provost; the university catalog; official Graduate College policy; and so on. Nothing within this handbook is intended to supersede or conflict with official University of Oklahoma publications, and if contradictions occur, policies defined in the *Faculty Handbook* (2005/2007) take precedence. This document simply addresses specific policies and procedures for the Department of Health and Exercise Science.

The policies and procedures delineated in this handbook have been approved by the departmental faculty, and when appropriate, by the Dean of CAS; Dean of the Graduate College; and Provost.

INTRODUCTION

The Department of Health and Exercise Science at the University of Oklahoma was originally founded in 1970 with a mission to train professionals in the field of Health and Exercise Science. As defined by our faculty, Health and Exercise Science is a multi-disciplinary field of study and professional practice.

The department offers Doctor of Philosophy (PhD) degrees in Exercise Physiology and Health Promotion, Master of Science (MS) degrees in Exercise Physiology, Health Promotion, and Health and Exercise Science, and a Bachelor of Science (BS) degree in HES.

DEPARTMENTAL MISSION STATEMENT

The Department of Health and Exercise Science is a leader within the State of Oklahoma and surrounding regions in research and graduate education in the areas of health promotion and exercise science. A primary goal of the Department is to be nationally recognized for development and dissemination of knowledge in the academic areas of health and exercise science. A broader goal is for the Department's efforts to contribute to the enhancement of quality of life for the citizens of the community, state, and nation. Knowledge is disseminated through intra- and inter-departmental activities. The cornerstone of this process is the teaching of a curriculum for undergraduate and graduate majors that draws from the humanities, life sciences, social sciences, and disciplines of the Health and Exercise Science. The Department, by means of a flexible interdisciplinary approach to intellectual inquiry, strives to respond to emerging societal and University needs through dynamic and responsive teaching and research programs.

The Department's Bachelor of Science, Master's of Science, and Doctor of Philosophy Degree programs are available to students on the University of Oklahoma campus in Norman. In addition, the Department provides related study and research opportunities for students throughout the University by offering general education and elective courses.

The department's objectives to reach its goals, include:

- (1) conducting and directing scholarly inquiry and generating knowledge through teaching and research;
- (2) disseminating generated knowledge to the University community, public, and related professions and disciplines;
- (3) fostering free inquiry, and through critical thinking, effective communication, and an understanding of the world in which we live;
- (4) preparing students for careers and professions; and
- (5) serving the State of Oklahoma, the region, the country, and the world by sharing facilities, faculty and staff, and the products of teaching, research, and self-study.

To achieve these objectives the Department places primary emphasis on: (1) undergraduate teaching, (2) graduate teaching, and (3) research. Service is also recognized as an important aspect in achieving these objectives. Departmental faculty recognize that teaching, research, and service are interrelated processes, since performance and development in any one area is associated with continued growth in the other two. To this end, each faculty member strives to contribute to the mission of the Department and University, with individual contributions varying according to disciplinary training, abilities, assigned role, and University needs.

The process of fulfilling the mission will be guided by high standards of academic excellence for student achievement and faculty productivity through teaching, research and other scholarly activities. Achievement of the mission is enhanced by interdepartmental and interdisciplinary course support and degree programs.

Departmental Administration

A. Administrative Structure

1. Faculty

The Department of Health and Exercise Science, hereafter referred to as the Department, considers faculty to be the primary resource for fulfilling the goals of the department. Fulfillment of these goals is best accomplished in the spirit of shared governance, mutual planning and implementation of decisions, and the mutual respect, recognition, and encouragement of contributions of all faculty members in the Department.

The Department considers all tenured, tenure-track, and renewable term faculty members with the rank of assistant professor or higher (*Faculty Handbook*, Section 3.5.3) as faculty and all other non-tenure track appointments as temporary faculty. As a general rule, temporary faculty, at the discretion of the department, may be expected to participate in departmental matters or be given certain department privileges, except for voting in Committee A elections and participating in tenure and promotion recommendations.

Consistent with the Faculty Handbook, HES faculty members believe:

- The departmental faculty has jurisdiction over matters of policy and procedures and the right to choose its own form of organization, as long as these do not conflict with the rules and regulations of its own college or the University (*Faculty Handbook*, Section 2.8.2a).
- As a matter of principle, the faculty is involved in preparing faculty personnel recommendations and it elects representatives who participate in transmitting formal recommendations (*Faculty Handbook*, Section 2.8.2a).
- Faculty members have responsibilities to their colleagues, deriving from common membership in a community of scholars. They shall respect and defend the free inquiry of their associates. In the exchange of criticism and ideals, they should show due respect for the opinions of others. They shall acknowledge their academic debts and strive to be objective in the professional judgment of their colleagues (*Faculty Handbook*, Section 3.2.2).
- Although service must be voluntary, faculty members should accept a reasonable share of the responsibility for the governance of the department (*Faculty Handbook*, Section 3.2.2).
- Faculty members have responsibilities to their students. They should encourage the free pursuit of learning and independent thinking. They should show respect for the student as an individual and adhere to their proper role as intellectual guides and counselors (*Faculty Handbook*, Section 3.2.2).

A quorum for faculty meetings will be achieved when more than 50 percent of the voting tenure-track faculty are present.

2. Chair

The current term for Chairpersons at the University of Oklahoma is 4 years. The Chair performs all the functions specified in the Faculty Handbook (*Faculty Handbook*, Section 2.8.2b). These include:

- determining time and frequency of faculty meetings,
- establishing policy for expenditures from departmental budget,
- monitoring and approving all expenditures from the departmental budget,
- with advice and consultation from Committee A (or such other faculty committee as the voting members of the unit may establish and elect), determining
 - teaching assignments and class schedules for the department;
 - preparing annual faculty evaluations
 - making recommendations to the dean concerning budget requests/allocations, for increases in salaries for faculty, faculty awards (unless donors have specified that the decision be made by another person or through another process), and hiring of new faculty, tenure, promotion, annual reviews of the progress of tenure-track faculty in their efforts to obtain tenure
- representing the Department to other departments and to the Administration,
- championing the causes of the Department to the Dean of the College of Arts and Sciences,
- conveying decisions and views of the Dean and other administrators to the Faculty, and
- striving to "provide leadership in all matters of policy as determined by the Faculty, Dean, and Provost."

For a more detailed description of the responsibilities of the Chair see **Appendix 1**.

The Department does not have an Assistant Chair, so various duties of the Chair are shared by faculty. Teaching schedules and assignment of faculty teaching duties are made by the Chair with input from all faculty.

Assignments of teaching assistants to courses are also made by the Chair based on GTA qualifications and input from faculty advisors and faculty within the disciplines of the courses. Faculty evaluations, salary recommendations, promotion and tenure considerations, annual budget requests, and faculty award nominations are done jointly with the elected members of Committee A (*Faculty Handbook*, Section 2.8.2a).

3. Standing Committees

Three departmental standing committees have broad oversight and planning functions. These are:

- a. Committee A (See *Faculty Handbook*, Section 2.8.2). Committee A confers with the Chair in matters related to: (1) annual faculty evaluations, (2) budget requests/allocation, (3) increases in salaries of faculty, (4) faculty awards, unless donors have specified that the decision be made through another process, (5) hiring of new faculty, (6) tenure and promotion matters, and (7) such other matters as may be transmitted to Committee A from time to time. Unless a separate faculty committee has been established and elected by the voting members of the unit and has been assigned that responsibility, Committee A shall provide annual written evaluation and guidance, jointly with the Chair, to all tenure-track faculty to aid in their efforts to obtain tenure. Minority opinions may be noted in any formal recommendation forwarded by Committee A.

Members of Committee A may be elected either from tenured faculty or from both tenured and tenure-track faculty as the faculty of the budget unit determines and the unit's Dean approves. See **Appendix 2** for the approved Committee A policy for HES. Members are elected by secret ballot (with provisions for absentee ballots) at duly called faculty meetings in accordance with the procedure formally established by the faculty of the department. The elected members of Committee A are chosen for staggered two-year terms by vote of the Faculty at the last faculty meeting of the Spring term unless the scheduled election time is changed by a vote of the faculty. Modes of nomination, the number and eligibility of elected members, and terms of office also shall be established by the faculty of each budget unit. The Chair serves as chair of Committee A.

- b. Graduate Committee. This committee reviews and evaluates the graduate curriculum and monitors the progress of all graduate students. The Chair of the graduate committee serves as the departmental Graduate Liaison to the Graduate College and serves a (renewable) two-year term. The committee membership is appointed annually.
- c. Undergraduate Committee. This committee reviews and evaluates the undergraduate curriculum and tracks the progress of our undergraduate majors. It also monitors the advising as well as the recruiting of our undergraduate majors. The membership of the committee is appointed annually, but the Chair serves a two-year (renewable) term.

4. Ad Hoc Committees

Ad Hoc Committees are established as needed for special projects or other departmental issues. An ad hoc committee may be suggested by the Chair, one or more faculty members or non-faculty staff. An ad hoc committee is time-limited and generally formed to address a specific issue or need. Members of an ad hoc committee may be self-nominated, recommended by one or more faculty members, or appointed by the Chair as necessary. Membership of an ad hoc committee endures for the time it takes to resolve or otherwise address the issue or task that precipitated its formation.

- a. Search Committee. The Search Committee serves as the primary interviewing team with regard to new faculty hires. Working closely with the Chair, the committee helps select appropriate applicants, arrange for interviews, evaluate the candidates, and make hiring recommendations to the faculty. Additionally the duties include the following:
 - Establish visit/interview schedules
 - Plan and coordinate interviews of candidates
 - Provide timely feedback to Chair, other faculty, and applicants
 - Perform other duties as assigned by the Chair in support of position searches

5. Departmental Staff

The HES main office is staffed by three people. The office staff is responsible for the day-to-day departmental administrative connection to college and university offices and the public as a whole. These individuals are a valuable source of information concerning how the University runs and they perform a wide

variety of functions vital to the life of the Department. Ultimately, all staff report to the department Chair. A few of the particular functions that are associated each staff member include:

- a. Assistant to the Chair:
 - manages the overall function of the office
 - is responsible for the accounting of all departmental expenditures
 - coordinates course and classroom scheduling
 - assists the chair with administrative responsibilities as requested
- b. Staff Assistant:
 - coordinates administrative matters for the Graduate and Undergraduate Committees
 - manages all student records
 - acts as departmental receptionist and directs communications to the appropriate person within the department
- c. Undergraduate Academic Advisor:
 - serves as the primary academic advisor for all undergraduate HES majors and Pre-HES students
 - helps maintain the departmental website
 - coordinates the departmental newsletter
 - maintains contact with alumni

B. Administrative Policies and Procedures

The following is a summary of commonly utilized departmental administrative procedures. This list is not inclusive of all administrative procedures, but addresses the most routinely utilize ones.

1. Budget planning and expenditures.

Recommendations to the Dean for the departmental budget planning are primarily formulated by Committee A and the Chair with input concerning departmental priorities from the faculty as a whole. Reports concerning budget planning and status are made to the full Faculty. Expenditures from the M&O (Maintenance and Operation) budget require approval of the Chair. Requests for research and teaching needs that are submitted by individual faculty members are considered by Committee A and approved based on funding availability and departmental priorities.

2. Evaluation of teaching, research, and service

Annual evaluations of each faculty member's teaching, research, and service performance for the previous calendar year are made early in the Spring semester by Committee A. The weighting of each evaluation component toward a composite evaluation score is negotiable between each faculty member and Committee A, but the "standard" departmental weighting is 40% teaching, 40% research, and 20% service for tenured faculty and 45% teaching, 45% research, and 10% service for non-tenured faculty. After the evaluations are completed, each faculty member *has* an opportunity to meet with Committee A and/or to react in writing to Committee A concerning his/her evaluation. Tenure track faculty take part in a more comprehensive personal interaction with Committee A, including a discussion of the annual evaluation and goals, in the period immediately following the distribution of evaluation forms to each faculty member. When merit salary raises are given, they are strongly coupled to the composite score of the annual evaluations. See **Appendix 3** for the approved evaluation guidelines for tenured/tenure track faculty and **Appendix 4** for the guidelines for renewable term faculty.

3. Faculty searches

When a new position or a replacement position becomes available, a formal Faculty vote begins the search process by specifying the discipline/research specialty that will be targeted during the search process. Generally, this will be same discipline/research area as the person to be replaced, but the targeted area may change depending on departmental priorities. The Chair appoints a search committee with heavy representation in the discipline/research area of interest. Usually the search committee proposes to the

Faculty several (often three) candidates to be interviewed. The interview process for a candidate usually lasts two days, includes formal and informal contact with most faculty, intensive discussions with the search committee and with the Chair and Committee A, and a formal research presentation. The recommendation by the search committee to offer the position to a candidate must be approved by the Faculty.

4. Teaching Assignments for Faculty and GTAs.

Teaching schedules and assignment of faculty teaching duties are made by the Chair with input from faculty. When possible, a multi-semester course rotation is maintained as the guide for semester assignment of courses and instructors. Information for each area (Exercise Physiology and Health Promotion) is provided on a periodic basis by faculty within each area. When possible, faculty requests for days and times for course assignment are honored within the context of classroom availability and course arrangement so that there are as few conflicts as possible within the cluster of undergraduate courses and the cluster of graduate courses for a given semester. Teaching assignments of GTAs courses are also made by the Chair based on GTA qualifications and input from faculty advisors and faculty within the disciplines of the courses being assigned. When possible, student assignments are consistent across semesters in order to maintain consistency in courses across semesters and to minimize the number of new preparations for GTAs.

5. Curriculum Revision/Modification.

Revisions to the undergraduate and graduate curricula are made as needed based on student and faculty feedback. Typically, the Undergraduate Committee make recommendations to the faculty concerning changes to the undergraduate curriculum and the Graduate Committee makes recommendations concerning changes to the graduate curriculum. If suggestions are generated from other sources (i.e., faculty meeting discussion), the respective committee is asked to develop the idea and bring possibilities for modification back to the faculty for final approval.

In addition to the participation of the faculty in the procedures detailed above, the faculty as a whole considers other matters of substance such as approval of departmental policy and curriculum proposals/changes. The faculty meets three times per semester or more often, if needed, during the academic year.

Academic Programs

A. Bachelor of Science Program

The undergraduate program in Health and Exercise Science is designed to prepare students for careers in health and exercise science and matriculation in graduate studies in a variety of health and exercise science related programs. In addition, students who graduate from HES or complete upper division course work in our department may pursue careers or professional education in related Allied Health fields such as Physical and Occupational Therapy, Physiology and Biophysics, Medicine, Dentistry, Public Health, etc. A few may independently seek certification in teaching science and/or health in public school settings. The program has a strong General Education component (minimum 47 hours), an emphasis in the biological and behavioral sciences (minimum 31 hours), and a core of requisite course work in Health and Exercise Science (36 hours of upper division courses).

Students must apply for matriculation into the upper division HES core curriculum (0835H). Students are selected for admission from a pool of students who have completed all pre-requisite coursework, have pre-requisite and combined retention GPAs that are 2.75 or higher, and have submitted all required HES application materials. The required pre-requisite course work includes the three lower division HES core courses (HES 2131, HES 2823, HES 2913) and the Major Support Requirements that are listed on the B.S Degree Checksheet (see **Appendix 5**).

Approximately forty-five (45) students will be accepted into the HES undergraduate degree program each Fall and Spring semester. The application deadlines are September 30 for Spring admission and January 30 for Fall admission. Final admission to HES is a competitive process that is based on the following criteria: 1) pre-requisite course GPA, and 2) combined retention GPA (see **Appendix 6** - Pre-HES Information Sheet and **Appendix 7** – HES Application Form). Pre-registration and career advisement for those students who declare the Pre-HES curriculum will be conducted within the department by designated advisors. Annual assessment of undergraduate student outcomes is conducted as a means of providing feedback to the faculty related to student satisfaction and need for changes to the UG curriculum (see **Appendix 8** – HES Undergraduate Assessment Plan).

B. Master of Science Program

The HES Department offers three unique Master of Science (MS) degree options that are designed to address student interests and goals. These include two research-based MS degree options (one in Exercise Physiology and the other in Health Promotion) that are designed to prepare students for entry into doctoral study. We also offer a hybrid MS degree option in Health and Exercise Science, which is a combination of Exercise Physiology and Health Promotion curricula designed for students who plan to enter the field immediately after degree completion. Students enrolling in the MS degree program must complete a minimum of 30 (Exercise Physiology and Health Promotion) or 32 (Health & Exercise Science) graduate credit hours. This includes hours in Health Promotion and/or Exercise Physiology coursework within the HES Department and several graduate electives from other departments.

Each area of study requires a basic core of graded courses, an area of electives related to the specific degree (approved by the student's adviser), and completion of a research requirement. For the Exercise Physiology and Health Promotion MS research-based degree options, the research requirement involves a minimum of twelve credit hours, including HES 5953, a graduate course in statistics, and satisfactory defense of a thesis (HES 5980). For the Health and Exercise Science option, a student may elect a thesis or non-thesis program of study. The thesis option requires a minimum of 28 hours of coursework in addition to 4 hours of thesis credit and satisfactory defense of a thesis (HES 5980). The nonthesis option requires the completion of a minimum of 30 hours of coursework, plus two credit hours of an approved research experience (HES 5940) under faculty supervision and satisfactory performance on a comprehensive examination.

MS DEGREE OPTIONS

Exercise Physiology

The MS degree program in Exercise Physiology is a disciplinary program integrating course work from a range of research areas in applied exercise physiology, which is designed to prepare students for doctoral training and research in these areas. Core: HES 5823, 5833, and 5853. In addition to this disciplinary core, students must complete a 12-hour research core, and 9 graduate elective hours.

