

WSU Five-Year Program Review
Self-Study

Cover Page

Department: Health Promotion and Human Performance
Program: Bachelor of Science in Athletic Therapy

Semester Submitted: Fall 2013

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Self-Study Team Members: Jordan Hamson-Utley, Jennifer Ostrowski, Matthew Donahue, Jennifer Turley

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A. Brief Introductory Statement

The Department of Health Promotion and Human Performance (HPPH) offers an undergraduate program in Athletic Therapy. This program has been in existence for 5 years (since January 2009) and is designed for students preparing to enter graduate school for physical therapy, occupational therapy, physician's assistant programs, and/or medicine. Students who graduate from this major only will not be eligible to take the Board of Certification (BOC) exam to become a certified athletic trainer. These students take many of the support courses, professional knowledge courses, and many of the AT major courses. However, Athletic Therapy students DO NOT take the Clinical Application courses. Instead, these students complete the prerequisites required to enter their chosen graduate program. The program provides hand on and experiential learning along with internships in healthcare in their chosen field of study.

Major Course Requirements for Bachelor of Science Degree in Athletic Therapy

Athletic Therapy Courses (22 credit hours)

- AT 2300 Emergency Response (3)
- AT/PSY 3200 Psychology of Sport, Injury & Rehabilitation (3)
- AT 3300 Evaluation & Care of Musculoskeletal Injuries: Lower Extremities (3)
- AT 3301 Evaluation & Care of Musculoskeletal Injuries: Upper Extremities (3)
- AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4200 Basic Rehabilitation of Musculoskeletal Injuries (3)
- AT 4600 Administration & Management in Athletic Training (3)
- AT 4700 Introduction to Radiology for the Athletic Training Profession (1)

Program Electives (3-6 credit hours) – Must choose at least one. Students completing less than 6 credits of PEP 4890 must choose two.

- AT 4101 Advanced Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4201 Advanced Rehabilitation of Musculoskeletal Injuries (3)
- AT 4550 General Medical Conditions and Advances in Athletic Training (3)

Support Courses (35-38 credit hours)

- HLTH SS1030* Healthy Lifestyles (3)
- HTHS 2240** Intro to Pharmacology (3)
- NUTR LS1020* Foundations in Nutrition (3)
- PEP 3500* Biomechanics (3)
- PEP 3510 Exercise Physiology (3)
- GERT/PSY/PEP 3600* Measurement for Evaluation and Research (3)
- PEP 4890*** Cooperative Work Experience (3-6)
- PSY SS1010* Introductory Psychology (3)
- PSY 3010 Abnormal Psychology (3)
- ZOOL 2100**** Human Anatomy (4)

ZOOL 2200**** Human Physiology (4)

* These courses also fulfill General Education or degree requirements.

** These courses may be substituted on a case-by-case basis when students are required to fulfill science requirements for admittance to graduate school with permission from the Program Director.

*** Some students will be required to complete an FBI background check and drug test prior to completing the work experience. The expenses, approximately \$75, will be paid for by the student. Some students may also be required to secure additional immunizations, including a hepatitis B vaccination, depending on the cooperative work experience site. The expenses, approximately \$40-100, will be paid for by the students.

**** Students may also take HTHS 1110 and 1111 instead of ZOOL 2100 and 2200. However, it is the student's responsibility to ensure that HTHS 1110 and 1111 will be accepted as prerequisite courses for their graduate program of choice.

Other Pre-Professional Courses

Athletic Therapy Students also generally take the coursework needed for their professional graduate school (physical therapy, occupational therapy, physician's assistant, or medicine). These courses typically include CHEM 1110 and 1120, PHYS 2010 and 2020, and MATH 1060 (Trigonometry). The prerequisites vary somewhat from one graduate program to another and it is the student's responsibility to ensure that all pre-professional courses fulfill entrance requirements.

Optional Elective

AT 4800 Individual Projects (1-4)

B. Mission Statement

The mission of the Weber State University Athletic Therapy Program is to provide a quality educational and pre-professional clinical experience for students. Students are presented with didactic and psychomotor experiences that will lead them to being able to exercise sound ethical judgment. The coursework and internships will prepare students for their graduate program of choice and position them to gain admission into these programs.

C. Curriculum

Curriculum Map

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Core Courses in Athletic Therapy Program					
AT/HLTH 2300 – Emergency Response			E/M		
AT/PSY 3200 - Psychology of Sport, Injury & Rehabilitation				E/M	I
AT 3300 Evaluation & Care of Musculoskeletal Injuries: Lower Extremities		E/M			
AT 3301 Evaluation & Care of Musculoskeletal Injuries: Upper Extremities		E/M			
AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries				E/M	I
AT 4101 Advanced Therapeutic Modalities for Musculoskeletal Injuries (optional course)				E/M	I
AT 4200 Basic Rehabilitation of Musculoskeletal Injuries		I		E/M	
AT 4201 Advanced Rehabilitation of Musculoskeletal Injuries (optional course)				E/M	
AT 4550 General Medical Conditions and Advances in Athletic Training (optional course)		E			I
AT 4600 Administration & Management in Athletic Training					E/M

I = introduced, E = emphasized, M = mastery assessed

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Support Courses in Athletic Therapy Program					
HLTH SS1030 Healthy Lifestyles	E				I
HTHS 2240 Introduction to Pharmacology				E	
NUTR LS1020 Foundations in Nutrition	E				
PEP 3500 Biomechanics		I			
PEP 3510 Exercise Physiology	I	I			
PEP/PSY 3600 Measurement for Evaluation and Research					E
PEP 4890 Cooperative Work Experience		E		E	E
PSY SS1010 Introductory Psychology				I	
PSY 3010 Abnormal Psychology				I	
ZOOL 2100 Human Anatomy		I			
ZOOL 2200 Human Physiology		I			

I = introduced, E = emphasized, M = mastery assessed

Summary Information (as needed): None.