Health Promotion

The MS degree program in Health Promotion is a disciplinary program integrating course work from a range of research areas in health education/health promotion, which is designed to prepare students for doctoral training and research in these areas. Core: HES 5523, 5563, and 5553. In addition to this disciplinary core, students must complete a 12-hour research core, and 9 graduate elective hours.

Health and Exercise Science

The MS degree program in Health and Exercise Science is an interdisciplinary, hybrid program integrating health education/health promotion, applied exercise physiology, and nutrition, which is designed to prepare students for health/fitness professions, working in a variety of settings. Core: HES 5523 OR 5563 and HES 5823 OR 5853. In addition to this interdisciplinary core, students must complete an 8-10 hour research core, and 16-18 graduate elective hours.

C. Doctor of Philosophy Program

The doctoral degree (PhD) options in either Exercise Physiology or Health Promotion are awarded for excellence in research scholarship in combination with successful completion of an approved program of study consisting of coursework within and external to the Department of Health and Exercise Science (see **Appendix 12** – Degree Checksheet – PhD in Exercise Physiology or see **Appendix 13** – Degree Checksheet – PhD in Health Promotion). It signifies the attainment of independently acquired and comprehensive learning which evidences general professional competence. A doctoral student should, under normal conditions, spend at least the equivalent of five full academic years beyond the bachelor's degree. During this period the student shall take appropriate graduate coursework, successfully complete the General Oral and Written Examination, and submit and successfully defend the results of original research as a dissertation. The total number of hours, combining both formal courses and hours of research, for the doctoral degree will be at least 90 post-baccalaureate hours including the credit hours required to gain proficiency in the tools of research. Departmental requirements will conform to University policies in the following areas: (1) residency requirements, (2) limitations to the number of 3000/4000 level courses that may be applied to the degree, (3) transfer credit, (4) time limitations, (5) general examination, (6) use of human subjects/animals in research, and (7) completion and defense of the doctoral dissertation.

Other information related to admission and graduate assistantships are included in **Appendices 17 and 18**. Departmental policies that apply to the function of the MS and PhD programs are summarized in **Appendices 15 and 16**. Annual assessment of graduate student outcomes is conducted as a means of providing feedback to the faculty related to student satisfaction and need for changes to the graduate curriculum (see **Appendix 19** – HES Graduate Assessment Plan).

D. Academic Policies & Procedures

The following is a summary of commonly utilized departmental academic policies and procedures. This list is not inclusive of all academic policies and procedures, but addresses the most routinely utilized ones.

1. **Academic Advising.** The department has a full time academic advisor that is available to meet with pre-HES and HES undergraduate students on a one to one basis for approximately ½ hour advising sessions throughout the calendar year. However, during pre-enrollment times in the Fall and Spring semesters, there is usually a three to four week period when departmental faculty who are able to help with advising will meet with our undergraduate students and help advise during group sessions. During these times, students are advised individually by the 3 to 4 faculty members available. Each student spends about 10 to 15 minutes being advised (having brought 2 trials schedules with them to the session) so that 20 to 30 students can be advised during a one hour session. As noted by the Provost's Advisory Committee on Academic Advising, the role of the HES advisor is to help students: (1) set and achieve academic goals, (2) acquire relevant information and services, and (3) make responsible decisions consistent with interests, goals, abilities, and degree requirements. Provision of information related to careers and/or graduate study may be part of the advising process or may be exchanged through our faculty-student mentoring relationship. Advising is personalized to consider the special needs of each student, which may include appropriate referral services. Again, as recommended by the Provost's Advisory Committee on Academic Advising:
 - Students should be responsible for their own behavior and can be successful as a result of their individual goals and efforts.
 - Students have a desire to learn.

- Learning needs vary according to individual skills, goals and experiences.
- Students hold their own beliefs and opinions.
- Advisors are responsible to the students and individuals they serve.
- Advisors are responsible for involving others, where appropriate, in the advising process.

2. Faculty & GTA Attendance. A faculty member's assignment to teach a course is an essential element of the faculty member's professional responsibilities, including the obligation of the instructor to attend all classes and to teach. For legitimate, foreseeable obligations that require missing class, the faculty member must find a reasonable alternative way to meet the teaching obligation in the form of a substitute instructor or a make-up session. Specific arrangements should be established and approved prior to absence. See **Appendix 17** for the approved departmental procedure for faculty/GTA notification of students and the department related to an absence from a teaching assignment. University policy related to faculty attendance can be reviewed in the *Faculty Handbook* section 4.19 (see **Appendix 21**)

3. University Instructional Policies. Faculty and Graduate Teaching Assistants are expected to comply with all university instructional policies. It is our responsibility to periodically review these policies to assure that we remain in compliance (see **Appendix 21**).

TENURE AND PROMOTION

A. Tenure. Tenure is designed to “provide faculty members with freedom from political, doctrinaire, and other pressures, restraints, and reprisals that would otherwise inhibit their independent thought and actions in their professional responsibility of search, verification, and communication of truths” (*Faculty Handbook*, Section 3.7). The tenure decision is based on a thorough evaluation of the candidate’s total contribution to the mission of the University. All evaluations for tenure will address the manner in which each candidate has performed in Teaching, Research, & Service and will be based on the current approved departmental Tenure and Promotion Guidelines (see **Appendix 3**).

Recommendation for tenure will depend on (1) stated policy in the *University of Oklahoma Faculty Handbook*, (2) quality of annual merit evaluations, (3) departmental progress toward tenure letters, and (4) a comprehensive tenure review to be conducted following the end of the fifth year of the tenure-track probationary period. All tenure recommendations are to be based on evidence of cumulative progress throughout the probationary period. Exceptions to this policy should be approved prior to appointment, or when unusual circumstances arise. Exceptions must be approved by the Chairperson, Dean, and Provost (see *Faculty Handbook* for discussion of exceptions).

Third Year Review: In the Spring semester of the third complete year of service, a faculty member should receive a formal review of teaching, research, and service activities to date. Included in the review will be a comprehensive review of all annual evaluation materials, consultation by Committee ‘A’ with all members of the department, and an external review of research progress by external peers selected by the candidate, Committee ‘A’, and Chair. The third year review should include evaluation of teaching, research/creative activity, and service contributions. The feedback from the third year review is intended to provide specific guidelines for attainment of tenure or a recommendation of termination.

Sixth Year Review: During the Spring semester of the fifth year, the tenure review process will begin. This process should be rigorous and will result in a recommendation to either grant/deny tenure and/or promotion within the Department of Health and Exercise Science. The candidate (along with assistance from Committee ‘A’ and the Chair) is responsible for compiling the tenure dossier and forwarding it to the appropriate University committee after a vote on tenure by appropriate Health and Exercise Science faculty members. Ordinarily, voting privileges concerning tenure and/or promotion are limited to those individuals who hold rank at least equal to that for which a faculty member is being recommended. However, should the department have fewer than 4 faculty members at or above the rank being recommended, then, independent votes will be forwarded from tenured members of the department, Committee ‘A’, and the Chair. In such cases, voluntary participation of non-tenured members of Committee ‘A’ is acceptable. Faculty members not serving on Committee ‘A’ may consult with that body during deliberations on candidates for tenure.

The Chairperson and members of Committee ‘A’ will provide independent reasons for their recommendations in writing, irrespective of the anonymous votes cast by peers. Written reports will be confidential to the Dean and to the University Tenure Committee; however, results of all votes (Chairperson, Committee ‘A’, and all voting faculty members) must be provided to the faculty member under review for tenure as defined by the procedures of *University of Oklahoma Faculty Handbook*. See **Appendix 22** for delineation of the HES Faculty Voting Procedures for Tenure.

B. Promotion. Advancement in rank is a major way in that the University recognizes a faculty member’s achievements. A promotion is not a routine reward for satisfactory service but reflects a positive appraisal of high professional competence and accomplishment. Decisions to promote a faculty member are made in light of a thorough evaluation of his/her performance in all the areas of faculty activity: teaching, research, and service. The candidate’s performance is judged against the departments written criteria for promotion to the rank in question (see **Appendix 3**).

Promotion to Associate Professor. Consideration of promotion to Associate Professor will normally coincide with the decision to grant tenure. It should be noted that promotion to Associate Professor requires a separate action from the awarding of tenure.

Promotion to Full Professor. For promotion to Full Professor, the candidate must have demonstrated satisfactory performance in teaching, research/creative writing, and service. Candidates must have established a research record of national prominence, as determined by both internal and external peer review. Evidence should be clearly beyond expectation to the rank of Associate Professor. The standards should be similar to those of comparable national institutions. Generally, the time period before review for advancement to Full Professor will require at least an additional five to six years of meritorious service from the date of promotion to tenure.

Research conducted after promotion to Associate Professor and leading to promotion to Full Professor should include additional scholarly activity (i.e., peer reviewed publication) that is consistent in quantity and quality with national standards at comparable institutions. The evaluation for promotion to Full professor should

include the significance and extent of the entire body of research accomplished by a candidate during his/her career. Progress should be orderly and systematic and will be reviewed internally and externally utilizing opinions of individuals who have well established reputations in the candidate's area of competence. See **Appendix 22** for delineation of the HES Faculty Voting Procedures for Tenure.

C. Post-tenure Review. Post-tenure review is a periodic peer-based evaluation of tenured faculty for the purpose of guiding career development and, when judged necessary, improving faculty performance. The post-tenure review process is based on and extends the annual evaluation of faculty described in the *Norman Campus Faculty Handbook* (3.7.6) through two processes: (1) a retrospective review of faculty performance in teaching; research and creative/scholarly activity; and professional and University service and public outreach over the five years preceding the review, and (2) a plan and evaluation for future professional growth.

Post-tenure review provides faculty with the opportunity for self-assessment and discussion with peers about professional development. If a faculty member's performance is rated as below expectations, the evaluation leads to the development of a formal professional development plan, which is designed to assist the faculty member to raise his/her level of performance to meet or exceed the expectations for tenured faculty. Post-tenure review is mandatory for all tenured faculty unless they have signed an agreement to retire within the two years following the year of the scheduled review or have entered into a formal phased retirement agreement with the University. The review process will follow the process defined in the Faculty Handbook and will result in provision of formal written feedback to the faculty member.

GRADUATE FACULTY STATUS

A. Graduate Faculty Charter.

An amended Charter of the Graduate Faculty of the University of Oklahoma was approved by the OU Board of Regents in June, 1995. One provision of the charter requires the development of criteria for determining those Members of the graduate faculty who will serve as directors of doctoral dissertations. The relevant section of the charter which addresses this issue is ARTICLE IV- Section 1 states that "any academic unit offering courses or coursework in any College awarding an undergraduate degree on the Norman campus may appoint members of the Graduate Faculty. In order to make such an appointment, the academic unit must elect a Graduate Faculty Committee made up of members of the Graduate Faculty."

The Graduate Faculty Committee is vested with the responsibility to:

- develop and publishing the criteria for membership on the Graduate Faculty which are appropriate for that academic unit that are consistent with Section 2 of this Article IV
- provide the Graduate Dean with the unit's criteria for membership, and
- provide the Graduate Dean with a list of members of the Graduate Faculty in accordance with Section 2.a.4. of this Article.

B. Types of Membership

Only faculty holding an appointment to the Graduate Faculty may participate in teaching graduate courses, serving on master's committees, chairing master's committees, serving on doctoral committees or chairing doctoral committees.

1. Member Status. This status is granted to faculty members who are judged to be qualified to teach graduate level courses, serve on master's committees and direct master's theses. Faculty members who hold a doctoral degree or compensating experience and expertise may serve on doctoral committees. When recommended by the department and approved by the Dean of the Graduate College, these Members may direct and/or co-direct doctoral dissertations. To be granted Member status, a faculty member must have the appropriate educational background and be engaged in scholarly research/creative activities of sufficient quality to merit professional recognition. The basic principle in determining who qualifies to direct dissertations should be that only those who are actively involved in research should direct the original work of others. Criteria to determine this could include research publications, refereed exhibits and/or performances within a relevant time span, appropriate professional experience in the field, regional or national level presentations representing significant addition of new knowledge, or unique application(s) of existing knowledge in the solutions of problems pertinent to the contributor's discipline. Each department is to recommend to the Dean of the Graduate College what constitutes "appropriate educational background" and "scholarly research/creative activities of sufficient quality" to meet professional recognition.
- a. *Eligibility* - Any faculty member holding a tenure track or tenured appointment in any College awarding an undergraduate degree
 - b. *Privileges*. Members of the Graduate Faculty may have some or all of the following privileges:
 - teaching graduate courses,
 - serving on master's committees,
 - serving on doctoral committees,
 - chairing master's committees, and
 - chairing doctoral committees.

The last two privileges may be granted only by the academic unit in which the master's or doctoral degree program is offered. Only academic units offering the doctoral degree may appoint members with the endorsement for chairing doctoral committees.
 - c. *Credentials*. Each academic unit will publish a document which lists the credentials and, if appropriate, activities required to be a Member of the Graduate Faculty in that unit. Evidence of continuing scholarly activity is required of all faculty members who have the endorsement to chair doctoral committees. In order to be approved to serve on or chair master's committees, the Member must hold at least a master's degree. Only Members holding the terminal degree may be approved to serve on or chair doctoral committees.
 - d. *Appointment*. Each academic unit will provide the Dean of the Graduate College with a list of Members of the Graduate Faculty. This list must be provided to the Dean of the Graduate College at least

annually according to a schedule to be established by the Dean. The unit will be responsible for determining what privileges are accorded to each Member approved by that unit. Units may appoint any faculty member, including those from other units, departments or colleges, meeting the eligibility requirements outlined above.

- e. *Term.* Academic units are responsible for setting the appropriate term for Graduate Faculty appointments. Since evidence of continuing scholarly activity is expected for the endorsement to Chair doctoral committees, Members with such an endorsement must be subject to periodic review. This review process must be specified in the unit's published criteria for Membership on the Graduate Faculty. A Member of the Graduate Faculty may at any time petition the appointing unit for consideration for reappointment with additional privileges.
2. Special Member Status. This status is assigned to individuals whose participation in the graduate programs is recommended by their department(s) for a limited period or for a limited objective and whose appointment is approved by the Dean of the Graduate College. This status can be accorded to individuals within or outside the University. Normally this status would be assigned for one year so that a faculty member could teach a graduate course, serve on a graduate examination committee or serve on a thesis or dissertation committee in which the faculty member has recognized expertise. At the expiration of the appointment period, the Special Member may be reappointed with the recommendation and approval of the Dean of the Graduate College.
 3. Ex Officio Members. The President of the University, the Provost, all college deans, graduate department chairs/directors and the University Libraries Dean will be *Ex-Officio* Members of the graduate faculty. If appropriate, they may also be Members of the graduate faculty.
 4. Member at Large. The Dean of the Graduate College may recommend to the Graduate Council, through its Graduate Faculty Membership Committee, individuals for Member at Large status on the graduate faculty. In doing so, the Dean must provide a record of appropriate credentials, reason for appointment, and a statement of duties and privileges of that person. Graduate Council approval is required.

C. HES Graduate Faculty Membership and Criteria (see Appendix 23)

Other Departmental Policies

A. HES Course Buyout and SRI Policy (Appendix 24)

Appendices
HES Policy and Procedure Manual

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Appendix 1

DEPARTMENT CHAIR -- POSITION RESPONSIBILITIES AS DEFINED BY UNIVERSITY POLICY

Faculty Handbook 2.8.2(c) Specific Responsibilities of the Chair

The chair provides leadership in all matters of policy as determined by the faculty, dean, and Senior Vice President and Provost. The chair determines procedures for carrying on the work of the department. Such functions shall include (but not be limited to): (1) determining time and frequency of faculty meetings (at least monthly); (2) establishing policy for expenditures from departmental budget; (3) with advice and consultation from Committee A (or such other faculty committee as the voting members of the unit may establish and elect), determining teaching assignments and class schedules for the department; preparing annual faculty evaluations and making recommendations to the dean concerning budget requests/allocations, for increases in salaries for faculty, faculty awards (unless donors have specified that the decision be made by another person or through another process), and hiring of new faculty, tenure, promotion, annual reviews of the progress of tenure-track faculty in their efforts to obtain tenure.