D. Student Learning Outcomes and Assessment

Measureable Learning Outcomes: At the end of their study at WSU, students in the Athletic Therapy program will have a solid foundation in:

1. Educating participants and managing risk for safe performance and function.
2. Implementing standard evaluation techniques and formulating a clinical impression for the determination of a course of action.
3. Employing standard care procedures and communicating outcomes for efficient and appropriate care of the injured.
4. Reconditioning participants for optimal performance and function.
5. Understanding and adhering to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.

Summary Information (as needed): None.

Evidence of Learning: General Education Courses: N/A

Evidence of Learning: Courses within the Major

Courses within the Major – every course required in the major OR at least all of the clinical courses (must include 20-25% of courses each year)

E. Evidence of Learning: Courses within the Major (2011-12 data)				
Measurable Learning Outcome	Method of Measurement	Goals Linked to Learning Outcomes	Interpretation of Findings (did you or did you not meet the goal in the previous column. Include data here)	Action Plan/Use of Results (if you didn't meet your goal, how are you going to make changes. If you did meet the goal, just put no changes necessary at this time)
Students will...	Direct and Indirect Measures*			
Learning Outcome 1.A: Students will educate participants and manage risk for safe performance and function.	Measure 1: AT 4600: Comprehensive Written Final Exam	Measure 1: 90% of students will earn a 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: PEP 4890: Status Report	Measure 2: 90% of students will demonstrate tasks in patient education.	Measure 2: 95% of students demonstrated tasks in patient education.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: PEP 4890: Evaluation by Clinical Site Supervisor	Measure 3: 90% of students will earn an 80% or better in evaluation section on Facilitation	Measure 3: 100% of students earned an 80% or better in evaluation section on Facilitation	Measure 3: No curricular or pedagogical changes needed at this time

Learning Outcome 2.A: Students will implement standard evaluation techniques and formulate a clinical impression for the determination of a course of action.	Measure 1: AT 3300 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 95% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: AT 3300 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 95% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: AT 3301 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: AT 3301 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 95% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time
Learning Outcome 3.A: Students will employ standard care procedures and communicate outcomes for efficient and appropriate care of the injured.	Measure 1: AT 2300 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: AT 2300 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time

Learning Outcome 4.A: Students will recondition participants for optimal performance and function.	Measure 1: AT 4100 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 80% of students earned a 70% or better.	Measure 1: New instructor assigned to this course.
	Measure 2: AT 4100 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: Less than 50% of students earned a 70% or better on first attempt.	Measure 2: New instructor assigned to this course.
	Measure 3: AT 4101 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 90% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: AT 4101 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: Less than 50% of students earned a 70% or better on first attempt.	Measure 4: New instructor assigned to this course.
	Measure 5: AT 4200 – Comprehensive Written Final Exam	Measure 5: 90% of students will earn an 70% or better on the exam	Measure 5: 90% of students earned a 70% or better.	Measure 5: No curricular or pedagogical changes needed at this time
	Measure 6: AT 4201 – Comprehensive Written Final Exam	Measure 6: 90% of students will earn an 70% or better on the exam	Measure 6: 95% of students earned a 70% or better.	Measure 6: No curricular or pedagogical changes needed at this time
Learning Outcome 5.A: Students will understand and adhere to approved organizational and professional	Measure 1: AT 4600: Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: AT 4600: Facility	Measure 2: 90% of	Measure 2: 100% of	Measure 2: No curricular or

practices and guidelines to ensure individual and organizational well-being.	Project – Policies and Procedures Manuals/Risk Management Plans	students will earn an 70% or better on the project	students earned a 70% or better.	pedagogical changes needed at this time
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*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Evidence of Learning: High Impact Service Learning					
Program Learning Goal	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will complete an internship experience to prepare them for the graduate program of their choice.	Learning Outcome 1.A: Each graduating student will complete a minimum of 180 hours in an internship in the field of their choice.	Measure 1: Student internship hour logs document the number of hours completed by each student.	Measure 1: 100% of students will complete a minimum of 180 internship hours.	Measure 1: 95% of graduates completed a minimum of 180 internship hours.	Measure 1: A penalty was added to the PEP 4890 course grade for students who do not complete the contracted number of hours.
		Measure 2: Evaluation of student by Clinical Supervisor at internship site.	Measure 2: 100% of students will be evaluated satisfactorily by their clinical supervisor (80% or better overall score).	Measure 2: 100% of students were evaluated by satisfactorily by their clinical instructors (received 80% or better overall score).	Measure 2: No curricular or pedagogical changes needed at this time

* At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Summary Information (as needed): None.

E. Academic Advising

In the Department of Health Promotion and Human Performance, students can expect a friendly educational environment with student leadership involvement and a student-oriented advising program. The faculty and coordinator of advisement are strongly committed to assisting each student in a planned advisement program that is most effective. Student satisfaction is a goal and students are counseled that the responsibility of successful completion of their programs lies in their hands. Students are advised of program admission requirements, general education for courses in the department that satisfied general education requirements, and transfer articulation.

Advising Strategy and Process

The HPH department has a highly qualified and experienced advisement coordinator. Each individual faculty member also participates in advisement after students have an initial meeting with the advisement coordinator. The current advisement process is: new students attend a group advisement session, students schedule individual advisement sessions with the advisement coordinator, then student may meet with a faculty advisor or program director. The advisement coordinator seeks to maintain academic program requirements, follow degree maps, attend training and conferences related to advisement and WSU as well as for the specific program, and attend department and program meetings. The academic advisor has specific responsibilities as does the student.

In addition, the Athletic Therapy Program Director meets individually with each student when he/she applies for admission to the program as well as prior to beginning their PEP 4890 internship. The Program Director also meets with students on other occasions as needed for academic advising and/or career advice.

Advisor Responsibilities:

- Understand and effectively communicate the curriculum, graduation requirements and University policies and procedures.
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals.
- Encourage and guide students as they define realistic academic goals.
- Support students as they acquire the skills to develop clear and attainable educational plans.
- Provide students with information about and strategies for utilizing the available resources and services on campus.
- Monitor and accurately document discussions regarding the student's progress toward meeting their goals.
- Maintain the level of confidentiality provided by the Buckley Amendment (FERPA).
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements.
- Promote and encourage students to develop productive working relationships with their professors.

Advisee Responsibilities: As an advisee, you have clear responsibilities in order for the advising partnership to be successful. Among those responsibilities are the following:

- Schedule regular appointments or make regular contacts with your advisor each semester.
- Come prepared to each appointment with questions or materials for discussion; be an active learner by participating fully in the advising experience.
- Ask questions when you do not understand an issue or have a specific concern.
- Keep a personal record of your progress toward meeting your goals. Organize official documents (academic records, communications from professors or the advisement coordinator—including emails, letters, and/or phone calls) in a way that enables you to access them when needed.
- Clarify personal values and goals and provide your advisor with accurate information regarding your interests and abilities.
- Become knowledgeable about University programs, policies and procedures.
- Accept responsibility for your decisions.
- Respond to official notification from the advisement coordinator (letters, emails, phone contacts, etc.) in a timely manner.
- Maintain effective working relationships with advisors, faculty and administrators.

Effectiveness of Advising

An advisement survey for department faculty evaluation of advisement and program student's evaluation of advisement was created and implemented in Spring 2013. The results were overall positive with some areas identified for improvement. The main area for improvement was greater availability to the advisement coordinator. Beginning Fall 2013, group advisement for each program was implemented as a requirement for individual advisement. Further, the process involved in meeting scheduling between students and the advisement coordinator needed improvement. A system is in place now to schedule meetings with the department secretary using Google calendar.

Faculty Advisement Coordinator April 2013 Survey (15 of 18 faculty responded)

Questions
<ol style="list-style-type: none">1. The HPHP advisement coordinator is sufficiently available to assist students.2. The HPHP advisement coordinator responds quickly to student needs.3. The HPHP advisement coordinator provides accurate information to students.4. The HPHP advisement coordinator provides accurate information to faculty.5. The HPHP advisement coordinator handles academic petitions (waivers, substitutions, exceptions, experiential credit, etc.) appropriately.6. The HPHP advisement coordinator always follows department chair, program director, and/or faculty academic mandates.7. The HPHP advisement coordinator is knowledgeable about departmental programs and general education requirements.

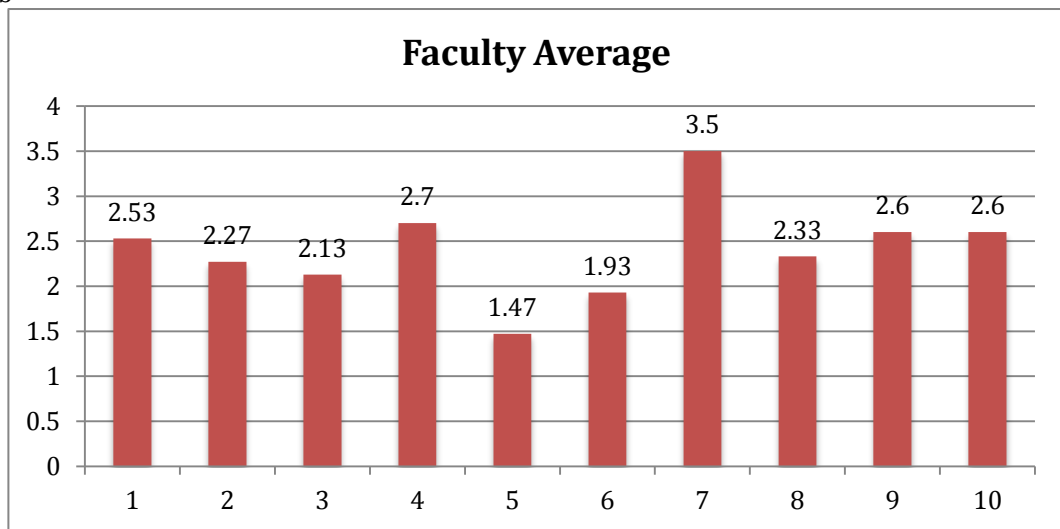
- 8. The HPHP advisement coordinator adequately documents advisement sessions through the online university advisement system.
- 9. The advisement coordinator is in her office during peak advisement need times.
- 10. I am satisfied with the HPHP advisement coordinator employee work ethic and quality.

Rating Scale

Questions 1-10

- 0. Strongly Disagree
- 1. Sometimes Disagree
- 2. Neither Agree nor Disagree
- 3. Sometimes Agree
- 4. Strongly Agree