BREAKDOWN OF THE SPECIFIC RESPONSIBILITIES THAT ARE TYPICAL FOR HES

Departmental Governance and Administration:

1. maintain departmental focus on our vision of excellence and attempt to provide the resources that we, as a department, need to make progress toward that vision
2. organize and facilitate faculty retreats and strategic planning efforts
3. coordinate and provide oversight for Committee 'A'
4. provide oversight for development and approval of departmental policies
5. facilitate faculty discussions and activities related to faculty/departmental governance
6. maintain contact with members of student advisory board
7. devise and implement strategies to address and manage resource pressures (i.e., conversion of activity courses to self-support)
8. coordinate and provide (and/or develop) all materials required for assessment of departmental productivity (departmental mini-vita, assessment report, CDRP self-study)

Administrative Liaison to CAS and University:

1. advocate for resources: faculty lines, equipment, space
2. serve as the representative for the department at CAS/OU functions, on college/university committees, student recruiting functions (i.e., Exploring Majors)
3. act as the "voice" for the department in situations where our position and/or needs are to be represented/advocated
4. communicate the departmental "vision" and accomplishments to outside members of the University community

Personnel Issues:

1. request (annual) new faculty lines, approval to recruit when positions are available
2. coordinate and provide oversight for all recruitment, interviewing, hiring including negotiation of salary and start-up packages with both the Dean and the candidate
3. coordinate, provide oversight, and participate in annual evaluation process with Committee A
4. coordinate and provide oversight for tenure/promotion and promotion processes
5. respond to faculty requests, inquiries, complaints, etc.
6. submit, coordinate or provide oversight in all routine documentation of personnel issues -- i.e., personnel action forms, reappointment documents, progress toward tenure letters
7. identify and hire adjunct instructors as needed
8. hire and supervise graduate teaching assistants
9. lobby dean and provide justification for salary adjustments for merit/inversion/compression

Curriculum/Student Services:

1. act as initial contact for both students and university personnel in the matter of academic programs, student advising, admissions, graduation, etc.
2. coordinate and provide oversight for all proposals to change curriculum: course changes, new courses, program changes, new programs
3. serve as in ex officio or active members on undergraduate and/or graduate committees

4. coordinate collection of summary student data for use in documenting student outcomes and for CDRP self-studies including number of graduates, number and distribution of minority students, admission profile for UG students, admission of graduates to professional programs student records and the or Committee 'A'
5. coordinate and provide oversight in development of semester course schedules
6. organize teaching assignments for graduate teaching assistants
7. prioritize, coordinate and provide oversight in use of student fees with faculty input and approval
8. coordinate and provide oversight for undergraduate admission and matriculation process
9. coordinate departmental activities related to graduation reception and convocation
10. maintain up to date 2 year course/instructor rotation plan
11. train, supervise and provide oversight for HES academic advising
12. devise and implement strategies to address and manage enrollment and space pressures

Management of Day-to-Day Functions of the Department:

1. respond to student inquiries and concerns
2. respond to faculty inquiries and concerns
3. provide oversight for our staff members which includes management of student records, all departmental accounting functions, and student advising
4. provide oversight to departmental committees in the performance of their ongoing responsibilities and special assignments
5. complete special projects (i.e., development of a 4 year course rotation and teaching assignments, CDRP self-study)
6. respond to all routine and special requests from other administrative units (i.e., preparation of course schedules or revision of departmental policies)
7. meet with and advise prospective students, transfer students, and students with immediate needs including walk-in students and those who need to be evaluated or who have questions concerning changing degrees
8. review and approve all departmental expenditures
9. maintain an open door policy for both faculty and students
10. respond to all information and representation requests from other administrative units (i.e., to respond to questions related to curriculum requests, student complaints)
11. help coordinate all revisions and modifications to HES web page

Appendix 2

Department of Health and Exercise Science Committee 'A' Policy

Committee 'A' consists of the Chair of the department, who serves as Chair of Committee 'A', and two members from the faculty who are elected in alternate years for two-year terms under the following procedures.

- A. Nomination: Nominations for membership on Committee 'A' will be solicited from all tenure track faculty by the Chair at least two weeks before the last faculty meeting of the Spring semester. This meeting is regularly scheduled on the Friday prior to the end of Spring classes. Nominations must be submitted to the chair, in writing, within 5 working days of request for nominations.
- B. All who agree to be nominated will be listed on a ballot which will be distributed to all tenure track faculty. Votes are submitted by secret ballot to the Chair by the end of the day preceding the last Faculty meeting of the Spring semester. Ballots are tabulated by Committee 'A' and Chair. If no nominee receives a majority vote, the names of the two candidates will be presented to the faculty during the August faculty meeting and a second vote will be taken by secret ballot. Faculty who are off campus will be allowed to vote by absentee ballot which can be placed by FAX, via e-mail, or by mail.
- C. The newly elected member of Committee 'A' will take office at the time of the first faculty meeting of the Fall semester.

approved 9/97

Appendix 3 GUIDELINES FOR ANNUAL FACULTY EVALUATION, TENURE, and PROMOTION

Faculty members must show evidence of excellence in teaching, research, and service. As a unit, the Department of Health and Exercise Science allocates effort and resources according to the following ratios:

- **Tenured Faculty:** Teaching = 40%; Research and Creative Activities = 40%; and Service = 20% and
- **Tenure Track Faculty:** Teaching = 45%; Research and Creative Activities = 45%; and Service = 10%.

The distribution of effort of individual faculty members may vary according to self-interest, ability, and departmental need within the following ranges: Teaching = 20% - 60%; Research = 20% - 60%; and Service = 10% - 30%. Only in specific and previously approved circumstances (i.e., serving as the President of a national professional organization) will Service activities carry an allocation of greater than 20%.

Changes in individual workload distribution will be considered based on faculty request, resources available, curricular requirements, and department mission and goals. All changes will be reviewed and approved by the Department Committee 'A', Chairperson, and College Dean. Although faculty workloads may vary, teaching and research are weighted more heavily than service. Requests for changes in individual workload distribution (deviations from the departmental ratio) must be formalized for the next calendar (evaluation) year during the annual evaluation process. In unpredicted circumstances (i.e., unexpected loss of a faculty member or acquisition of external research funding), changes in workload allocation may be approved immediately prior to the beginning of a semester.

As a unit, the Department of Health and Exercise Science recognizes the importance of interdisciplinary teaching and research activity. Such activity will be considered and included in annual, mid-point, and tenure and promotion evaluations.

ANNUAL FACULTY EVALUATION

It is the responsibility of the faculty member, Committee 'A', and the Chairperson to evaluate performance and submit reports to the Dean and Provost according to the schedule dictated by the Provost's Office. Evaluation of the faculty performance will be determined from a variety of sources. All ratings will be on a .01 - 5 scale using the following qualitative descriptors of performance:

4.01-5.0	outstanding
3.01-4.0	very good
2.01-3.0	good, meets expectations
1.01-2.0	marginal
0.01-1.0	unacceptable

Failure of a faculty member to submit self-evaluation documents according to the Department's - Dean's - Provost's time schedules will result in forfeiture of a merit salary increase for the year under review.

During the 2008 fall semester, The Department of Health and Exercise Science faculty unanimously agreed to revise the scoring used during the annual evaluation process. Teaching, Research, and Service areas will be scored using whole numbers, with Outstanding=5; Very Good=4; Good, Meets Expectations=3; Marginal=2; and Unacceptable=1. A composite score will be calculated for each faculty member using the whole numbers that represent the categories above and the individual's workload distribution for that year (e.g., 45% Teaching, 45% Research, and 10% Service).

Annual Evaluation will be based on the following criteria:

Teaching

When evaluating teaching load, 2 courses/semester with their associated activities of preparation, instruction, evaluation, advising and interaction with students outside of the classroom constitutes a standard teaching load and equals a 40% workload distribution.

- I. Excellence in teaching will be evidenced by:

A thorough and up-to-date knowledge of the specialty field; proficiency in the planning, organization and presentation of information; and ability to stimulate participation, thought, and inquiry by students. Teaching may also include creativity in information delivery, use of advanced pedagogy, development of new courses, mentoring, development of microcomputer applications, and supervision of fieldwork and

interns. In addition, teaching includes effective graduate advising practices and direction of students in their academic course work. Regular student advising is considered to be an associated activity of teaching. Advising includes counsel related to course work recommendations and planning of program of study, research and creative writing, and career planning. Health and Exercise Science faculty mentor undergraduate students and advise graduate students majoring in HES.

II. Evaluation of teaching:

During the 2008 fall semester, The Department of Health and Exercise Science faculty unanimously agreed to revise the annual evaluation process. Beginning with the 2008 evaluation, all HES faculty will receive a standardized Teaching score of 4 (Very Good), unless otherwise adjusted by Committee A. The Teaching score may be increased if a faculty member wins a teaching award, etc. The Teaching score may be decreased if there is a trend of documented consistent complaints from students regarding the teaching of a faculty member.

II. Evaluation of teaching performance will be based upon indicators such as:

- A. Self-evaluation of each class instructed using designated departmental format, when applicable.
- B. Peer evaluation by members of Committee 'A' or another faculty member designated by Committee 'A'. Peer review will be conducted for one class per semester for non-tenured faculty and one class per year for tenured faculty.
- C. Student evaluations from all classes and student comments in the form of committee interviews or written statements, such as may occur from exit reviews. Student evaluations serve as only one component of evaluation of teaching effectiveness.
- D. Evaluation of advising based on data gathered by means of a departmental form completed by undergraduate and graduate students. Advising evaluation forms are distributed to students by a departmental secretary when they complete advising appointments. All students are requested to complete forms and return them to a collection box in the office.
- E. Examination of course syllabi and other supportive documents submitted by the faculty for review.
- F. Other activities that should be considered (in evaluation of teaching) include mentoring and supervision of thesis and dissertation research and writing, independent study, directed readings, field experiences, and internships; creativity in information delivery; use of advanced pedagogy; development of new courses; and development of microcomputer applications. When a faculty member anticipates a heavy load in this area, Committee 'A' can agree to in-load these activities for a semester. If there is an unexpectedly heavy load of supervision of thesis or dissertation research, Directed Reading, Independent Study, etc., an addendum can be added to the evaluation to reflect a negotiated change in % allocated to the teaching load. This will require a Committee 'A' and faculty member signature. Faculty have the option of submitting a summary statement about the outcomes, time spent in supervision, etc. of thesis and dissertation research, directed reading and independent study activities so that these can be considered during annual evaluation.

Research and Creative Writing

- I. Research includes scholarly methods of discovering, interpreting, publishing, and presenting new information about important problems or conditions relevant to the disciplines related to health and exercise science.

Research findings may be obtained by using quantitative methods, such as (1) scientific experimentation, (2) surveys, (3) content analyses, and (4) other scientific methods; and qualitative methods, including (1) observation in a natural setting, (2) recording of events and documentary evidence, (3) interpretation and analysis of data through description and interpretive narratives, (4) synthesis of content obtained through direct interviews, (5) legal and historical analysis, (6) policy studies, and (7) other non-quantitative methods.

Examples of research and creative writing include: (1) articles published in refereed journals (highest priority is given to sole or lead authored publications in top rated national or international refereed journals), monographs, chapters, and books, (2) grant proposal submissions, with emphasis on external funding; (3) contracted publications; (4) applied organizational research for government and business; and (5) dissemination of preliminary research findings or theoretical and applied contributions to professional practice through conference presentations that are original in nature and advance the knowledge and understanding of professional practice and improve professional performance (highest priority is given to sole or lead authored publications and to peer reviewed presentation outlets with international or national representation).

In addition to the above examples and processes, other accomplishments may be taken into account during evaluation of research performance, including: (a) the ability to attract nationally competitive graduate students to one's field of specialization and (b) the ability to involve other faculty and students in research.

- II. Evaluation of research/creative writing will be based upon indicators such as:
 - A. Article reprints (highest priority will be given to those published within the evaluation period, followed by those in press, in review, those submitted but not accepted for publication, and then manuscripts in progress). Minimum requirements are clarified below (see page 21, number 1 under Minimum Requirements).
 - B. Monographs, chapters, and books.
 - C. Grant proposals (highest priority will be given to proposals submitted to external funding sources and those that have been funded followed by those that are scored/ranked but not funded and those which are not scored/ranked for funding).
 - D. Conference papers or published abstracts.
 - E. Dissemination of student research.

NOTE: Manuscripts, proposal documents, chapters, monographs, books, etc., that have been submitted but are in the review process will be given less weight than those which have been reviewed and accepted or approved for funding.

Faculty members must self-evaluate all research/creative writing activities using the appropriate departmental format and must submit evidence of effort and status (copies of completed works and letters of submission/ acceptance). Self-evaluation should include information regarding the specific role and effort of each author listed on an article, grant, and presentation. Research and creative work must be of high quality and disseminated to appropriate individuals and organizations in order to qualify for evaluation. The research and creative work will receive highest ratings when disseminated via top level outlets (usually international or national) for the discipline, sole authored or first authored, and peer reviewed.

For merit pay determinations, faculty performance will be evaluated over a three year period with 50% weight given to the current year's activity and 50% weight given to the average of the prior two year's activities. A faculty member must have a three year composite score of 3.01 or higher in order to qualify for merit consideration. This is done to compensate for the effects of long-term projects such as books, and in an effort to emphasize the importance of consistent research productivity. In the case of such long-term projects such as the writing of a book, faculty members must show evidence of research in progress which will be evaluated during each annual evaluation.

Service

- I. Service includes interaction within the department, university, community and profession - from a local to an international perspective.
 - A. Professional service includes leadership, active participation in professional and scholarly organizations, and serving as a reviewer for manuscripts, research abstracts, books, etc. related to the health and exercise sciences.
 - B. University service includes membership, leadership, and active participation in college and university governance committees, guest lecturing, and representing the university at special events.
 - C. Departmental service includes guest lecturing, committee activities, and representation of the department as a professional consultant to other departments or units on campus. In the event that a faculty member assumes an exceptional advising load, this may be considered as departmental service.
 - D. Community service includes provision of community based service that is related to a faculty member's expertise

Health and Exercise Science Service activities that may fit within any of the above service categories include: (1) manuscript and research abstract review or editing; (2) serving as a journal editor; (3) directing and participating in group, committee, and workshop activities; (4) directing and participating in activity groups related to the health and exercise sciences; (5) assisting organizations from a consulting perspective; and (6) obtaining funding which enhances teaching and service.
- II. Evaluation of service will be based upon the quantity and quality of service related activity during the evaluation year. All faculty members are expected to present evidence of service to the department and in two of the following areas: university, profession, or community. However, community service carries

less evaluative weight than university or professional service. Faculty must document satisfactory evidence by providing correspondence reports, reports from committee chairs, program notification, etc.

- A. Self-evaluation of each service activity and documentation of individual role and contribution to the activities of committee, etc., when applicable.
- B. The quality and quantity of service activity. Positions of leadership will be rated highest in all service area with membership alone being rated lowest of all service activities.
- C. In the event that a faculty member anticipates an unusually heavy service load in either professional and/or university service, he/she can negotiate with Committee 'A' for a higher workload distribution to service up to a maximum of 30% or designation of a particular service area as the primary area for evaluation. Examples of service responsibilities that may warrant increasing service workload include serving in a leadership role in a regional/national professional organization, Faculty Senate, college or campus T/P Committee, or other demanding faculty governance role.

TENURE AND PROMOTION

The Department of Health and Exercise Science adheres to the Tenure and Promotion rules and procedures contained in the *University of Oklahoma Faculty Handbook*. Policies and procedures contained herein are in accord with the *Faculty Handbook*, approved and published by the University of Oklahoma (2005/2007). Various official university policies and documents take precedence over the departmental manual, including the relevant version of the faculty Handbook; the applicable promotion, tenure, and merit pay policy approved by the Dean and provost; the applicable renewable term faculty policy approved by the Dean and Provost; the university catalog; official Graduate College policy; and so on. Nothing within this handbook is intended to supersede or conflict with official University of Oklahoma publications, and if contradictions occur, policies defined in the *Faculty Handbook* (2005/2007) take precedence. This document simply addresses specific policies and procedures for the Department of Health and Exercise Science.

The policies and procedures delineated in this handbook have been approved by the departmental faculty, and when appropriate, by the Dean of CAS; Dean of the Graduate College; and Provost.

Tenure

Recommendation for tenure will depend on (1) stated policy in the *University of Oklahoma Faculty Handbook*, (2) quality of annual merit evaluations, (3) departmental progress toward tenure letters, and (4) a comprehensive tenure review to be conducted following the end of the fifth year of the tenure-track probationary period. All tenure recommendations are to be based on evidence of cumulative progress throughout the probationary period. Exceptions to this policy should be approved prior to appointment, or when unusual circumstances arise. Exceptions must be approved by the Chairperson, Dean, and Provost (see *Faculty Handbook* for discussion of exceptions).

Third Year Review: In the Spring semester of the third complete year of service, a faculty member should receive a formal review of teaching, research, and service activities to date. Included in the review will be a comprehensive review of all annual evaluation materials, consultation by Committee 'A' with all members of the department, and an external review of research progress by external peers selected by the candidate, Committee 'A', and Chair. The third year review should include evaluation of teaching, research/creative activity, and service contributions.

The feedback from the third year review is intended to provide specific guidelines for attainment of tenure or a recommendation of termination.

Sixth Year Review:

During the Spring semester of the fifth year, the tenure review process will begin. This process should be rigorous and will result in a recommendation to either grant/deny tenure and/or promotion within the Department of Health and Exercise Science.

The candidate (along with assistance from Committee 'A' and the Chair) is responsible for compiling the tenure dossier and forwarding it to the appropriate University committee after a vote on tenure by appropriate Health and Exercise Science faculty members. Ordinarily, voting privileges concerning tenure and/or promotion are limited to those individuals who hold rank at least equal to that for which a faculty member is being recommended. However, should the department have fewer than 4 faculty members at or above the rank being recommended, then, independent votes will be forwarded from tenured members of the department, Committee 'A', and the Chair. In such cases, voluntary participation of non-tenured members of Committee 'A' is

acceptable. Faculty members not serving on Committee 'A' may consult with that body during deliberations on candidates for tenure.

The Chairperson and members of Committee 'A' will provide independent reasons for their recommendations in writing, irrespective of the anonymous votes cast by peers. Written reports will be confidential to the Dean and to the University Tenure Committee; however, results of all votes (Chairperson, Committee 'A', and all voting faculty members) must be provided to the faculty member under review for tenure as defined by the procedures of *University of Oklahoma Faculty Handbook*.

Evaluation for tenure will depend on the following items:

- A. **Teaching:** Teaching of the highest quality is expected and will be evaluated according to the criteria for annual faculty evaluation and evidence of progressive achievement and improvement on all preceding annual evaluations.
- B. **Research:** Research and creative writing of the highest quality will be evaluated based on evidence of overall achievement and improvement on annual evaluations. The process of reviewing the quality of research activities is based on the following criteria:
 - (1) a review of the research in terms of its contribution to the body of knowledge of the individual's respective profession;
 - (2) dissemination of materials (i.e., articles, books, chapters, monographs) primarily from a refereed perspective;
 - (3) publications and presentations that are disseminated via top level outlets (usually international or national) for the discipline, sole authored or first authored, and peer reviewed carry the highest priority during review; and
 - (4) development and continuity of an independent line of research.