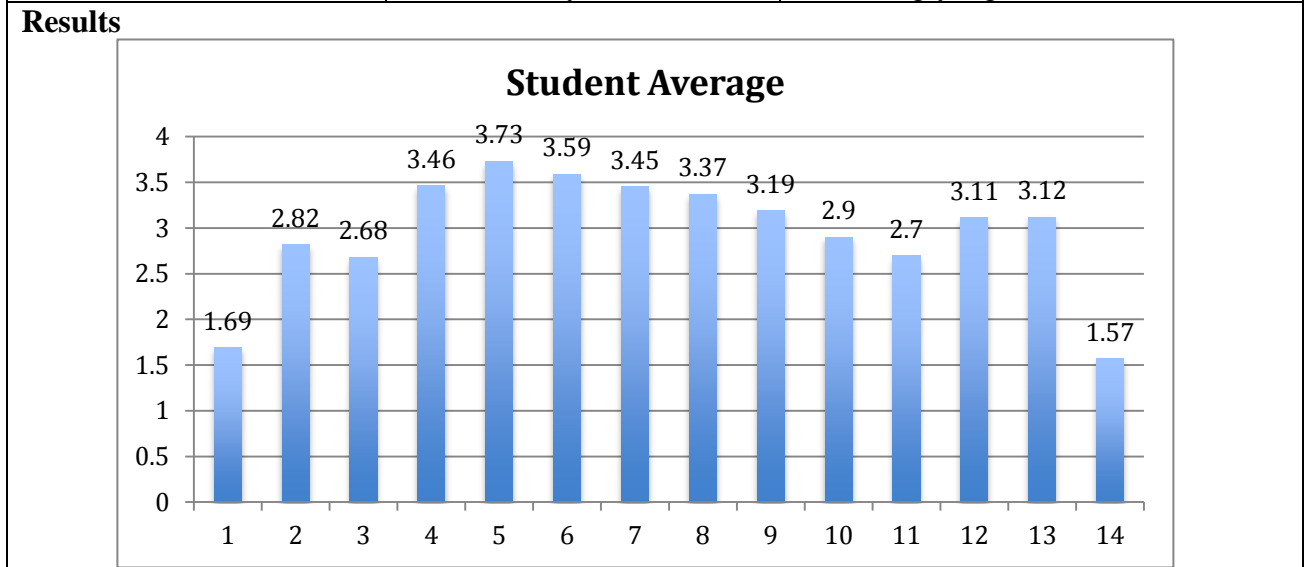
Results



Student Advisement Coordinator April 2013 Survey (94 students responded)

Questions
<ol style="list-style-type: none"> 1. I am typically able to schedule a meeting with the HPHP advisement coordinator within: 2. The HPHP advisement coordinator is readily available to me throughout the semester when I need assistance. 3. The HPHP advisement coordinator responds quickly (such as within 24-48 hours Monday through Friday) to my email and voicemail. 4. The HPHP advisement coordinator's responses adequately address my questions and meet my needs. 5. The HPHP advisement coordinator is courteous and professional. 6. Meetings with The HPHP advisement coordinator are helpful and productive. 7. The HPHP advisement coordinator provides me with accurate advisement information. 8. The HPHP advisement coordinator helps me select courses that match my interests and graduation requirements. 9. The HPHP advisement coordinator is helpful in discussing my career plans and goals. 10. I feel confident that the HPHP advisement coordinator will follow up on any unresolved issues 11. The HPHP advisement coordinator clearly communicates what is my responsibility and what she can do for me. 12. The HPHP advisement coordinator refers me to program faculty members for program-specific course questions. 13. The HPHP advisement coordinator tells me where to go on campus for additional resources when needed. 14. Information provided by the HPHP advisement coordinator is contradictory to information provided by my program faculty.

Rating Scale		
<i>Question 1</i>	<i>Questions 2-7</i>	<i>Questions 8-14</i>
0. Over two weeks	0. Never	5. Strongly Disagree
1. One to two weeks	1. Rarely	6. Sometimes Disagree
2. About one week	2. Occasionally	7. Neither Agree nor Disagree
3. A few days	3. Most of the time	8. Sometimes Agree
4. Minutes to hours	4. Always	9. Strongly Agree



Interpretation: Students were generally satisfied with advisement but noted some areas needing improvement. The program faculty were generally unsatisfied with several facets related to advisement. Faculty were the most satisfied with the advisement coordinators knowledge about department programs and general education requirements and the least satisfied with the advisement coordinators handling of petitions (waivers, substitutions, exceptions, experiential credit). Faculty members also reported dissatisfaction with the advisement coordinator not following department chair, program director, and/or faculty mandates regarding advisement. Students were overall satisfied with the advisement coordinator being professional and courteous and meetings being helpful and productive. Students reported having difficulty scheduling a meeting with the advisement coordinator. Contradictory information between the program faculty and advisement coordinator appears to be a concern by some students.

Actions taken: Group advisement sessions have been implemented. Advisement scheduling has been taken over by a department secretary. The advisement coordinator is not permitted to process petitions without approval in writing. Program faculty rather than the advisement coordinator handle difficult advising cases.

Past Changes and Future Recommendations

The department program continually updates curriculum and advisement tools to assist students in successful completion of degree requirements. When program changes are made accommodations are in place so students can complete their program based on their catalog year. Advisement will continue to be progressive, include technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs based on survey results conducted minimally every three to five years.

F. Faculty

Faculty Demographic Information

The program has four full-time tenure track faculty, one associate professor and three assistant professors. Each holds a doctorate degree with specific specialty training in areas specific to courses taught. The program uses adjunct faculty to teach a large percentage (approximately 30%) of courses, including both upper division and lower division courses.

Programmatic/Departmental Teaching Standards

The program faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committee's review faculty according to policy in their second and fifth year. Department and college ranking tenure and evaluation committees review faculty in their third and six years, also according to policy.

Faculty teaching schedules are determined by the department chair in consultation with the program director and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by non-tenured faculty members and adjunct faculty are evaluated by students using ChiTester (online testing software) and compared to program and department standards and averages. Results include student commendations and recommendations. Numerical data based on a scale of one to five is interpreted and tracked by semester and over time. The student evaluation instrument has been consistently used for over ten years and is currently be reevaluated by a department student survey committee.

Faculty Qualifications

Each faculty member is highly qualified to teach in this program. A summary of the current faculty is shown in the table below. Adjunct faculty must meet the department minimum qualifications to teach in the department and program. This includes holding a masters degree and/or appropriate instructor certifications, and/or professional certification/license in their content area.

Faculty & Staff (2012-13 academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4	0	1
Number of faculty with Master’s degrees	0	0	5
Number of faculty with Bachelor’s degrees	0	0	2
Other Faculty	0	0	0
Total	4	0	8

Evidence of Effective Instruction

- i. Regular Faculty
Results of end of course/instructor evaluations conducted on ChiTester are included in each faculty member’s professional housed in the College Dean’s office. Support files are housed in the faculty member’s office in the Swenson Building and end of course evaluation results are housed on ChiTester and electronically by the department.
- ii. Adjunct Faculty
When adjunct faculty members are used to teach a course, they use a department approved course syllabus, follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook, undergo student and at times peer evaluation, and adopt standardized courses when applicable. The results of evaluations are housed in the department chair’s office or through WSU secure department cloud document storage.