The list of external evaluators should include individuals proposed by the candidate, by members of Committee 'A' including the Chair, and requiring approval by the Dean. These evaluators should represent individuals who have not been closely allied with the faculty member under review in terms of educational degree process, co-authorship, or social/academic friendship. The list of external evaluators will be approved by the Dean of the College of Arts and Sciences prior to the time that evaluation materials are distributed. External evaluators should be knowledgeable of the discipline, represent comparable peer institutions and academic programs, and represent a broad representation of the discipline, whenever possible and appropriate. Feedback from external reviewers will be confidential to the extent of the law at the time that the review occurs.

Minimum requirements: In order to be considered for tenure evaluation, it is expected that the candidate will satisfy the following minimum equivalent requirements. However, satisfaction of these minimum requirements does not assure tenure or promotion.

- (1) Normally, publication of the equivalent of ten peer reviewed articles (and recognized as significant contributions by the external reviewers assessing the candidate), or seven articles and a scholarly book published by a recognized publisher that is discipline appropriate. Candidates are strongly encouraged to be the first, senior, or sole author on the majority of the publication. In assessing the publication record, appropriate emphasis will be given to the scope and quality of the individual publications and the field of specialty of the candidate. In rare cases, the scope and quality of individual publications may justify an exception to the minimum number.
- (2) Favorable peer evaluation of scholarly work by recognized scholars outside the University who have not been closely associated with the candidate.
- C. **Service:** Continuous service of the highest quality is expected on all preceding annual evaluations. In addition, it is expected that the individuals service record evidence a progression toward regional and national professional service activities and responsibilities.

Evaluation for tenure should include (1) a review of growth, (2) current status, and (3) expectation for future professionalism as a faculty member of the University of Oklahoma. The quality and quantity of scholarly productivity are to be taken into account by those who share in decisions regarding tenure. Progress should normally be orderly and systematic. Consideration of (1) role within the department, (2) the mission of the university, and (3) consideration of any barriers or conditions that may interfere with normal progress are additional factors that must be considered. It is expected that the individual, Committee 'A', and the Chair will provide information to the Dean of the College of Arts and Sciences and the Chair of the Campus Tenure Committee related to the faculty member's role within the department, the mission of the university, and the availability of related resources during the time-span that the tenure evaluation is being considered.

Promotion to Associate Professor

Consideration of promotion to Associate Professor will normally coincide with the decision to grant tenure. It should be noted that promotion to Associate Professor requires a separate action from the awarding of tenure.

Promotion to Full Professor

For promotion to Full Professor, the candidate must have demonstrated satisfactory performance in teaching, research/creative writing, and service. Candidates must have established a research record of national prominence, as determined by both internal and external peer review. Evidence should be clearly beyond expectation to the rank of Associate Professor. The standards should be similar to those of comparable national institutions. Generally, the time period before review for advancement to Full Professor will require at least an additional five to six years of meritorious service from the date of promotion to tenure.

Research conducted after promotion to Associate Professor and leading to promotion to Full Professor should include additional scholarly activity (i.e., peer reviewed publication) that is consistent in quantity and quality with national standards at comparable institutions. The evaluation for promotion to Full professor should include the significance and extent of the entire body of research accomplished by a candidate during his/her career.

Progress should be orderly and systematic and will be reviewed internally and externally (see Tenure pages 4-5) utilizing opinions of individuals who have well established reputations in the candidate's area of competence.

Department of Health and Exercise Science

University of Oklahoma

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Appendix 4

DEPARTMENT OF HEALTH AND EXERCISE SCIENCE

Renewable Term Faculty Appointments
College of Arts & Sciences
University of Oklahoma

Definition and scope

The following provisions shall apply to faculty who are appointed year-to-year for a specific term of years. Such faculty shall be referred to below as “term faculty” or “renewable term faculty”. Renewable term faculty at the rank of Assistant Professor, Associate Professor, and Professor are defined as a part of the **Regular Faculty** on the Norman Campus. Such faculty are recruited and hired using all the same procedures used for recruiting and hiring Tenure track and tenured faculty; these ranked renewable term faculty also can be elected to serve as members of the Norman Campus Faculty Senate. This policy should be read in conjunction with all applicable University and College policies. In case of a conflict, University and College policies will control.

Appointment and length of term

A term faculty member may be given the title of instructor, lecturer, assistant professor, associate professor, or professor, as appropriate to the individual’s professional credentials and background. The length of the term will ordinarily be three to five years, except as approved by the unit, Dean, and Senior Vice President and Provost. Terms may be renewed as provided below.

Rights and duties

Term faculty shall have all the rights and responsibilities of other faculty with their titles, except as provided by this policy or by College and University policies. Rights and privileges restricted to tenured and tenure-track faculty by this policy include only the following:

- voting on tenure, promotion, reappointment decisions, and personnel policies
- voting on Committee A and hiring decisions
- serving on Committee A
- chairing the department’s graduate studies committee, undergraduate studies committee, graduate faculty committee, public administration committee or graduate advisory committees

Otherwise, term faculty will fully share the rights and duties of regular faculty, including but not limited to the following:

- involvement in faculty governance and curriculum development
- eligibility for career development opportunities, for example applying for internal college and departmental support for professional activities
- having defined professional responsibilities individually weighted and evaluated among research, teaching, and service

The duties of term faculty will ordinarily emphasize teaching and service and normally will be defined as 80% teaching and 20% service. However, in consultation with the Chair and Committee A, a term faculty member’s distribution of effort **may** include all three categories “teaching, research, and service” in a combination consistent with the needs of the Department of Health and Exercise Science, and College and University rules.

Evaluation

Term faculty shall be evaluated annually as part of the process applicable to all faculty as specified in the University of Oklahoma *Faculty Handbook*, section 3.11, typically with similar sources of information as all other faculty. During the final year of the term, and prior to notifying the faculty member whether or not he/she will be reappointed to a subsequent term, the faculty member will receive an evaluation of his/her performance during the entire term that is consistent with the assessment received by tenured and tenure track faculty. To be considered in “good standing”, a term faculty member must receive a rating of at least a 3.0 or higher in each of the areas in which they are evaluated. The procedure for conducting the comprehensive evaluation shall be as follows: Committee A will conduct the evaluation in the fall and early spring semesters of the term’s last remaining year, considering the evaluations done for each year of the term and other relevant information. Committee A will then prepare a summary letter and recommendation concerning renewal of the term appointment. The standards and sources of information for evaluating teaching and service (also research when appropriate) are as follows:

Teaching:

Faculty on renewable term appointments shall have a teaching load of three courses per semester unless otherwise specified by Committee A. These may include introductory, upper division, or graduate courses that meet the needs of the department. Evaluation of teaching performance will be based on such indicators as:

- course syllabi and examinations
- student evaluations conducted in Health and Exercise Sciences Department classes
- annual evaluations of teaching performance prepared by Committee A in accordance with departmental standards and procedures on annual evaluations
- student comments in the form of committee interviews or written statements
- College and University teaching awards and honors
- peer visitation

Research:

Faculty holding term appointments are encouraged to participate in research and scholarly publication. Even so, teaching, research, and service activities will be weighed in the annual evaluation process according to the assigned workload distribution, since term faculty will normally have a greater percentage of time assigned to teaching and service than tenure track faculty members. All faculty members seeking promotion must satisfy the department's minimum requirements based on their differential workload in order to be considered; however, attaining minimum research requirements does not guarantee promotion.

Research and scholarship include the following: books and monographs, chapters in scholarly books edited by others, original contributions to books edited by the term faculty member; articles in referred journals; studies from research grants, review essays, book reviews, conference papers, mentoring of student research participation, or other professional activities appropriate to the responsibilities of the term faculty member's appointment. Data provided by the term faculty member will include an updated curriculum vitae and a narrative summary of teaching, research, and service activities, as appropriate.

Service:

Individuals on term assignments may also have service responsibilities including service on departmental committees and advising duties. These assignments will be negotiated on a case-by-case basis between the department and the individual. Term faculty are urged to participate in professional organizations and activities within their field: local, regional, national and international.

Renewal

A term faculty appointment must be renewed annually by Committee A to remain in effect. The renewal decision shall be accomplished by the same procedures employed for tenure-track faculty in their probationary period. The faculty member will be notified of the department's recommendation of annual renewal or non-renewal no later than March 1. Consideration of term renewal shall be accomplished as follows: At the beginning of the last year of each term, the department will conduct a more thorough evaluation to determine whether the appointment will be extended for another term. Evaluators from outside the University may be invited to evaluate the individual's record. Reappointment will require a vote of the tenured and tenure-track faculty. The faculty member will be notified of the department's recommendation of term renewal or non-renewal no later than March 1.

Promotion

Term faculty members shall be eligible for promotion. Promotion procedures shall be those applicable to all faculty as specified in the University of Oklahoma *Faculty Handbook* section 3.1. Promotion to renewable term Associate Professor will be considered at the discretion of the HES faculty and no sooner than during the second three year contract period. Promotion does not tenure and the faculty member will remain a renewable term appointment. All other criteria for evaluation for promotion will be based on the *Criteria for Promotion and Tenure in the Department of Health and Exercise Science*, which clarify standards of performance and sources of information. Any promotion will be considered at the discretion of Committee A and the tenured faculty in Health and Exercise Science. Promotion does not grant tenure and the faculty member remains on a renewable term appointment.

Approved by HES Faculty 01/05

Appendix 5

Name _____
Pre-professional _____

ID# _____

Bachelor of Science in Health & Exercise Science Degree Check Sheet
COLLEGE OF ARTS & SCIENCES

GENERAL EDUCATION REQUIREMENTS:	Hrs	Gr.	Sem.
HIST 1483 or 1493 - U.S.	<u>3</u>		
P SC 1113 - U.S. Government	<u>3</u>		
Artistic Forms (LD/UD Core IV) _____	<u>3</u>		
Western Culture (LD/UD Core IV) _____	<u>3</u>		
Non-Western Culture (LD/UD Core IV) _____	<u>3</u>		
UD Core IV _____	<u>3</u>		
UD Core IV _____	<u>3</u>		
	Course	Gr.	Sem.
Foreign Language (Intermediate) _____	<u>3</u>		

PREREQUISITES TO HSS CORE REQUIREMENTS: (42 - 44 Hrs)

CHEM 1315 - General Chemistry	<u>5</u>	Prerequisite for ZOO 2124
COMM Elective - (Core I)	<u>3</u>	Recommend - COMM 1113, 2613 or 3483
ENGL 1113 - Composition	<u>3</u>	
ENGL 1213 - Composition	<u>3</u>	
HES 2131 - Intro to HSS	<u>1</u>	
HES 2823 - Introductory Nutrition	<u>3</u>	
HES 2913 - Personal Health	<u>3</u>	
MATH 1503 - Intro to Elementary Functions	<u>3</u>	Higher level MATH accepted
PSY 1113 - Elements of Psychology	<u>3</u>	
SOC 1113 - Intro to Sociology	<u>3</u>	
ZOO 1114 - Intro to ZOO	<u>4</u>	Prerequisite for ZOO 2124/2255/2234
ZOO 1121 - Intro to ZOO Lab	<u>1</u>	Prerequisite for ZOO 2124/2255/2234
ZOO 2124 - Human Physiology	<u>4</u>	Prerequisite: ZOO 1114/1121, CHEM 1315
ZOO 2255 - Human Anatomy/Lab OR ZOO 2234	<u>4-5</u>	Prerequisite: ZOO 1114/1121

HSS CORE REQUIREMENTS: (30 Hrs including LD HES prerequisites)

HES Activity Class _____	<u>1</u>	
HES Activity Class _____	<u>1</u>	
HES 3513 - Health Promotion Programs	<u>3</u>	
HES 3563 - Lifestyle Intervention	<u>3</u>	
HES 3813 - Principles Health/Fitness	<u>3</u>	Prerequisite for HES 3823
HES 3823 - Physiology of Exercise	<u>3</u>	Prerequisite: HES 3813; ZOO 2124
HES 3853 - Exercise Testing/Prescription or	<u>3</u>	Pre- or corequisite: HES 3813
HES 4833 - Exercise Physiology Lab		Pre- or corequisite: HES 3823
HES 4543 - Stress Management or	<u>3</u>	
HES 4853 - Chronic Disease Intervention		
HES 4953 - Senior Capstone	<u>3</u>	Prerequisite: Senior Standing

HSS ELECTIVE REQUIREMENTS: (Minimum 15 Hrs Upper Division)**OTHER NON-HES ELECTIVES TO SUPPORT MAJOR CURRICULUM: (18 - 27 Hrs)**

Students must complete 48 hours of UD credit to graduate from OU

HES UPPER DIVISION ELECTIVE COURSE LISTING:

HES 3000 - Special Topics in HES
HES 3021/31 - Sports Officiating
HES 3430 - Field Experience in HES
HES 3502 - Care/Prevention Athletic Injuries
HES 3523 - Human Sexuality I
HES 3573 - Obesity/Weight Management
HES 3843 – Biomechanics
HES 3863 - Exercise & Health Issues in Women
HES 3873 - Principles of Personal Training
HES 3960 - Honors Reading
HES 3970 - Honors Seminar
HES 3980 - Honors Research
HES 3990 - Independent Study
HES 4213 - Management in HES
HES 4430 - Internship
HES 4523 - Human Sexuality II
HES 4823 - Exercise & Sport Nutrition
HES 4863 - Physical Activity & Aging
HES 4873 - Principles of Strength & Conditioning
HES 4933 - Drug Education *

*** May be taken as Correspondence Course
with Departmental approval**

Appendix 6

COLLEGE OF ARTS AND SCIENCES
Pre-Health and Exercise Science (0835Z)

Students will be selected for the HES undergraduate degree from a pool of students who have completed the pre-requisite coursework identified as "Pre-HES." Approximately forty-five (45) students each semester will be accepted into the HES undergraduate degree program. The application deadlines are September 30 for Spring admission and January 30 for Fall admission. Other criteria for selection in addition to completion of pre-requisite courses are 1) pre-requisite course GPA, and 2) combined retention GPA. Pre-registration and career advisement for those students who declare the Pre-HES curriculum will be conducted within the department by designated advisors during group advising. Please contact the HES support staff for further information: 325-5211

**Recommended Sequence of Courses Resulting in Eligibility for Matriculation into the
Bachelor of Science in Health and Exercise Science**

FRESHMAN FALL SEMESTER

___ ENGL 1113 Composition (Gen Ed - I)^{1a}
___ PSY 1113 Intro to Psychology (Gen Ed - III)^{1a}
___ SOC 1113 Intro to Sociology (Gen Ed - III)^{1a}
___ ZOO 1114 Intro to Zoology (Gen Ed - II)^{1a}
___ ZOO 1121 Lab (Gen Ed - II)^{1a}
___ MATH 1503 1em Functions or higher (Gen Ed -
___ HES Lifetime Skill Activity Class - 1 hour¹

18 Hours
SOPHOMORE FALL SEMESTER

___ ZOO 2124 Human Physiology^{1a}
___ HIST 483 or 1493 US History (Gen Ed - IV)
___ HES 2823 Introduction to Nutrition^{1a}
___ HES 2131 Intro to HES^{1, 1a,}
___ HES Lifetime Skill Activity Class - 1 hour¹
___ Intermed Foreign Lang (Gen Ed - I) - 3 hrs²
___ or Beginning Foreign Lang (Gen Ed - I) - 5 hrs²

15-17 Hours
FRESHMAN SPRING SEMESTER

___ ENGL 1213 Composition (Gen Ed - I)^{1a}
___ or EXPO 1213 Expository Writing (Gen Ed - I)
___ COMM 1113 Principles of Comm (Gen Ed - I)^{1a}
___ or COMM 2613 Public Speaking (Gen Ed - I)
___ or COMM 3483 Comm/Argument (Gen Ed - I)
___ CHEM 1315 Chemistry (Gen Ed - II)^{1a}
___ HES 2913 Personal Health^{1a}
___ Understanding Art Forms (Gen Ed - IV) - 3 hours

17 Hours
SOPHOMORE SPRING SEMESTER

___ ZOO 2255 Human Anatomy^{1a}
___ or ZOO 2234 Introduction to Human Anatomy
___ P SC 1113 U.S. Government (Gen Ed - III)
___ LD/UD Western Culture (Gen Ed - IV) - 6 hours
___ Intermediate Foreign Lang (Gen Ed - I) - 3 hrs²
___ or Beginning Foreign Lang (Gen Ed - I) - 5 hrs²

16-19 Hours

¹ HES Core Requirements: 30 Hours including LD HES prerequisites

^{1a} Prerequisites for matriculation into the Department of Health and Exercise Science

² All students with at least 2 years of High School foreign language must take placement test; and if deficient in language skills will be required to complete 10 hours of beginning language prior to admission to intermediate level

(over)

APPLICATION INFORMATION and CRITERIA FOR MATRICULATION:

1. Deadlines: January 30 and September 30
2. Minimum eligibility requirements for application:
 - a. 2.75 GPA on **both** OU combined retention GPA and Prerequisite GPA
 - b. 60 Credit Hours completed prior to enrollment after admission to HES
 - c. completion of all of the following prerequisite courses with a "C" or better at the time of application:
 - HES 2131, 2823, 2913
 - ZOO 1114, 1121, 2124, and 2255 or 2234
 - CHEM 1315
 - PSY 1113
 - SOC 1113
 - COMM 1113 or 2613 or 3483
 - ENGL 1113 and 1213
 - MATH 1503 or higher
3. Matriculation ranking based on combined retention GPA and GPA of prerequisite courses (as defined above).
4. Students who do not meet minimum eligibility requirements for matriculation can petition the HES Undergraduate Committee for an exception.
5. Ranking system for matriculation: Total Ranking Score = A + B

(A)	Pts Combined Retention GPA:	(B)	Pts.	Pre-requisite Course GPA:
10	3.85-4.00		10	3.85-4.00
9	3.73-3.84		9	3.73-3.84
8	3.61-3.72		8	3.61-3.72
7	3.49-3.60		7	3.49-3.60
6	3.37-3.48		6	3.37-3.48
5	3.25-3.36		5	3.25-3.36
4	3.13-3.24		4	3.13-3.24
3	3.00-3.12		3	3.00-3.12
2	2.88-2.99		2	2.88-2.99
1	2.75-2.87		1	2.75-2.87
0	up to 2.74		0	up to 2.74

FOR ADDITIONAL INFORMATION CONTACT:

Dr. Michael G. Bemben, Chair
 Department of Health and Exercise Science
 1401 Asp Avenue
 Norman, OK 73019

(405) 325-5211
 e-mail: mgbemben@ou.edu
 Web page: <http://hes.ou.edu>

Document Date 5/07

Appendix 7
Request for Admission to
HEALTH & EXERCISE SCIENCE PROGRAM
Application Deadline September 30 for Spring admission & January 30 for Fall admission

TO: HES Admission Review Committee

NAME: _____ **ID#** _____

ADDRESS: _____ **CAMPUS PHONE:** _____

CITY: _____ **WORK PHONE:** _____

STATE/ZIP: _____ **E-mail:** _____

Signature of Student _____ **Date:** _____

Admission is based on satisfactory completion of the requirements listed below

◀ **DO NOT WRITE BELOW – TO BE COMPLETED BY ADVISOR** ▶

Admission Requirement Check List

_____ Combined Retention GPA _____ Pre-requisite GPA _____
 (Score)

_____ Total number of credit hours earned (student must complete 60 credit hours prior to enrollment in fall after admission to HES and have a minimum of 45 hours completed at the time of application).

Completion of prerequisite courses with a "C" or better:

Grade/Semester

_____	CHEM 1315	General Chemistry
_____	COMM 1113	Principles of Communication or 2613 or 3483 or equivalent
_____	ENGL 1113	Composition I
_____	ENGL 1213	Composition II
_____	HES 2131	Intro to HES
_____	HES 2823	Intro to Nutrition
_____	HES 2913	Personal Health
_____	MATH 1503	Intro to Elementary Functions or higher
_____	PSY 1113	Elements of Psychology or equivalent
_____	SOC 1113	Intro to Sociology or equivalent
_____	ZOO 1114	Intro to ZOO
_____	ZOO 1121	Intro to ZOO Lab
_____	ZOO 2124	Human Physiology
_____	ZOO 2255/2234	Human Anatomy/Intro Human Anatomy

◀ ◀ ◀ ◀ ◀ ▶ ▶ ▶ ▶ ▶

* Matriculation ranking based on combined retention GPA and prerequisite GPA (as stated above).

** Students who do not meet minimum eligibility requirements for matriculation may use the form on reverse side to petition the HES Admission Review Committee for an exception

HES Admission Review Committee**STUDENT PETITION FOR****EARLY MATRICULATION**

Approved

Deny

Initial / Date

☐☐

____ / ____

☐☐

____ / ____

☐☐

____ / ____

Name

ID#

Petition request:

Justification:

Student's Signature

Date

ADVISOR MUST REVIEW AND SIGN THIS PETITION BEFORE IT WILL BE CONSIDERED

Advisor's Signature

Date

ADDITIONAL INFORMATION and JUSTIFICATION for EARLY MATRICULATION

Appendix 8

Undergraduate Program Outcomes Assessment Plan Department of Health & Exercise Science

An overview of the linkages between the various components of our assessment plan and expected learner outcomes is presented in Figure 1 (located at the end of this report). These components are linked as indicated by the numbers in parentheses that identify the method that is used to assess the expected learner outcomes for HES majors. The major learning outcomes focus primarily on development of a comprehensive understanding of content generic to health and exercise science. Discussion of each assessment criterion follows, including results of the standardized objective test for knowledge obtained by majors in the Department of Health and Exercise Science. Addendum 1 (located at the end of this report) includes the department's mission/goal statement. A copy of the exit interview given to each student as they complete their senior capstone experience is also provided in Addendum 2.

1. The Undergraduate Program's Learning Outcomes/Objectives

Figure 1, located at the end of this report, identifies the six general learning outcomes in the core content areas for the undergraduate major in Health and Exercise Science. These include gaining:

1. a knowledge of major principles and concepts,
2. the ability to analyze the meaning of these principles and concepts, and to philosophically reflect on their application within and outside of the major field of study,
3. mastery of specified skills and techniques,
4. the ability to delineate important problems and research questions, conduct relevant searches for information to find solutions to these problems, and to interpret and synthesize findings,
5. the ability to read and think critically, and
6. the ability to communicate major principles and concepts orally and in writing.

These outcomes are linked back to the broad assessment goal statement and to specific assessment criteria. The Department's mission/goal statement shown in Addendum 1 is consistent with the components of this diagram.

2. Overview of Criteria and Procedures to Assess Each Learner Outcome and Objective

The five methods used to assess students' mastery of expected learning outcomes in the health and exercise science will include:

- a. **The Senior Capstone Research Project.** This method involves completion of a team research project designed to assess whether the students' educational experiences have resulted in development of the skills needed to solve real world problems. This includes demonstrating the capability to understand and conduct research, read and think critically, and effectively communicate contemporary disciplinary and societal issues related to the health and Exercise Science in both oral and written form.
- b. **Graduate Education and Job Search Portfolio.** This requires each student to develop a personal portfolio that exams specific job market and graduate education possibilities of interest.
- c. **Student Exit Interview.** An exit interview survey is given at the end of the student's senior capstone course. It offers students' the opportunity to reflect on their undergraduate experience as a HES Major. Questions are designed to allow students to communicate their perceptions of the relative strengths, weaknesses, and overall quality of the undergraduate academic program and its related experience.
- d. **Computer Literacy Requirement.** A broad range of computer applications and experiences are integrated into HES major courses. They are designed to assure that students develop skills that are consistent with the University's computer literacy requirement.
- e. **The Standardized Objective Test.** An objective test (multiple-choice format) is used to evaluate knowledge gained related to the specific learner outcomes from each of the ten HES core courses.

Figure 1 of this report shows how these assessment methods are used to evaluate student performance linked to the expected learner outcomes associated with each core course within the HES curriculum. These objectives served as the basis for development of the multiple-choice questions included on the standardized objective test.

Figure 1: Summary of Linkage of Expected Learning Outcomes to Major Learning Outcome Goal Statement and Assessment Criteria

Major Learning Outcome Goal Each graduate will have developed a comprehensive understanding of Health & Exercise Science and be prepared for a career or post-graduate education following graduation (outcomes 1-6)

Expected Learning Outcomes

1. knowledge of major principles and concepts
2. ability to analyze and philosophically reflect on major concepts and principles
3. mastery of specified academic and career oriented skills and techniques
4. ability to delineate and interpret important research questions and professional issues
5. ability to think and read critically
6. ability to communicate major principles and concepts in oral and written formats

Assessment Methods

1. Standardized Objective Test (1, 2, 4)
2. Research Project with oral and written presentations (1, 3, 4, 5, 6)
3. Computer Literacy (3, 6)
4. Student Exit Interview (2, 3, 6)

* Note matching of expected learner outcomes number, 1-6, with the various assessment methods shown in the right hand column.

Appendix 9

UNIVERSITY OF OKLAHOMA
DEPARTMENT OF HEALTH AND EXERCISE SCIENCE (HES)

• MASTER OF SCIENCE (MS) IN EXERCISE PHYSIOLOGY • 0836M •

DEGREE SHEET

Name _____ ID# _____ Term Entered _____

Minimum Number of Hours Required: 30 hrs **Hrs** **Semester/Year** **Grade**

Core: 9 hrs

HES 5823 Advanced Exercise Physiology 3 _____ / _____

HES 5833 Advanced Exercise Physiology Laboratory 3 _____ / _____

HES 5853 Health Fitness: Theory & Application 3 _____ / _____

Research Technology: 12 hrs

HES 5953 Research Methods in HES 3 _____ / _____

HES 5963 Statistical Applications in HES (or apprvd substitue) 3 _____ / _____

HES 5980 Thesis 6 _____ / _____

Electives: 9 hrs

_____ / _____

_____ / _____

_____ / _____

_____ / _____

_____ / _____

Appendix 10

UNIVERSITY OF OKLAHOMA
DEPARTMENT OF HEALTH AND EXERCISE SCIENCE (HES)

• MASTER OF SCIENCE (MS) IN HEALTH PROMOTION • 0836N •

DEGREE SHEET

Name _____ ID# _____ Term Entered _____

Minimum Number of Hours Required: 30 hrs **Hrs** **Semester/Year** **Grade**

Core: 9 hrs

HES 5523 Health Promotion Strategies 3 _____ / _____

HES 5563 Health Behavior I 3 _____ / _____

HES 5553 Health Promotion Evaluation 3 _____ / _____

Research Technology: 12 hrs

HES 5953 Research Methods in HES 3 _____ / _____

HES 5963 Statistical Applications in HES (or apprvd substitue) 3 _____ / _____

HES 5980 Thesis 6 _____ / _____

Electives: 9 hrs

_____ / _____

_____ / _____

_____ / _____

_____ / _____

_____ / _____

[illegible]

Appendix 12

UNIVERSITY OF OKLAHOMA
DEPARTMENT OF HEALTH AND EXERCISE SCIENCE (HES)

• DOCTOR OF PHILOSOPHY (PHD) IN EXERCISE PHYSIOLOGY • 0835R •

DEGREE SHEET

Name _____ ID# _____ Term Entered _____

Minimum Number of Hours Required: MS/MA + PhD = 90 hrs

Minimum Number of Dissertation Hours: 12 hrs

Required Courses:	Hrs	Semester/Year	Grade
-------------------	-----	---------------	-------

Interdisciplinary Core: 4 hrs

HES 6970 Seminar in HES	1	_____ / _____	_____
HES 6970 Seminar in HES	1	_____ / _____	_____
HES 6970 Seminar in HES	1	_____ / _____	_____
HES 6970 Seminar in HES	1	_____ / _____	_____

Research Core: 21 hrs

HES 6990 Independent Study in HES	3	_____ / _____	_____
HES 6980 Research for Doctor's Dissertation	12	_____ / _____	_____
Graduate Statistics I _____	3	_____ / _____	_____
Graduate Statistics II _____	3	_____ / _____	_____

Extended Core for Exercise Physiology: 21 hrs

PHYO 5016 or 2 three-hour graduate courses approved by the	_____	_____ / _____	_____
Doctoral Advisory Committee	_____	_____ / _____	_____
CHEM 3563 Biochemistry	3	_____ / _____	_____
HES 6823 Cardiorespiratory Exercise Physiology	3	_____ / _____	_____
HES 6833 Human Body Composition	3	_____ / _____	_____
HES 6843 Neuromuscular Physiology	3	_____ / _____	_____
HES 6883 Endocrinology and Metabolism of Exercise	3	_____ / _____	_____

Electives: 8-20 hrs

_____	_____	_____ / _____	_____
_____	_____	_____ / _____	_____
_____	_____	_____ / _____	_____

Appendix 14**UNIVERSITY OF OKLAHOMA
DEPARTMENT OF HEALTH AND EXERCISE SCIENCE (HES)****· GRADUATE COURSES ·**

HES 5430 Internship in HES (4-8 hrs)
HES 5523 Health Promotion Strategies (3 hr)
HES 5543 Stress, Theory, Research & Mgt Applications (3 hr)
HES 5553 Health Promotion Evaluation (3 hr)
HES 5563 Health Behavior I (3 hr)
HES 5823 Advanced Exercise Physiology (3 hr)
HES 5833 Advanced Exercise Physiology Laboratory (3 hr)
HES 5853 Health Fitness: Theory & Application (3 hr)
HES 5863 Physiology of Aging (3 hr)
HES 5883 Exercise Endocrinology (3 hr)
HES 5940 Intensive Studies in HES (1-6 hr)
HES 5953 Research Methods in HES (3 hr)
HES 5963 Statistical Applications in HES (3 hr)
HES 5960 Directed Readings in HES (1-6 hr)
HES 5980 Research for Master's Thesis (2-9 hr)
HES 5990 Independent Studies in HES (1-6 hr)
HES 6523 Social Marketing in Health Promotion (3 hrs)
HES 6543 Physical Activity and Health (3 hrs)
HES 6563 Health Behavior II (3 hrs)
HES 6573 Intervention Mapping (3 hrs)
HES 6XXX Biochemistry of Exercise (3 hrs)
HES 6723 Sports Nutrition & Ergogenic Aids (3 hrs)
HES 6743 Signal Acquisition & Analysis (3 hrs)
HES 6823 Cardiorespiratory Exercise Physiology (3 hrs)
HES 6833 Human Body Composition (3 hrs)
HES 6843 Neuromuscular Physiology (3 hrs)
HES 6853 Chronic Disease Assessment & Intervention (3 hrs)
HES 6883 Endocrinology and Metabolism of Exercise (3 hrs)
HES 6940 Research in HES (1-3)
HES 6943 Current Problems in HES (3 hrs)
HES 6960 Directed Readings in HES (1-6 hrs)
HES 6953 Measurement Issues in HES (3 hrs)
HES 6970 Seminar in HES (1 hr)
HES 6980 Research for Doctor's Dissertation (2-12 hrs)
HES 6990 Independent Study in HES (1-3 hrs)

Appendix 15 Graduate Program Information

ADMISSION

An undergraduate degree in Health and Exercise Science or an equivalent allied field such as biological sciences, health education, kinesiology, human performance, or health psychology is generally required. Applicants holding equivalent degrees and other baccalaureate degrees will be evaluated by the department for course deficiencies. If course deficiencies exist, a student may be admitted conditionally, but all deficiencies and conditions must be removed before a student can be fully admitted. Removal of deficiencies is required prior to taking the comprehensive/general examination or enrolling in thesis/dissertation hours.

A grade point average of 3.0 on a 4.0 scale for undergraduate and/or graduate work as defined by the Graduate College Bulletin is required for full admission. Applicants with less than a 3.0 may be admitted conditionally. Students must complete the Graduate Record Examination (GRE) prior to admission. There is no minimum GRE score requirement for admittance into the MS and/or PhD programs in the Department of Health and Exercise Science. However, the GRE scores are evaluated by the faculty during the application process. For the 2009 application year, the average GRE scores (\pm standard deviation) for all 56 applicants (MS + PhD) were 448.5 (\pm 78.4) for the verbal section and 591.5 (\pm 101.7) for the quantitative section. The average GRE scores for the 21 students who were accepted into either the MS (n = 10) or PhD (n = 11) programs in 2009 were 453.3 (\pm 79.6) for the verbal section and 638.6 (\pm 88.8) for the quantitative section. The average GRE score for the written section was 3.7 (\pm 0.8) for all applicants, while the average written score for the accepted students was 3.7 (\pm 0.9). Since the average GRE scores for graduate applicants fluctuate from year to year, these values are not intended to be “cutoffs” or “minimum scores” for admittance. Instead, we report these scores to give students benchmarks by which to evaluate their own GRE scores prior to their application.

Since we must receive official GRE scores, student applicant must know the institutional and departmental codes for sending the official scores:

University of Oklahoma Institutional Code: **6879**

OU Health and Exercise Science Departmental Code: **0699**

International students must also satisfy the English Proficiency Requirements outlined in the Graduate College Bulletin (<http://gradweb.ou.edu/Current/gcBulletin/index.asp>).

Admission to the MS and PhD programs will be based on the willingness and ability of a graduate faculty member to accept a new student. Therefore, potential graduate student applicants must schedule an “interview” (or several interviews) with a faculty member they wish to work with. This is required to establish contact with a potential faculty mentor in the Department of Health and Exercise Science that will serve as the student’s advocate and advisor. A faculty mentor must be willing to accept a new graduate student in order for a student to be considered for acceptance into the MS or PhD programs. If a faculty member is willing to accept a new student and several students apply for a limited number of positions, the application process is competitive and is based on the compatibility of the student applicant and their chosen mentor, research interests, letters of recommendation, GRE scores, undergraduate and graduate grade point average, cover letter statements, and professional goals.

In addition to graduate program admission requirements, applicants for graduate assistantships must also indicate their desire to seek a graduate assistantship (check box on application form) and complete the “Personal Appraisal of Activity & Instructional Skills” form.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are annually available for MS and PhD students in the Department of Health and Exercise Science contingent upon available faculty and departmental funding. Students who have been admitted to the graduate program in the HES Department are eligible for consideration.

Graduate assistants receive a stipend of approximately \$12,000 - \$16,000 for the academic year (9-month appointment). Graduate assistants may also receive exemption from non-resident tuition fees, plus a waiver of 6 credit hours of in-state tuition.

PhD graduate assistants are given the opportunity to teach lecture-, lab-, and/or activity-based classes identified on the form entitled "Personal Appraisal of Activity & Instructional Skills." MS graduate assistants may teach activity-based classes listed on this form.

FACILITIES

The Department of Health and Exercise Science is located in the Huston Huffman Center (HHC), which opened in 1981. The department is housed in the west wing of the HHC building and maintains classrooms, research laboratories, and faculty and graduate student offices. The east wing of the building houses the student recreation and intramural activity areas. The department recently acquired approximately 3,500 square feet in the south end of the Collums Commissary building for additional teaching and research laboratories.

The department encourages interdisciplinary study and research. Faculty and students frequently interact with members of other University academic units in the Colleges of Arts and Sciences, Business, Education, Engineering, Medicine, Public Health, and Allied Health.