Mentoring Activities

Faculty members within the program are mentored by the department chair, program director, and other faculty within the diverse HPHP department. Adjunct instructors are mentored by a faculty member most familiar with the course taught by the adjunct.

Diversity of Faculty

The faculty includes three female and one male, all Caucasian. The department and program aspire to have diversity within the faculty but have had small applicant pools since the inception of the program. However, in every faculty search, tie-breaker points are awarded for cultural/ethnic diversity.

Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Adjunct faculty are evaluated annually via peer review and review of end of course evaluations. The typical schedule after hire as a tenure track assistant professor is:

- 2nd year: peer review of teaching by committee and Department Chair review
- 3rd Year: formal tenure rank and evaluation committee review
- 5th year: peer review of teaching by committee
- 6th Year: formal tenure rank and evaluation committee review
- if tenure and rank advancement was granted
- 11th year: eligible for full-professor promotion or post-tenure review
- Every five years: post-tenure review

All full-time Athletic Training/Therapy faculty attend professional conferences each year. These conferences vary based on the faculty member's expertise, but typically include conferences focused on athletic training, psychology, and/or teaching/pedagogy. Funding for these conferences comes from several sources: the WSU Research, Scholarship, and Professional Growth Committee grants (RSPG), WSU College of Education Endowment grants, WSU Dept. of Health Promotion and Human Performance travel funds, and AT Concurrent Enrollment funds. The faculty also regularly attend teaching workshops on campus provided by the Teaching and Learning Forum. As needed, the faculty also attend trainings offered through WSU Training Tracker, such as Google apps and ChiTester.

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff: The department currently has two non-exempt staff secretaries (Danielle Orozco and Jackelyn Luther) along with three exempt staff personnel including one advisor (Sherrie Jensen), one human performance lab coordinator (Tim Ruden) and one internship coordinator (Heather Hunter). The college also employs a recruiter (Nate Alexander) who assists with recruitment for the HPHP department programs.

- i. Ongoing Staff Development: Department staff members are extended opportunities for WSU development including travel to appropriate professional conference, WSU specific trainings through training tracker,

and enrollment in WSU courses. Each staff member regularly attends such trainings and takes advantage of development opportunities.

Adequacy of Administrative Support: Prior to this academic year (2013-2014) the department was understaffed and needed additional secretarial assistance and internship coordinator assistance. The second department secretary was hired April 1, 2013 and the internship coordinator was hired August 12, 2013. The department and program has benefitted from improved support from the Dean and Provost.

Adequacy of Facilities and Equipment: The department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support the program. Faculty members along with some staff members write research grants for equipment needed for teaching and research. Funds are usually secured for these excellent proposals.

The AT Programs have a 1500 ft² Athletic Training Laboratory Classroom (Room 315) including a 500 ft² Hydrotherapy Room which houses the SwimEx Hydrotherapy Pool. The classroom contains approximately \$75,000 in state-of-the-art therapy equipment including two different lasers, two different shortwave diathermy units, a lumbar/cervical traction unit, and a variety of electrical stimulation/ultrasound combination units. There is also a large variety of rehabilitation equipment and supplies, general medical assessment tools, and taping/bracing supplies.

The program also utilizes Room 229 in the Swenson Building which has both a classroom area as well as a large open area. The open area is used for practicing first aid/CPR skills, spineboarding, orthopedic assessment, and basic rehabilitation techniques.

Adequacy of Library Resources: The Stewart Library information resources and services on multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and meet student and faculty needs. The library website (<http://library.weber.edu>) assists with meeting 24/7 needs. The library assigns a librarian to each college. The librarian has an annual budget to provide current resources for the program. Additionally, the librarian meets faculty classes when invited in scheduled teaching rooms within the library and provides electronic resources for specific classes taught when requested. The resources adequately met the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials.

Most recently, the library purchased a full-sized skeleton with muscle origins and insertions to keep on reserve in the library for students.

- H. Relationships with External Communities: Department and program faculty and staff build and maintain relationships with external communities. All athletic therapy majors complete at least one internship (minimum of 3 credits/180 internship hours)

in their chosen field of graduate study. The Program Director serves as the course instructor for the internship class (PEP 4890) and ensures that students choose appropriate internships, submit signed contracts, and complete the required reports and evaluations. With the assistance of the internship coordinator, the program director maintains a database of potential internship sites for future students.

Description of Role in External Communities

The Athletic Therapy program fosters relationships with several organizations and agencies to meet the program mission. The details related to this external community involvement are outlined below and in Appendices E and F. The Program Director and Internship Coordinator build and maintain relationships with external clinics for the PEP 4890 internships.

All of the program faculty members are involved in professional organizations at the state, regional, and National levels (see the table below).

Table: Faculty Involvement with Various Organizations

Faculty	Role & Organization	Level
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	National Athletic Trainers' Association (NATA)	National
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	Rocky Mountain Athletic Trainers' Association (RMATA)	Regional
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	Utah Athletic Trainers' Association (UATA)	State
Matthew Donahue	Board of Certification Exam Development Committee	National
Matthew Donahue	Journal Reviewer: Journal of Athletic Training	National
Matthew Donahue	Journal Reviewer: Athletic Training & Sports Health Care	National
Valerie Herzog	Vice President, Utah Athletic Trainers' Assoc	State
Valerie Herzog	NATA Governmental Affairs Committee	National

Valerie Herzog	NATA Executive Committee for Education – Professional Education Primary Workgroup	National
Valerie Herzog	Commission on Accreditation of Athletic Training Education (CAATE) Site Visitor	National
Valerie Herzog	BOC Athletic Training Regulatory Conference Committee	National
Jennifer Ostrowski	Journal Reviewer: Internet Journal of Allied Health Sciences & Practice	National
Jennifer Ostrowski	Journal Reviewer: Research in Sports Medicine	National
Jennifer Ostrowski	Journal Reviewer: Rehabilitation Research and Practice	National
Jennifer Ostrowski	Journal Reviewer: Journal of Athletic Training	National
Jennifer Ostrowski	Journal Reviewer: Athletic Training Education Journal	National
Jennifer Ostrowski	Journal Reviewer: Journal of Sport Rehabilitation	National
Jordan Utley	APA, Division 47 (Sport Psychology division)	National
Jordan Utley	Association for the Applied Sport Psychology (AASP)	National
Jordan Utley	Publishing Chair, NATA Executive Committee on Education	National
Jordan Utley	Journal Reviewer: Journal of Athletic Training	National
Jordan Utley	Journal Reviewer: Athletic Training Education Journal	National
Jordan Utley	Journal Reviewer: International Journal of Athletic Therapy & Training	National
Jordan Utley	Journal Reviewer: Medicine & Science in Sports & Exercise	National
Jordan Utley	Journal Reviewer: Internet Journal of Allied Health Sciences & Practice	National
Jordan Utley	Textbook Reviewer for Cengage Publishers	National
Jordan Utley	Textbook Reviewer for F.A. Davis Publishers	National
Jordan Utley	Textbook Reviewer for Holcomb Hathaway Publishers	National

Summary of External Advisory Committee Minutes

N/A – The Athletic Therapy Program does not have an external advisory committee.

I. Results of Previous Program Reviews

N/A This is the first program review conducted for the Athletic Therapy major.

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

N/A: All learning and program outcomes were achieved. There are no curricular or pedagogical changes needed at this time.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Heavy reliance on adjunct faculty in the program.	Current 5 Year Program Review: Submitted a proposal for a fifth full-time faculty member. This was approved in October 2013. The search committee has been formed, the position will be posted in November 2013, and the additional faculty member will be in place for the Fall 2014 semester.
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Final grades for all classes including final written and final oral/practical exam scores (spreadsheet from Canvas)	1A-5A	End of each semester	Electronic copies stored on Program Director's computer
Internship hours logs	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Internship evaluations – final evaluation of each student by their clinical supervisor.	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Facility Projects	5A	End of each semester from course instructor	Electronic copies stored on Program Director's computer

Summary Information (as needed): None.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

HPPH ALL	2008-09	2009-10	2010-11	2011-12	2012-13
Student Credit Hours Total ¹					
Athletic Training	2,252	2,946	3,638	3,710	4541
Health	7,572	8,368	9,623	10,242	9,253
Nutrition	8,228	9,220	9,885	9,744	9,915
Recreation	271	323	327	330	267
Physical Education	5,416	5,560	5,833	5,833	5,898
SCH Total	23,739	26,417	29,306	29,859	29,874
Student FTE Total ²	791.30	880.57	976.87	995.30	995.80
Student Majors ³	438	497	571	676	691
Athletic Training	191	217	252	154	157
Athletic Therapy	0	0	0	170	160
Health Promotion - 5013	60	77	88	109	131
Human Perf Mgmt - 5011, 5021, 5022	121	206	231	259	291
Physical Education	121	129	143	150	160
Program Graduates ⁴					
Athletic Training - 5020, 5026, 5027	22	13	11	16	11
Athletic Therapy - 5037	8	13	11	15	21
Health Promotion - 5013	22	24	25	36	43
Human Perf Mgmt - 5011, 5021, 5022	21	29	17	25	23
Physical Education - 5012, 5017	18	10	13	17	16

Bachelor Degree	(88) 91	(51) 89	(85) 77	(118) 109	(112) 114
Female	239	260	297	307	341
Male	222	238	291	366	350
Faculty FTE Total ⁶	40.68	39.28	40.18	42.29	NA
Adjunct FTE	25.07	23.06	25.09	26.12	NA
Contract FTE	15.61	16.22	15.09	16.17	NA
Student/Faculty Ratio ⁷	19.45	22.42	24.31	23.54	NA

Note: Data provided by Institutional Research

1 **Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

2 **Student FTE Total** is the Student Credit Hours Total divided by 30.

3 **Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year.

4 **Program Graduates** includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

5 **Student Demographic Profile** is data retrieved from the Banner system.

6 **Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

7 **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

Summary Information (as needed)

Note: Until 2011, the Athletic Therapy majors were declared under the Athletic Training major. However, the Athletic Training major had two tracks, the Clinical Track and the Scientific Track. In 2011, the tracks were removed and the Scientific Track of the Athletic Training major was replaced with the Athletic Therapy major.

The Health Promotion and Human Performance Department houses many academic programs as shown in the table. Overall, the number of student majors and program graduates has increased with the most growth observed in athletic therapy and health promotion. Gender equity in students in the department programs is evident. The student/faculty ratio data indicates an increase in the number of students taking courses in the department and a higher student to faculty ratio over time. This data is in line with the increasing SCH data.

The Athletic Therapy majors take many of the Athletic Training courses. The SCH's in these Athletic Training courses have increased every year from 2008 to 2013.

Appendix B: Contract/Adjunct Faculty Profile

Full-Time Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Valerie Herzog	Female	Caucasian	Associate Professor	Tenured	EdD	9 - WSU 14 - total	Rehabilitation, Modalities, Management, Research
Jordan Hamson-Utley	Female	Caucasian	Assistant Professor	Tenure-track	PhD	5 - WSU 15 - total	Sport Psychology, Orthopedic Assessment
Matthew Donahue	Male	Caucasian	Assistant Professor	Tenure-track	PhD	1 - WSU 5 - total	Modalities, Research
Jennifer Ostrowski	Female	Caucasian	Assistant Professor	Tenure-track	PhD	1 - WSU 5 - total	Modalities, Orthopedic Assessment, Sport Psychology

Adjunct Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Joel Bass	Male	Caucasian	Adjunct	Contract only/non-tenure track	MS	18 – WSU 21 - Total	Orthopedic taping/bracing, Emergency Medical Response
Nancy Weir	Female	Caucasian	Adjunct	Contract only/non-tenure track	MS	25 – WSU 25 - Total	General Medical conditions, modalities
Les Stone	Male	Caucasian	Adjunct	Contract only/non-tenure track	BS, EMT	6 – WSU 6 - Total	Emergency Medical Response
Paul Bugnet	Male	Caucasian	Adjunct	Contract only/non-tenure track	MS	4 – WSU 6 - Total	Emergency Medical Response, Orthopedic Assessment
Robert Walker	Male	Caucasian	Professor	Tenured	PhD	32 – WSU 32 - total	Radiology

Summary Information (as needed): None.