GENERAL GRADUATE PROGRAM INFORMATION

1. Admission:

The University of Oklahoma's Graduate College (<http://gradweb.ou.edu/>) is in charge of all matters pertaining to general admission to the University. Enrollment in the Graduate College is governed by the Dean of the College (Dr. Lee Williams). In applying for admission, the candidate must submit a completed application form and official transcripts of all college work completed to the time of application to the Graduate College. The Graduate College application can be completed online at <http://gradweb.ou.edu/>.

To be eligible for enrollment, the student must have been admitted to the Graduate College prior to the beginning of the registration period for any given semester.

Deadlines:

The Department of Health and Exercise Science reviews applications for admission once per year. Applicants should have all required materials on file (i.e., completed Graduate College application, completed HES application form, letters of recommendation, GRE scores, etc.) by **February 1**, with evaluation beginning in February.

2. Types of Admission:

Undergraduates in their final semester at accredited colleges and universities may apply for admission to the Graduate College. Such admission is contingent upon the recommendation of the Graduate Dean and the major department of the University of Oklahoma, the presentation of an undergraduate degree or the equivalent, an overall grade average of "B" (3.0 on a 4.0 scale) or higher, and a supplementary transcript of all courses not previously reported. Holders of advanced degrees will be judged for admission primarily upon the record of their previous graduate work.

Applicants are admitted to the Graduate College in one of the following categories:

- A. Full Standing: 3.0 over the last 60 hours of undergraduate work or 3.0 in 12 or more hours of graduate work. Both require acceptance by department or program unit. International students must also satisfy the English Proficiency Requirements outlined in the Graduate College Bulletin (<http://gradweb.ou.edu/Current/gcBulletin/index.asp>).

- B. Conditional: Any student who has earned a baccalaureate degree or the equivalent but whose grade point average in the last 60 hours of undergraduate work is below 3.0 and/or who has course work deficiencies in the relevant field of study may be conditionally admitted to a degree program or to unclassified status. Conditional admission to a degree program is contingent on the recommendations of the department or program unit and approval of the Graduate Dean. Conditional status is generally approved only if the GPA ranges between 2.75 and 3.0.
- C. Unclassified Status: A student admitted not as a candidate for a degree. A student in this classification is academically eligible but does not intend to work toward any graduate degree. Credits earned under the unclassified status are acceptable toward a degree if approved by the major department. All graduate courses taken while in unclassified status will be used in calculating the grade point average for purposes of satisfying degree or retention requirements.
- D. Certification Status: A student admitted to fulfill requirements for a professional certificate. Credits earned under this status may be accepted as degree credits if approved by the major department.

An applicant not eligible under one of the above four categories will be denied admission to the Graduate College. Students who hold baccalaureate degrees from accredited colleges and universities who fail to meet requirements for admission to the Graduate College and are denied admission may seek admission as a “special” student. Credits earned under the “special” student status will not count towards a graduate degree.

3. Retention:

Students must maintain a 3.0 grade point average. Those who fall below 3.0 will be on probationary status until 9 further graduate hours are completed, at which time a 3.0 cumulative grade point average is required. A student who goes on probation a third time, including the probationary admission period, will be denied further enrollment.

4. Transfer Credit:

As many as twenty-five percent of the credit hours accepted toward a master’s degree may be transferred from other institutions.

Transferability of courses for credit toward graduate degrees at the University of Oklahoma is determined by the graduate faculty in the Department of Health and Exercise Science based on the following criteria: (1) the course was graduate level and taken for graduate credit; (2) the institution offering the course was accredited to offer work at the graduate level for which the transfer is to apply; (3) the credit must not be more than six years old at the time of admission to the degree program; (4) the credit must carry a grade of A, B, or S (satisfactory); and (5) the credit must be related to the MS and/or PhD program of study that has been approved by the faculty advisor/mentor.

The applicability of transfer credit toward the degree being pursued is determined by the student’s department and/or advisory committee and the Dean of the Graduate College. Transfer credit is considered neutral in the computation of the University of Oklahoma grade point average for the purpose of determining continued admissibility and graduation.

Appendix 16
Graduate Faculty

<u>Graduate Faculty</u>	<u>Year Hired at OU</u>	<u>Areas of Expertise</u>
Travis W. Beck, PhD University of Nebraska-Lincoln <i>Assistant Professor</i> tbeck@ou.edu	2007	Exercise Physiology (Electrophysiology, Noninvasive Assessment of Muscle Function)
Debra A. Bemben, PhD University of Illinois <i>Professor</i> dbemben@ou.edu	1992	Exercise Physiology (Metabolism, Endocrine Function & Bone Metabolism)
Michael G. Bemben, PhD University of Illinois <i>C.B. Hudson Presidential Professor & Chair</i> mgbemben@ou.edu	1992	Exercise Physiology (Aging, Neuromuscular Performance, & Body Composition)
Danielle R. Brittain, PhD Kansas State University <i>Assistant Professor</i> dbrittain@ou.edu	2006	Health Promotion (Socio-Cultural Determinants of Physical Activity)
Joel T. Cramer, PhD University of Nebraska-Lincoln <i>Assistant Professor</i> jcramer@ou.edu	2005	Exercise Physiology (Biophysics, Neuromuscular function, Stretching, Nutritional Supplementation)
Mary K. Dinger, PhD University of Missouri <i>Professor</i> mkdinger@ou.edu	1997	Health Promotion (Program Evaluation, Physical Activity Measurement)
Craig W. Hofford, PhD University of Maryland, College Park <i>Associate Professor</i> chofford@ou.edu	1990	Health Promotion (Stress Management, Occupational Burnout Prevention, Program Planning & Development, Substance Abuse Prevention)
Chad M. Kerksick, PhD Baylor University <i>Assistant Professor</i> chad_kerksick@ou.edu	2006	Exercise Physiology (Biochemical and Molecular Exercise Physiology, Nutritional Biochemistry, Muscle Wasting)
Jeffrey R. Stout, PhD University of Nebraska-Lincoln <i>Associate Professor</i> jstout@ou.edu	2006	Exercise Physiology (Sports Nutrition, Ergogenic Aids, Body Composition, Skeletal Muscle Fatigue, Aging)
E. Laurette Taylor, PhD Southern Illinois University <i>Associate Professor</i> eltaylor@ou.edu	1987	Health Promotion (Health Behavior & Assessment of Functional Ability)

Appendix 17
Graduate Application Forms

Department of Health and Exercise Science – Graduate Program Application



Directions: The University of Oklahoma (OU) requires a 2-step application process for all graduate students:

1. Application to the OU Graduate College:

- i. This should be done online at: <http://gradweb.ou.edu/>
- ii. All previous transcripts will be requested here.
- iii. There is a \$40 application fee for domestic applicants and \$90 for international applicants.
- iv. Students must meet the minimal requirements of the Graduate College to be considered in the department.

2. Application to the Department of Health and Exercise Science (<http://hes.ou.edu>):

- i. This is done by completing and mailing the information in this packet. All applications must include a cover letter, this completed application, resume/vita, GRE scores, TOEFL score (international students only), 3 recommendation letters, and instructional skills sheet (see below).

**Indicates Required Information*

*First Name: _____ *MI: _____ *Last Name: _____

*E-mail address: _____ *Physical Address: _____

*City: _____ *State: _____ *Zip Code: _____

*Home Phone: _____ *Cell Phone: _____ *Country of Citizenship: _____

*Current/Previous University/College (1): _____

Current/Previous University/College (2): _____

Current/Previous University/College (3): _____

*Check the degree for which you are interested in applying: _____ *Check the name(s) of the faculty whom you are interested in working with: _____

See Degree Sheets at <http://hes.ou.edu/grad>

For more information: <http://hes.ou.edu/faculty>

<input type="checkbox"/> Master of Science in Exercise Physiology (MS)	<u>Exercise Physiology Faculty</u>	<u>Health Promotion Faculty</u>
<input type="checkbox"/> Master of Science in Health Promotion (MS)	<input type="checkbox"/> Dr. Travis W. Beck	<input type="checkbox"/> Dr. Danielle R. Brittain
<input type="checkbox"/> Master of Science in Health and Exercise Science (MS)	<input type="checkbox"/> Dr. Debra A. Bemben	<input type="checkbox"/> Dr. Mary K. Dinger
<input type="checkbox"/> Doctor of Philosophy in Exercise Physiology (PhD)	<input type="checkbox"/> Dr. Michael G. Bemben	<input type="checkbox"/> Dr. Craig W. Hofford
<input type="checkbox"/> Doctor of Philosophy in Health Promotion (PhD)	<input type="checkbox"/> Dr. Joel T. Cramer	<input type="checkbox"/> Dr. E. Laurette Taylor
	<input type="checkbox"/> Dr. Chad M. Kerksick	
	<input type="checkbox"/> Dr. Jeffrey R. Stout	

*Have you established contact with a potential faculty mentor? ☐ YES ☐ NO

You must schedule an interview with a faculty member who you wish to work with. This is required to establish contact with a potential faculty mentor in the department that will serve as your advocate. A faculty mentor must be willing to accept you as their graduate student in order for you to be considered for acceptance into the graduate program.

*Are you requesting a Graduate Teaching Assistantship (GTA)? ☐ YES ☐ NO If YES, then you must complete and include the attached form entitled "PERSONAL APPRAISAL OF ACTIVITY & INSTRUCTIONAL SKILLS."

*FINAL APPLICATION CHECKLIST: All applications must include all of the following materials.

- ☐ Cover letter. This letter should be addressed to the Graduate Faculty and should answer the following questions: (a) Why did you choose the Department of Health & Exercise Science? (b) What are your research interests? (c) Which faculty member(s) most closely matches your research interests? (d) What are your long-term goals?
- ☐ Completed Application (this form).
- ☐ Resume or Curriculum Vita
- ☐ GRE Scores
- ☐ TOEFL Score (international students only)
- ☐ 3 Letters of Recommendation. Please ask 3 of your personal references (preferably academic) to submit a letter of recommendation on your behalf to the address below.
- ☐ Personal Appraisal of Activity & Instruction Skills Form (if requesting a GTA)
- ☐ Interview. You must schedule an "interview" with a faculty member who you wish to work with. This is required to establish contact with a potential faculty mentor in the department that will serve as your advocate. A faculty mentor must be willing to accept you as their graduate student in order for you to be considered for acceptance into the graduate program.

Please send these materials to: Graduate Liaison
 Department of Health and Exercise Science
 University of Oklahoma
 1401 Asp Avenue
 Norman OK 73019
 (405) 325-5211 or jcramer@ou.edu

**Department of Health and Exercise Science
University of Oklahoma**

PERSONAL APPRAISAL OF ACTIVITY & INSTRUCTIONAL SKILLS

Name _____

HES Lecture-Based Classes	Qualified & Prefer to Teach	Qualified & Willing to Teach	Not Qualified	Certification (i.e. First Aid, WSI, CSCS, NSCA-CPT, ACSM HF/I)	Additional Comments
1823 – Principles of Health & Disease					
2000 – Practical Fitness Testing on a Budget					
2131 – Introduction to Health & Exercise Science					
2212 – First Aid					
2823 – Introduction to Nutrition					
2913 – Personal Health					
3000 – Principles of Endurance Training					
3573 – Obesity & Weight Management					
3813 – Principles of Health & Fitness					
3873 – Principles of Personal Training					
4833 – Exercise Physiology Lab					
4873 – Principles of Strength & Conditioning Training					
XXXX – Other:					
HES Activity-Based Classes	Qualified & Prefer to Teach	Qualified & Willing to Teach	Not Qualified	Certification (i.e. First Aid, WSI, CSCS, NSCA-CPT, ACSM HF/I)	Additional Comments
Badminton					
Basketball					
Bowling					
Golf					
Individual Fitness					
Judo					
Lifestyle Physical Activity					
Martial Arts					
Pilates					
Racquetball					
Soccer					

Softball					
Spinning					
Swimming					
Tennis					
Tai Kwon Do					
Volleyball					
Wall Climbing					
Weight Training					
Yoga					
Other:					

Please elaborate and discuss past experiences for each lecture class checked above:

Appendix 18 Other Graduate Program Policies

Policy for Changing Mentors or Areas - M.S. Students

Within the first year (12 months) an M.S. student can switch advisors if agreed by the new advisor and approved by the graduate committee. Prior to rendering a decision, the graduate committee will seek input from the current advisor, the potential new advisor, and the faculty members in the potential new area (if applicable). If either the current and/or the potentially new advisor are serving on the Graduate Committee, they will not vote. If only one voting member remains on the Graduate Committee, the department chair will be called to vote as well.

M.S. Comprehensive Written Examination Policy

The grading procedure will be as follows:

- A. Three individual faculty members will be assigned to evaluate each exam.
 1. Evaluators and the scoring weight for each evaluator will be:
 - The student's advisor. The responsibility of this evaluator will be to critique content and style (writing quality) – 40%.
 - A faculty member capable of evaluating the content of a student's area of interest. The responsibility of this evaluator will be to evaluate content, style and clarity – 30%.
 - Same as #2 – 30%.
- B. Grading will be on a Pass/Fail basis only. A score of 7 (on a 1 [low] - 10 [high] scale) will be considered passing. The student must successfully pass all areas. If failure occurs, the student may retake the area or areas of failure. Graduate College requirements stipulate that a second failure shall constitute failure in the degree program and no degree will be awarded. The comprehensive exam will be offered only one time per semester, and one time per summer session.
- C. All questions will be of a discussion nature. In some instances students may choose from alternative questions. Each student will write on the question asked in Area I: History, Issues and Philosophy of Health and Exercise Science; and Area II: Scientific Investigation in Health and Exercise Science. In Area III: Individual Area of Specialization (dependent upon student's course of study), each student will choose to write any two of the questions listed. Thus, a total of four questions must be answered. **If a student does not answer four questions, the total exam will be considered as a failure.**
- D. Questions will be selected by the student's exam committee and will not necessarily reflect the views of individual faculty members.
- E. Answers should indicate a student's overall knowledge of Health and Exercise Science, and should not be limited to knowledge acquired in a particular course. The responses should reflect knowledge of literature and information sources about Health and Exercise Science theory and concepts and their application to society.
- F. It is suggested the student prepare a brief topic outline of his/her answer and place it at the beginning of their exposition.
- G. The Department will supply paper and pens or a computer. The student will be allowed to furnish his/her dictionary. No other material will be allowed at the exam. Total time length for the exam will be three hours in the morning from 9a-12p for Area I and Area II, and three hours in the afternoon from 1p-4p for Area III.

General Exam & Admission to Candidacy Policy for Doctoral Students

The following are Graduate College policies and procedures related to the General Exam and Admission to candidacy:

1. application for the General Examination (page 8 University of Oklahoma Graduate Liaison Handbook)
2. arranging the General Examination (page 8 University of Oklahoma Graduate Liaison Handbook)
3. the General Examination (page 9 University of Oklahoma Graduate Liaison Handbook)
4. results of the General Examination (page 9 University of Oklahoma Graduate Liaison Handbook)
5. marginal Examination Results (page 9 University of Oklahoma Graduate Liaison Handbook)
6. dissenting Reports (page 9 University of Oklahoma Graduate Liaison Handbook)
7. failed General Examination (page 9 University of Oklahoma Graduate Liaison Handbook)

Besides the Graduate College policies and procedures noted above, the following guidelines for the general exams should also be followed:

1. Written Examination
 - a. The doctoral student must have completed at least 36 hours of doctoral course work before arranging to take the written exam
 - b. The doctoral committee should consist of at least 5 members of good standing within the graduate college, at least one of which must be from outside the student's department
 - c. Each committee member has the opportunity to submit questions for the student's written exam
 - d. The total examination period for the written portion of the General Exam should take no longer than one work week with a maximum time limit of 4 hours per question
 - e. General exams will be administered during a 2-5 day period. The faculty advisor will be responsible for proctoring the exam. Each committee member will be given the opportunity to submit questions to the faculty advisor. The questions selected to be included in the general exam will be at the discretion of the advisor. Students will be given up to 4 hours to answer each question on the general exam.
2. Oral Examination
 - a. Whenever possible, if the student has satisfactorily passed the written portion of the General Exams, then the oral portion of the exam will be scheduled within two weeks of notification of passing the written portion
 - b. Within 72 hours of successfully completing both portions of the General Exams, the Committee Chair needs to notify the Graduate Dean and submit a form with all the Committee Member signatures
3. Once the student has been admitted to Candidacy for the doctoral degree by the Graduate Dean but before the students formally begins dissertation research, the student must present and defend their proposal at a formal proposal meeting with all committee members present. This meeting can be open to the general public (similar to the final defense of the dissertation research). (Approved by HES Graduate Faculty on 5/8/02)

Early Admission of Doctoral Students

Applications from students who wish to enter the doctoral program in the Spring semester will be considered by the Graduate Committee. Applicants must follow the same application procedures, and meet the same requirements and standards as those who apply in the fall. The Graduate Committee will review the applicant only after the file is complete, and a faculty member has been identified and has agreed to serve as the mentor for the applicant.

Admission of Part-Time Doctoral Students

Applications from students who wish to enter the doctoral program as a part-time student will be considered by the Graduate Committee. Applicants must follow the same application procedures, and meet the same requirements and standards as those who apply as full-time doctoral students. The Graduate Committee will review the applicant only after the file is complete, and a faculty member has been identified and has agreed to serve as the mentor for the applicant.

Doctoral Committee Chair Requirement when a Faculty Member Leaves HES
(approved 10/28/05)

In the event that a faculty member terminates employment within the Department of Health & Exercise Science, each of his/her graduate student(s) must select another faculty member(s) to serve as mentor and committee chair. The potential new chair must have the required graduate faculty status to chair the committee and must agree to serve in this capacity. In such cases, the department agrees to honor any funding commitments to the student. Likewise, if a faculty member accepts a student under these circumstances, that student will not be counted as a part of the new mentor's student total in the rotation process for funding new students.