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Heather Hunter	F	Caucasian	Internship Coordinator	<1	Coordinate, implement, organize, and balance daily operations and office functions of the departmental related to internships, cooperative work experiences, and clinical sites. Team player with department faculty, students, student workers, and exempt and non-exempt staff co-workers.
Sherrie Jensen	F	Caucasian	Advisement Coordinator	9 in current position, 15 years at WSU	Student advisement, knowledge of department and program careers and degree requirements, referral to faculty and campus entities, use WSU systems such as CAT tracks and canvas. Tracking and managing data.
Jackelyn Luther	F	Caucasian	Secretary/Administrative Assistant	<1 year	Budget, purchasing, general office management, document

					preparation, WSU systems, customer service, scheduling, tracking and managing data etc.
Danielle Orozco	F	Caucasian	Secretary/Administrative Assistant	2 years	Class schedules, document preparation, purchasing, general office management, WSU systems, customer service, scheduling, tracking and managing data etc.
Lisa Pedersen	F	Caucasian	Building Coordinator	2 years in current position, 10 years at WSU	Event coordination, scheduling, student employee supervision, purchasing, general office management, WSU systems, customer service, and other.
Timothy Ruden	M	Caucasian	Human Performance Lab Coordinator	17 years	Human performance lab functioning, research, technology, purchasing, customer services, and other.

Summary Information (as needed): Heather Hunter began as Internship Coordinator in the Fall 2013 semester.

Appendix D: Financial Analysis Summary

Health Promotion & Human Performance Undergraduate Programs					
Cost	08-09	09-10	10-11	11-12	12-13
Direct Instructional Expenditure	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346
Cost Per Student FTE	2,470	2,162	1,947	1,956	1,965
Funding	08-09	09-10	10-11	11-12	12-13
Appropriated Fund	1,829,724	1,805,730	1,750,716	1,857,721	1,857,071
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	124,886	97,682	151,383	88,672	99,275
Total	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346

Note: Data provided by Provost's Office

Summary Information (as needed): The health promotion and human performance department houses many academic programs. Athletic Therapy is one of six majors (5 undergraduate and 1 graduate). The data shown in the table above reflects the costs and funding for the department as a whole, a portion of which is representative of Athletic Therapy. The HPHP department instructional expenditures have remained relatively consistent from 2008-2013. There was a decline from 2009 to 2011 and then an increase in 2012-2013. The cost per student FTE has declined from \$2,450 in 2008-2009 to \$1,965 in 2012-2013. This is likely due to the increase in class sizes for many academic programs in HPHP including most Athletic Therapy courses.

Appendix E: External Community Involvement Names and Organizations

Facility Name	Contact Person
ABC Pediatric Dentistry	Jesse Low
Active Lifestyles PT	Damon Aguirre
Alpine Spine Sports & Rehab	Mike Hawkins
ARC Therapy	Michael Greenwood
Army ROTC	SFC Ballinger SFC Perron
Aspen Ridge PT	Rick Bowser
Basics/Fit Quest	Carrie Cervantes
Calton-Harrison Clinic	Neal Callister Jeffrey Harrison
Davis Hospital	Dr. Joseph Jensen
Davis Surgical Associates	Dr. Joseph Jensen
Diet & Sports Nutrition	Ryan Ingram
Farmington Physical Therapy	Brandon Arrington
Fit Quest Therapy	Monte Zundel
Fremont High School	Kelly Harlan
Horizon Balance PT	Brent Webb
Intermountain Urology	Steve Moncrief
Intermountain Workmed	Doug Flint
Julie Knighton Physical Therapy	Julie Knighton
McKay-Dee Hospital	Wes Godfrey Jessica Vorhees
Morgan PT & Fitness	Dan Goodrich
Mountain Orthopedics	Chad Martineau
Mountain Land Felt-Spencer PT, South Ogden	Jim Felt
Mountain Land Rehabilitation, Clinton	Mark Flinders
Mountain Land Rehabilitation, Kaysville	Trisha McArthur Nylin Johnson
Mountain Land Rehabilitation, Ogden	Gillian McGeorge
Mountain Land Rehabilitation, West Point	Cindy Conner
Mountainstar Ogden Pediatrics	Dave Castro
Mountain West Physical Therapy	Rob Malan
Mountain View Orthopedics	Scott Ford
North Ogden PT	Scott Wesche
Ogden Cardiovascular Association	David Goff
Ogden Clinic, Mountain View	Dorian Wood
Ogden Clinic, Professional Center	Scott Roberts Jon Rhodes
Performance West PT	Kim Reid
Rocky Mountain Care	Nordell Peterson John Holman
Salt Lake Bees Baseball	Brian Reinker

South Ogden Center for Family Medicine	Michael Severance
Sports Med Physical Therapy	Joel Winters Bob Hawks Bob Larsen
Stewart Rehabilitation	Doug Flint
Sundance	Sherri Duff Clay Sniteman
Thatcher Brook Rehab & Care Center	Tyler Moore
Total Rehab	Nate Savage
Utah Grizzlies	Mike Plandowski
Utah Orthopaedics	Tim Whitaker
Utah Pain and Rehab/ARC	Mike Greenwood
Utah Physical Therapy	Chad Tenney
Wasatch ENT & Allergy	Lisa Byrd
Wasatch Peak PT	K.C. Logan
Wasatch Therapy	Ernie Chavez Melissa Ita'aehau Rick Seaborn
Wee Care Pediatrics	Alvin Gabrielsen
Westwood Physical Therapy	Rodney Miyasaki