Committee members/chairs who wish to continue to serve on the student's committee must follow the Graduate College Policy found in the Graduate College Bulletin (outlined below):

1. Doctoral students in HES must have as committee co-chair, a faculty member from within their discipline who holds a 1.0 FTE appointment in HES and has the required graduate faculty status.
2. Graduate College Policy for Doctoral Committee Membership for Faculty Members who Retire or Terminate Employment with the University - (Graduate College Bulletin <http://gradweb.ou.edu/docs/info/gcbulletin/doctorsal/advisoryConference.htm>):
 - When a member of the advisory conference or doctoral committee terminates employment with or retires from the University and wishes to continue to serve on the committee, that member, in consultation with the student, must request permission, in writing, from the Graduate Dean to continue to serve.
 - The request should be made prior to the member's leaving the University.
 - The Graduate Dean will review the request and make a decision concerning whether it is appropriate for the member to continue to serve on the doctoral committee.
 - The chair of a doctoral committee who terminates employment or retires from the University cannot continue to serve as chair, but may, with approval of the Graduate Dean, become co-chair of the committee.
 - A request in writing countersigned by the student and the other co-chair should be submitted to the Graduate Dean prior to the faculty member's leaving the University.
 - The Graduate Dean will review the request and decide whether it is appropriate to permit the faculty member to remain on the committee as co-chair.
 - In all cases, a member who is leaving the University should not expect to remain on the doctoral committee unless the following criteria can be met:
 - The faculty member is willing to consult regularly with the student, read the student's dissertation and attend the student's final oral examination. These all must be accomplished with no cost to the University.
 - The student must have passed the general examination before the faculty member leaves the University.
 - The student should be in the final year of dissertation research when the faculty leaves the University. "

Appendix 19

DEPARTMENT of HEALTH and EXERCISE SCIENCE
Graduate Assessment Plan
Graduate Education Mission Statement

The Department of Health and Exercise Science is a leader within the State of Oklahoma and surrounding regions in research and graduate education in the areas of health promotion, exercise and sport sciences. A primary goal of the Department is to be nationally recognized for development and dissemination of knowledge in the academic areas of health and exercise science. A broader goal is for the Department's efforts to contribute to the enhancement of the quality of life for the citizens of the community, state, and nation. Knowledge is disseminated through intra- and interdepartmental activities. The cornerstones of this process are a graduate curriculum that draws from the life sciences, social sciences, and disciplines of the health and exercise science and an strong research emphasis. The Department, by means of a flexible interdisciplinary approach to intellectual inquiry, strives to respond to emerging societal and University needs through dynamic and responsive teaching and research programs.

The Department offers interdisciplinary Master of Science and Doctor of Philosophy degree programs on the University of Oklahoma – Norman Campus. The M.S. program in Health and Exercise Science emphasizes course work and research experience designed to prepare students for advanced graduate study in related areas or to prepare students with advanced competencies for practice in the areas of Health Promotion/Exercise Physiology. The Ph.D. program is emphasizes excellence in research and scholarship, and requires attainment of independently acquired and comprehensive disciplinary learning in one of these disciplines. The mission of the Ph.D. programs in Exercise Physiology and Health Promotion is to train individuals for careers as scholars, educators, and researchers in these disciplines.

The department's objectives to reach these goals, include:

- (1) conducting and directing scholarly inquiry and generating knowledge through teaching and research;
- (2) disseminating generated knowledge to the University community, public, and related professions and disciplines;
- (3) fostering free inquiry, and through critical thinking, effective communication, and an understanding of the world in which we live;
- (4) preparing students for careers and professions; and
- (5) serving the State of Oklahoma, the region, the country, and the world by sharing facilities, faculty and staff, and the products of teaching, research, and self-study.

To achieve these objectives the Department places primary emphasis on teaching and research. Service is also recognized as an important aspect in achieving these objectives. Departmental faculty recognize that teaching, research, and service are interrelated processes, since performance and development in any one area is associated with continued growth in the other two. To this end, each faculty member strives to contribute to the mission of the Department and University, with individual contributions varying according to disciplinary training, abilities, assigned role, and University needs.

The process of fulfilling the mission will be guided by high standards of academic excellence for student achievement and faculty productivity through teaching, research and other scholarly activities. Interdepartmental and interdisciplinary course support and degree programs enhance achievement of the mission.

Graduate Assessment Plan

Departmental Intended Outcomes/Objectives

1. Students will become active in their chosen research area.
2. Students will demonstrate mastery of the research methods and related literature in their area of study.
3. Students will complete their degrees in a timely fashion.
4. Students will find employment in their field, or pursue additional education.

Assessment Criteria and Procedures

- 1a. Students will present their peer reviewed research at conferences. The number of presentations by students enrolled in our MS program will equal 25% of the number of MS students enrolled during a given year. The number of presentations by students enrolled in our PhD program will equal 50% of the number of PhD students enrolled during a given year.
- 1b. Students will be authors on peer reviewed manuscripts. The number of manuscripts submitted for publication, accepted for publication, or published by our MS students will equal 25% of the number of MS students enrolled during a given year. The number of manuscripts submitted for publication, accepted for publication, or published by our PhD students will equal 50% of the number of PhD students enrolled during a given year.
2. Students will perform adequately during a thesis or dissertation defense. Students will obtain a reasonable score on the HES Department Thesis/Dissertation Form that will be completed by all HES faculty that attend the defense. 60% of all MS students who defend their thesis will obtain an average score of at least 3.0/5.0, while 80% of all PhD students will obtain an average score of at least 4.0/5.0. (See Thesis/Dissertation Evaluation Form)
3. 30% of all MS students who graduate will do so within 2 years (4 semesters and 2 summers), while 60% of all MS students who graduate will do so within 3 years (6 semesters and 3 summers). 40% of all PhD students who graduate will do so within 4 years (8 semesters and 4 summers), while 80% of all PhD students who graduate will do so within 6 years (12 semesters and 6 summers).
4. Within one year of graduation, 50% of MS students will either continue their education or find a job in a related profession, while 80% of PhD students will find a job in a related profession.

**Department of Health and Exercise Science
Thesis Evaluation Form**

Semester: _____

Total Score: _____

Year: _____

Average Score: _____

1. How would you rate the student's understanding of the literature in his/her research area?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
2. How would you rate the student's understanding of the methods used in his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
3. How would you rate the student's understanding of the research design he/she used?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
4. How would you rate the student's understanding of the statistical analyses he/she used?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
5. How would you rate the student's understanding of the research results?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
6. How would you rate the student's ability to answer questions regarding his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
7. Overall, how would you rate the student's understanding of the implications of his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
8. Overall, how would you rate the student's understanding of his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

Please circle your role: Committee Chair Committee Member Non-Committee Faculty member

**Department of Health and Exercise Science
Dissertation Evaluation Form**

Semester: _____

Total Score: _____

Year: _____

Average Score: _____

1. How would you rate the student's understanding of the literature in his/her research area?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
2. How would you rate the student's understanding of the methods used in his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
3. How would you rate the student's understanding of the research design he/she used?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
4. How would you rate the student's understanding of the statistical analyses he/she used?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
5. How would you rate the student's understanding of the research results?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
6. How would you rate the student's ability to answer questions regarding his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
7. Overall, how would you rate the student's understanding of the implications of his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent
8. Overall, how would you rate the student's understanding of his/her research project?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

Please circle your role: Committee Chair Committee Member Non-Committee Faculty member

Appendix 20
Department of Health & Exercise Science
Faculty and GTA Class Attendance Policy
(9/11/95)

A faculty member's assignment to teach a course is an essential element of the faculty member's professional responsibilities, including the obligation of the instructor to attend all classes and to teach. For legitimate, foreseeable obligations that require missing class, the faculty member must find a reasonable alternative way to meet the teaching obligation in the form of a substitute instructor or a make-up session. Specific arrangements should be established and approved prior to absence. In all circumstances which require that an instructor miss a teaching assignment, the following procedures are expected to be followed:

1. notify the Chair in writing prior to the absence, including a description of arrangements which have been made for coverage of responsibilities (generally, students from within the class are not acceptable substitutes for class coverage)
2. indicate how scheduled class activities will be provided during the faculty member's absence (either by conducting regularly scheduled classes under the direction of an appropriate substitute or by scheduling make up class sessions)
3. identify specific hours when students can meet to clarify questions or content upon the faculty member's return to campus so that students can complete assignments made during the faculty members absence

In the case of unexpected illness or emergencies, the faculty member/GA should call or have someone call the Chair so that arrangements for coverage can be made or students can be contacted related to cancellation of class and notified of arrangements for make up of class activities. In all cases, our goal is to guarantee that students are provided with the necessary information and activities to successfully meet the criteria for course completion.

Appendix 21

OU Policies Related to Instruction

The following policies from the University of Oklahoma Faculty Handbook serve to guide the instruction provided by HES faculty and graduate teaching assistants.

3.2.2 Academic Responsibility. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3.9.5 Consensual Sexual Relationships Policy. The University's educational mission is promoted by professionalism in faculty-student relationships. Professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty members and students that harm this atmosphere undermine professionalism and hinder fulfillment of the University's educational mission. Trust and respect are diminished when those in positions of authority abuse, or appear to abuse, their power. Those who abuse, or appear to abuse, their power in such a context violate their duty to the University community.

Faculty members exercise power over students, whether in giving them praise or criticism, evaluating them, making recommendations for their further studies or their future employment, or conferring any other benefits on them. Amorous relationships between faculty members and students are wrong when the faculty member has professional responsibility for the student. Such situations greatly increase the chances that the faculty member will abuse his or her power and sexually exploit the student. Voluntary consent by the student in such a relationship is suspect, given the fundamentally asymmetric nature of the relationship. Moreover, other students and faculty may be affected by such unprofessional behavior because it places the faculty member in a position to favor or advance one student's interest at the expense of others and implicitly makes obtaining benefits contingent on amorous or sexual favors. Therefore, the University will view it as unethical if faculty members engage in amorous relations with students enrolled in their classes or subject to their supervision, even when both parties appear to have consented to the relationship.

3.13.2 Religious Holidays. It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays. **NOTE:** Inclusion of the above statement is recommended in course syllabi.

4.7 Final Examination Regulations. Oklahoma State Regents for Higher Education calendar regulations require that those institutions that reserve the final week of the semester as a testing period shall ensure that all classes meet during the testing period. Final examinations are given at the discretion of the instructor, or in case of multiple sections, the department in which the class is offered.... * When a final examination is given, the student must take the examination."

4.9 Makeup Examinations (Other than Final) due to University Sponsored Activities or Legally Required Activities. The following guidelines have been approved by the Faculty Senate and the UOSA to aid faculty in determining a policy for make-up exams (other than final examinations) in cases of absences due to participation in University-sponsored or legally required activities.

Only Provost-approved university-sponsored activities such as scholarly competitions, fine arts performances, and academic field trips, and legally required activities, such as emergency military service and jury duty, are covered by these guidelines.

Faculty, if given notice two class periods before an exam or quiz (excluding pop quizzes), should make every effort to find a reasonable accommodation by (a) giving a makeup exam, an early exam, or quiz; (b) changing the exam schedule; or (c) dropping the exam or quiz and increasing the weight of another exam or quiz or other agreed upon approaches acceptable to the instructor and the student. Students missing an exam on account of jury duty must be allowed an accommodation.

NOTE: If the student and the faculty member cannot agree, normal appeal procedures (faculty to chair/director to dean to Senior Vice President & Provost) are available to the student and can be followed. For information about what activities are Provost-approved or how to have activities approved, contact the Office of the Senior Vice President & Provost.

NOTE: The Provost's Office does not approve as University-sponsored those activities which are not directly linked to credit course work.

4.10 Final Exam Preparation Period. Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week.

Student-Faculty Policies and Information

- a) Assignments, examinations, or projects worth less than 10 percent of a student's grade may be assigned at any time prior to pre-finals week and may be due during pre-finals week. However, no assignments, examinations, or projects may be due on the last two days of pre-finals week.
- b) Assignments, take-home examinations, in-class examinations, or projects worth more than 10 percent of a student's grade must be scheduled at least 30 days prior to the first day of finals and must be due or given prior to pre-finals week. Any assignment that is to take the entire semester to complete may be accepted or presented during pre-finals week provided the syllabus explicitly states that the assignment can be turned in prior to pre-finals week. In-class presentation of semester assignments due before pre-finals week may be scheduled for any day other than the last two days of pre-finals week.
- c) Special case deviations from this policy must be clearly stated in the course syllabus and approved by the chair of the department through which the course is offered.
- d) Special requests made by a student for an extension of assignment deadlines into pre-finals week may be granted subject to the discretion of the instructor.

This policy applies only to 16-week courses during the spring and fall semesters. This policy excludes make-up assignments, make-up tests, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour with a start time before 5:00 p.m. and evening classes. All University laboratory classes are exempt from this policy.

No University of Oklahoma Student Association (UOSA) organization may hold meetings, banquets, or receptions or sponsor or participate in any activity, program, or related function that requires student participation during pre-finals week.

Violations to this policy should be reported to the chair of the department in which the course is taught or, in special circumstances, to the dean of the college and may be grounds for grade appeal.

4.11 Returning Examinations, Papers, and Projects to Students. It is recommended that students be allowed to see their graded papers, projects, or examinations within a reasonable time. A two-week time limit on the reporting of examination and quiz results is, in general, considered acceptable.

4.12 Rescheduling Courses. Courses may not be rescheduled from the published time/day(s) without the prior approval of the chair/director, the dean of the college offering the course, and the Senior Vice President and Provost."

NOTE: The form for seeking permission to reschedule a course is located at <http://www.ou.edu/provost/pronew/content/schedulechange.pdf>.

4.18 Commercial Term Papers. Any staff or faculty member who writes, compiles, or otherwise completes academic assignments for sale to students of the University shall be discharged from employment. Any student who commits such an offense shall be expelled from the University.

4.19 Class Attendance – Students. Students are responsible for the content of courses in which they are enrolled. Specific policy concerning attendance requirements and announced and unannounced examinations is the responsibility of the individual instructor. Students have a responsibility to inform faculty prior to absences whenever possible. Faculty should make every effort to find a reasonable accommodation for students who miss class as a result of participation in Provost-approved University-sponsored activities or legally required activities such as emergency military service. Students missing class on account of jury duty must receive such an accommodation."

Class Attendance – Faculty. A faculty member's assignment to teach a course is an important element of the faculty member's professional responsibilities, including the obligation of the instructor to attend all classes and to teach. Academic units shall have a policy regarding faculty absences from teaching responsibilities and a procedure for instructors to arrange with their units plans for modifying scheduled class periods. Chairs and Directors are also responsible for ensuring that faculty obligations for courses are fulfilled.

For medical and family emergencies and other unforeseeable contingencies, a scheduled class meeting may be canceled. For legitimate, foreseeable obligations, the faculty member is responsible for finding a reasonable alternative way to perform teaching duties in the form of a substitute or a make-up session. Classes are not to be dismissed or rescheduled for any extracurricular function.

NOTE: Copies of each academic unit's specific policy are available in Chair/Director's office or from the Provost's Office.

5.7 Class Attendance - Faculty (Outside Employment and Extra Compensation). The missions of the University are teaching, research, creative/scholarly activity, professional and University service, and public outreach. As professionals, Norman Campus faculty are individually and primarily responsible for arranging their time among such academic functions as teaching assignments, research, service, continuing education, and consultation. Such arrangements will be subject to evaluation and approval by appropriate authorities as a part of a faculty member's total professional activity during the year with reference to department, college, and University criteria for merit salary increases, tenure, and promotion.

The professional expertise of the Norman Campus faculty is normally available to the state and its citizens for incidental and minor services without remuneration. When, however, the services desired from outside the University exceed a reasonable limit agreed to by the appropriate vice president and the faculty member, direct extra remuneration may be accepted, provided the extent of the involvement does not infringe on the faculty member's regular University duties.

A person who accepts full-time employment on the Norman Campus assumes a primary professional obligation to the University. Any other employment or enterprise in which he or she engages for income shall be secondary to his or her University work, and after consultation with those reviewing requests for outside employment and extra compensation, shall accept the judgment of the President and Board of Regents as to whether he/she may engage in such employment and retain full-time employment on the Norman Campus faculty. In addition, the department chair should be informed and approve of arrangements that are made to dismiss classes or provide substitute teachers for them when the faculty members are to be absent from these duties. **Absence for more than one week at a time for outside employment when classes are in session will require prior written approval of the Senior Vice President and Provost. (See also Faculty Attendance policy.)**

All professional activities, whether within the University or without, whether for extra remuneration or for no remuneration of any kind, should contribute to the faculty member's professional growth or efficiency and to his/her teaching or scholarly competence.

4.20 Irregular Class Meetings. All class meetings should be held during the regular hours scheduled for the course. Unscheduled meetings at other hours should be held only for very unusual and clearly defensible reasons and never for the mere personal convenience of the instructor or the students or both.

If it is desirable for sound educational reasons to schedule a departmental or joint quiz at an evening hour so that all sections of a course may write the quiz simultaneously, (uniform exams), the date and hour of each such irregularly scheduled quiz should be made known to all the students concerned during the first week of classes. If a student then incurs a serious conflict at one of these hours, the responsibility is the student's.

If no, such notice of irregularly scheduled hours for departmental or joint quizzes can be given, such a plan for giving tests is presumably not important enough to merit systematic planning and should not be used.

The University discourages all unscheduled class meetings; individual faculty members and departments regulate their teaching schedules in accordance with this principle. The department that announces the hours at which a course will meet, the faculty member who agrees to teach it at those hours and the student who has agreed to take it at those hours have all assumed an unwritten contractual obligation from which no one of them should deviate without very substantial reasons for doing so.

4.21 Classes During Finals Week. The State Regents have indicated the importance of holding class during finals week. Since finals week always has been considered a week of instruction and is a necessary part

of the minimum hours of instruction for accreditation, the holding of a final meeting of the class during that week may not be considered optional.

4.24 Student Instructional Travel Policy.

Definitions: Instructional travel is any student travel for an instructional activity that is sponsored by an academic unit and that occurs off-campus or away from an officially-designated classroom. Examples include field trips to off-campus sites and department-sponsored group travel to a site where instruction will take place. Instructional travel does not include the student's individual travel to or from the official instructional site or travel not sponsored by the academic unit.

Guidelines For Instructional Travel That Is Part Of A Course: The following guidelines are intended to provide reasonable notice to students of any significant instructional travel that a course may involve, and to ensure appropriate handling of any funds collected from students.

1. Approval. All instructional travel for a course must be approved in advance by the chair/director of the academic unit offering the course.
2. Scheduling and notification. In order to be able to plan their class schedules and financial obligations, students must receive adequate advance notification any time that they will be required to travel to an off-campus location as part of a course. At a minimum all required instructional travel must be described in the course syllabus that is given to students no later than the first day of class. If the travel is to occur outside of the scheduled meeting times listed in the class schedule, a description of the travel should be included in all information describing the course. Instructional travel outside the regular class time cannot be made mandatory if not included in the class schedule.
3. Travel Costs.
 - a. Costs covered by course fees. Mandatory fees associated with a class must be approved by the Oklahoma State Regents for Higher Education. They should also be listed in the class schedule and included in any advertising regarding the course. If instructional travel is funded by course fees, then responsibility for the management of those fees and their use for travel-related expenses is the responsibility of the sponsor of the fee account and the chair/director of the academic unit offering the course.
 - b. Costs not covered by course fees. Travel-related expenses not covered by approved course fees must be managed in a manner approved by the University. It is preferable that arrangements for the collection and use of funds for travel-related expenses be managed through either the College of Continuing Education or the University of Oklahoma Foundation. Such use must be approved in advance by the chair/director of the academic unit sponsoring the course and by appropriate officials at CCE or the Foundation. All other arrangements for paying travel-related expenses must be approved in advance by the head of the budget unit, the Dean, and the Senior Vice President and Provost.

Guidelines For All Instructional Travel.

1. Itineraries. An itinerary should be filed with the department or college office and with the OU Department of Public Safety for any University-sponsored activity that is conducted off-campus for a period exceeding 24 hours. The itinerary should include a list of the names of all participants, student numbers of student participants, telephone numbers where the group may be reached or emergency telephone numbers, destinations and, if possible, trip routes.
2. Commercial travel and unusual activities. Academic units sponsoring field trips by commercial carrier or trips involving unusual activity (hiking, climbing, athletic activities, etc.) are responsible for obtaining releases, i.e., written acknowledgment from students that they have received reasonable notice of the nature of the activity and understand the possibility of risk. For information about releases, contact the Office of Risk Management and Safety Services or the Office of Legal Counsel.
3. Liability. The Oklahoma Governmental Tort Claims Act adopts and delimits the doctrine of sovereign immunity for the State of Oklahoma, all of its political subdivisions, and its employees. Since the University of Oklahoma is a duly authorized agency of the State of Oklahoma, all instructional travel that has been approved, scheduled, and sponsored by the University and is in the complete control of an authorized University employee is afforded the liability protections of the Act. For purposes of instructional travel, the authorized university employee is the instructor(s), including graduate assistants, assigned to the course. University employees are protected by the Act from liability as long as they are acting in good faith and within the scope of their University employment. Volunteers may at times be authorized to perform services

for the University, and duly authorized volunteers are also protected under the act within the scope of their employment.

The University's liability for student accidents and injury in instructional travel is limited by the Act. Low-cost accident and illness insurance policies are available for field trip participants from the Center for Student Life.

Other Policies Pertaining to Instructional Travel: Other provisions affecting instructional travel include Faculty Handbook policies entitled Travel, Insurance, University Vehicles, and Use of State Vehicles for Private Purposes. Further information is available from the OU Employee's Guide for Business Travel, available from the Department of Risk Management and Safety Services.

Office of Disability Services. The Office of Disability Services provides support services to students with disabilities. The office is committed to the goal of achieving equal educational opportunity and full participation for students with disabilities. In many cases, these services have been developed in response to expressed student needs. We offer a set of instructional tools developed by Project Pace at the University of Arkansas at Little Rock. These tools are available on a set of CDs but have been modified to make them available on our website, <http://www.sa.ou.edu/ods/difference.htm>. Here is a list of tools for enabling faculty to teach students with disabilities: Faculty Development; Tips for teaching students who are blind or have low vision; Tips for teach students who are deaf or hard of hearing; and Tips for teaching students who have learning disabilities. If you have a need that cannot be met by any of the above, please contact the Director, Suzette Dyer at ods@ou.edu, 325-3852 voice, or 325-4173 TDD.

4.25 Course Syllabi. Faculty members have responsibilities to their students. They shall encourage in students the free pursuit of learning and independence of mind, while holding before them the highest scholarly and professional standards. Faculty members shall show respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. Instructional Faculty shall publish written course syllabi the first week of class. The syllabus should define the goals of the courses, and faculty members should devote their teaching to the realization of those goals. Where appropriate, course syllabi should state, in addition to the major goals of the course, instructor's office hours; university policies regarding reasonable accommodation and codes of behavior; list of required reading materials; list of all major reading, laboratory, and/or performance assignments for the semester; approximate dates for all graded assignments and approximate percentage each contributes to the final grade. Internships/practicum, directed readings/research, dissertation and thesis hours are exempt from this requirement.

4.25.1 Sale of Required Course Materials to Students. The authorship of instructional materials by faculty and staff is encouraged as part of scholarship and teaching, and ownership of the copyright in such materials is covered by the University of Oklahoma copyright policy. However, when students are required to purchase these materials for use in the classroom, issues arise that go beyond the question of ownership and implicate principles of academic responsibility as well as state laws regarding conflict of interest and the accountability of state employees. Therefore, except as provided below, no faculty member should profit personally by requiring the purchase of any instructional materials, for example syllabi, outlines, custom-published course packs, or access to instructional material on the Internet.

An exception is recognized for the receipt of ordinary royalties from traditionally published textbooks and their equivalent, i.e., works of scholarship in any medium that are available outside as well as within the University of Oklahoma and that are subject to some form of independent review generally recognized in the scholarly community. An exception is also recognized where prior approval is given by the Provost in consultation with the Office of Legal Counsel. Additionally, compensation for the preparation of course materials on an overload or extra-compensation basis is not covered by this policy."

NOTE: Some copy shops include a line on their course pack order forms for instructors to include a mark-up that would be returned to the instructor. A new instructor may assume that this is standard University practice. It is not.

5.4 Reasonable Accommodation Policy. The University of Oklahoma will reasonably accommodate otherwise qualified individuals with a disability unless such accommodation would pose an undue hardship or would result in a fundamental alteration in the nature of the service, program, or activity or in undue financial or administrative burdens. The term **reasonable accommodation** is used in its general sense in this policy to apply to employees, **students**, and visitors.

Reasonable accommodation may include, but is not limited to:

- (a) Making existing facilities readily accessible and usable by individuals with disabilities;
- (b) Job restructuring;
- (c) Part-time or modified work schedules;
- (d) Reassignment to a vacant position if qualified;
- (e) Acquisition or modification of equipment or devices;
- (f) Adjustment or modification of examinations, training materials, or policies;
- (g) Providing qualified readers or interpreters; or
- (h) Modifying policies, practices, and procedures.

NOTES regarding this policy:

- 1) You are strongly encouraged to make a statement in the opening session of your class and in the class syllabus such as this one:

“Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

- 2) Any student who responds to your announcement should be referred to the Office of Disability Services , (Goddard Health Center, Room 166, 325-3852) to make a formal request for accommodation.
- 3) Refer also to sections 5.2 Individuals with Disabilities and 5.3 Office of Disability Services of the Faculty Handbook. Please be assured that both the Office of Disability Services and the Provost's Office will assist you in making appropriate accommodations.

Academic Integrity at OU: Honor Pledge, Honor Council and Academic Misconduct Code

1. **UOSA Honor Pledge.** During the Spring 2004 semester, the University of Oklahoma Student Association passed, with the concurrence of the Faculty Senate, a resolution encouraging the use of an integrity pledge on all major assignments. The Pledge reads:

On my honor, I affirm that I have neither given nor received inappropriate aid in the completion of this exercise.

Instructors are encouraged to place this pledge, along with a student signature line, on quiz and test sheets. Students may also be asked to write or type it themselves on the title page of papers and projects. A faculty member who chooses to do so may state in the syllabus that work will not be accepted if it does not bear the signed integrity pledge. A downloadable version of the pledge text is available at <http://www.ou.edu/honorcouncil/statement.pdf>.

2. **UOSA Honor Council.** In Spring 2004 UOSA also formed the University of Oklahoma's first student honor council. The Honor Council acts as the voice of the student community with respect to academic integrity. Council members will promote integrity through community activities and presentations; sit on academic misconduct hearing panels, and advise the Provost on integrity policies and procedures. To request a presentation for your class or to raise a concern, contact the Honor Council on their website, <http://www.ou.edu/honorcouncil>.
3. **OU Academic Misconduct Code.** The misconduct system for the Norman Campus, excluding the College of Law, is set forth in the Academic Misconduct Code. The Code is included as an appendix to the Faculty Handbook and is available as a link from the Provost's student academic integrity page, <http://www.ou.edu/provost/integrity>. Links from that page also lead to instructions on filing misconduct charges and imposing academic misconduct "admonitions" on students when either becomes necessary.
4. **Charging or Admonishing Misconduct under the Code.** Instructors are encouraged to discuss expectations of academic integrity with their classes regularly and should not hesitate to respond vigorously to incidents of academic misconduct. Any such incident may be dealt with by either filing a **charge** of misconduct or giving the student an **admonition**. **Charges** are filed with the Campus Judicial Coordinator,

Suzette Dyer (GHC 166, 325-3852) within 15 class days of the incident's discovery. A form for this purpose is available on the Provost's procedures webpage, <http://www.ou.edu/provost/integrity-rights/>. Further information for both students and faculty is also available there. Once the student meets with the CJC and formally admits, defaults, or is found guilty in a subsequent hearing, a charge of misconduct will result in any grade penalty the instructor deems appropriate-- up to an F in the course. It will also result in university sanctions from the Provost, in consultation with the student's dean, ranging from a formal reprimand to expulsion. If final grades are due while a charge is pending, the grade of "N" (not "I") should be assigned until the matter is resolved.

In less serious cases, the same form used for charges may be used to impose an instructor's formal warning, or **admonition**. An admonition is less severe than a charge of misconduct and is only appropriate for first-time, less-egregious offenses on assignments other than final examinations or semester-long projects and papers. Once the matter is discussed with the student and a written notice of the right to appeal is provided, an admonition may lead to an immediate grade penalty without further delay for adjudication. However, the penalty can be no greater than a zero on the assignment and will not be accompanied by any institutional penalty. To prevent repeat lenience by instructors unaware of the prior warnings a student has received, any admonition should be reported to the Campus Judicial Coordinator using the charge/admonition form. Faculty contemplating an admonition may contact Assistant Provost Greg Heiser (gheiser@ou.edu 325-3221) to determine whether a student has already received one.

The admonition process may be entirely verbal and informal with one exception. An admonished student has the right to contest the admonition by contacting the Campus Judicial Coordinator within 15 class days. Notice of this right must be provided to the student in writing. Notice may be effected by giving the student a copy of the same form used to report the incident. Alternatively -- or better yet, in addition -- the instructor's expectations of integrity and the right of appeal may be spelled out in the course syllabus. The Provost's student integrity webpage and procedures page, <http://www.ou.edu/provost/integrity> and <http://www.ou.edu/provost/integrity-rights>, may be referenced to shorten the syllabus discussion. Discussion of academic misconduct in the syllabus is a good idea, but is **not** required in order to hold students to appropriate standards of conduct.

Appendix 22

FACULTY VOTING PROCEDURES for TENURE and PROMOTION

During the Spring semester of the fifth year, the tenure review process will begin. This process should be rigorous and will result in a recommendation to either grant/deny tenure and/or promotion within the Department of Health and Exercise Science.

The candidate (along with assistance from Committee 'A' and the Chair) is responsible for compiling the tenure dossier and forwarding it to the appropriate University committee after a vote on tenure by appropriate Health and Exercise Science faculty members. Ordinarily, voting privileges concerning tenure and/or promotion are limited to those individuals who hold rank at least equal to that for which a faculty member is being recommended. However, should the department have fewer than 4 faculty members at or above the rank being recommended, then independent votes will be forwarded from tenured members of the department, Committee 'A', and the Chair. In such cases, voluntary participation of non-tenured members of Committee 'A' is acceptable. Faculty members not serving on Committee 'A' may consult with that body during deliberations on candidates for tenure.

Department of Health and Exercise Science

University of Oklahoma

Approved by the faculty of HES on May 16, 1996

Approved by the Provost's Office on October 22, 1996

Appendix 23

DEPARTMENT OF HEALTH AND EXERCISE SCIENCE GRADUATE FACULTY MEMBERSHIP CRITERIA

Criteria developed by Department of Health and Exercise Science to determine eligibility and retention of Graduate Faculty to appropriate membership levels.²

M0: Graduate Faculty Membership: May teach graduate courses

1. The faculty member must have a doctorate (usually a PhD) or equivalent in the area of study/research.
2. Hold an appointment (tenure track or adjunct) in the Department of Health and Exercise Science.
3. Faculty member must have special knowledge in the area of instruction and is judged qualified to teach graduate level course by the Graduate Committee.¹

M1: Serve or Direct Master's Thesis

1. Faculty member must be qualified to hold Graduate Faculty membership as stated above.
2. Faculty member must show evidence of scholarly activity (as indicated by **at least five of the following activities (3 of which must be peer reviewed journal publications) during the previous five years - the remaining 2 activities can be either from the same category or from different categories**):
 - a. scholarly book, monograph, manual, chapter, essay
 - b. article in an appropriate refereed journal
 - c. approved/funded grants or contracts to support candidate=s research
 - d. refereed abstract/national presentation
 - e. refereed publication from student research
 - f. other activity which is individually evaluated and approved by the Graduate Committee in consultation with faculty member¹

M2: Serve on Doctoral Committees

1. Faculty member must be qualified to hold Graduate Faculty membership as stated above.
2. Faculty member must show evidence of scholarly activity (as indicated by **at least seven of the following activities (3 of which must be peer reviewed journal publications) during the previous five years - remaining 4 activities can be either from the same category or from multiple categories**):
 - a. scholarly book, monograph, manual, chapter, essay
 - b. article in an appropriate refereed journal
 - c. approved/funded grants or contracts to support candidate=s research
 - d. refereed abstract/national presentation
 - e. refereed publication from student research
 - f. other activity which is individually evaluated and approved by the Graduate Faculty Review Committee in consultation with faculty member¹

M3: Direct Dissertations

1. Faculty member must be qualified to hold Graduate Faculty membership as state above.
2. Faculty member must have chaired at least 1 or served on 3 Master's committee' s - otherwise must co-chair their first Dissertation Committee with an appropriate faculty member
3. Faculty member must show evidence of scholarly activity (as indicated by **at least seven of the following activities (5 of which must be peer reviewed journal publications) during the previous five years - remaining 2 activities can be either from the same category or from multiple categories**):
 - a. scholarly book, monograph, manual, chapter, essay
 - b. article in an appropriate refereed journal
 - c. approved/funded grants or contracts to support candidate=s research
 - d. refereed abstract/national presentation
 - e. refereed publication from student research
 - f. other activity which is individually evaluated and approved by the Graduate Committee in consultation with faculty member¹

ENDNOTES:

- ¹ The Graduate Committee will consist of tenured faculty members of both the Departmental Graduate Committee and A Committee and will be chaired by the Graduate Faculty Liaison. Reviews and the determination of appointments at each level (M0, M1, M2, or M3) will be determined by this committee. Faculty members can petition for a request to be re-evaluated regarding their graduate faculty status on an annual basis.

There will be a March 1 deadline to petition for a change or for a renewal of Graduate Faculty Membership.

- ² In addition to meeting the criteria for a given membership designation, graduate faculty who have already directed graduate student research will be evaluated, when necessary, by the Graduate Committee and be evaluated on their previous performance in terms of (a) the quality of guidance given their students, and (b) the timely completion of the program of study.

Revision approved by the HES Faculty 9/02

Appendix 24

Course Buyout Policy

A faculty member can request buyout of 1 course/semester. Approval of a course buyout will be dependent on the department's ability to accommodate the reduced load. Mechanisms for accommodation may include but are not limited to:

1. hiring qualified adjunct or visiting faculty,
2. rearranging course schedules when feasible, or
3. canceling courses when feasible.

When approved, a course can be bought out at a rate of 10% of a faculty members 9 month salary per class. Salary replacement funds will be utilized within the department according to the following priorities:

1. to pay for replacement instructional staff
2. to address other departmental priorities

Policy approved by a 5-0 vote on 3/15/02.

Policy For Distribution of SRI

The portion of indirect funds returned to the department (18%) from externally funded projects of departmental faculty will be distributed in the following manner. One half of SRI funds will be allocated for departmental use and one half will be allocated for discretionary use by the grant PI for purposes that are consistent with state disbursement policies.

Policy approved by a 5-0 vote on 3/15/02.