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
Julie Knighton, PT	\$4,000 (spine AP curve analyzer)	Donation

Appendix G: Moyes College of Education Adjunct Semester Contract

November 21, 2012

Name
Address
City, UT, Zip

Dear XXXX,

I am pleased to offer you an appointment as Adjunct Instructor in the Department of Health Promotion and Human Performance (HHPH) for the Spring 2013 semester. This appointment is effective from January 7 to April 25, 2013, inclusive. You will be paid a total of \$XXXX dollars contingent upon sufficient class enrollments at the end of the third week of class [or if your online course has an enrollment greater than 25, you will be paid at the rate of \$105 per student (for a 3 credit hour class) enrolled at the end of the third week of class, or you will be paid at the rate of \$35 per credit hour per student enrolled at the end of the third week of class]. Following receipt of this signed agreement, you will be paid in equal installments in accordance with the University's payment schedule (a copy of which may be obtained from the payroll office). All payments are made using direct deposit; so be sure you have an up-to-date direct authorization form on file or make other arrangements with the payroll office.

1. Your acceptance of this appointment signifies your readiness to:
 - A. Teach the following course(s) at the times notes: Course Abbreviation, Course #, CRN: (XXX Campus, room #), Days of the week, time
 - B. Submit your class syllabus to the department secretary at least 2 weeks prior to the first day of class or within seven days from the execution of this agreement. The HHPH required syllabus is available online at: www.weber.edu/HPHP/AdjunctFacultyResources.html. Syllabus guidelines including required and suggested content is available online at: www.weber.edu/tlf/Syllabus.html
 - C. Maintain 2 office hours per week
 - D. Submit final grades by the deadline established by the Registrar for each term
 - E. Regularly check your official WSU email, your departmental mailbox, and if applicable your Canvas class correspondence
 - F. Advise the Department Chair at the earliest possibility if you are unable to teach a class
 - G. Attend meetings as requested by the Department Chair
 - H. Comply with all of the University's policies and procedures (available online at weber.edu/ppm)
 - I. Have students complete end of course evaluations in every class you teach
 - J. Achieve the academic goals and objectives of your assigned course(s)
2. This contract shall not be legally binding until it has been approved by the Dean of the College.

3. Employment is subject to the contractual policies of the University as they may be amended from time to time, including those contained in the Weber State University Policy and Procedures Manual.
4. This is a non tenure-track appointment. Appointee has no entitlement to employment by the University except as expressly provided in this contract. Additional Adjunct Instructor information is available online at: www.weber.edu/adjunctfaculty/. A Moyes College of Education adjunct handbook is available as a resource to you online at: www.weber.edu/wsuiimages/COE/deans_office/Moyes_COE_Adjunct_Handbook.pdf
5. This contract is nonrenewable and shall terminate without further notice at the end of the term of employment set forth above.
6. This contract constitutes the entire understanding between the parties with respect to Appointee's employment at the University and supersedes any and all prior understandings or agreements, oral or written, relating hereto.
7. This contract may be modified or amended only upon mutual written agreement between the Department Chair and the Appointee and approval by the Dean of the College.
8. This contract shall be governed in all respects by the laws of the State of Utah.

If this contract is acceptable to you, please sign, date, and return it (in person, email, US mail, or campus mail) to the department secretary by December 7, 2012. I look forward to working with you in this capacity and appreciate the valuable contributions that you make to the academic programs within the department.

Sincerely,

_____ Date: _____
 Jennifer M. Turley, *Chair*
 Department of Health Promotion & Human Performance

Accepted signature: _____ Date: _____
 (type in adjunct instructors name)

_____ Date: _____
 Jack Rasmussen, *Dean*
 Jerry and Vickie Moyes College of Education

Appendix H: HPHP Syllabus Template

WEBER STATE UNIVERSITY
Moyes College of Education
Department of Health Promotion and Human Performance

COURSE: Prefix, #, type (lecture, lab, activity, community based learning, etc.),
semester, year, CRN, semester block
Course name

CREDIT HOURS: 3

CLASS SCHEDULE: Days and times and/or Hybrid/Online at <http://canvas.weber.edu>

PROFESSOR/ Name, credentials

INSTRUCTOR: Title

Email address

Telephone number with area code

Office location (building and room #)

Office Hours: list at least 5 hours varying AM & PM and days of the week
and include by appointment. *Adjunct instructors hold 2 office hours/week.*

COURSE DESCRIPTION: Same as from the catalog (see online at <http://catalog.weber.edu/>)

PREREQUISITES:

REQUIRED TEXTBOOK (OR REFERENCE COURSE MATERIALS): Include the author,
title, publisher, year, and ISBN.

OPTIONAL TEXTBOOK (OR REFERENCE COURSE MATERIALS): Include the author,
title, publisher, year, and ISBN.

COURSE DIRECTION: Briefly describe the purpose the course serves and how it will benefit
the academic/professional development or meet program standards/outcomes so students
understand the purposefulness of the course.

COURSE OBJECTIVES/LEARNING OUTCOMES: These should be written in such a way
as to be measurable and tied to the course requirements and the program's curriculum learning
outcomes assessment grid when applicable.

REQUIREMENTS:

- **Quizzes:** Number of quizzes, relation to course materials, number of questions per quiz,
points per quiz and/or question, delivery mode (in class, on ChiTester, on canvas, scheduled,
pop, open/closed book, etc).
- **Exams:** Number of assignments, relation to course materials, study tips and reviews, points
per exam, delivery/submission mode (in class, on ChiTester in testing centers or with
approved proctors for out-of-area students or at home, timed or not timed, other testing rules
and permitted testing tools if any, on canvas, scheduled, pop, open/closed book, etc).
- **Assignments/Projects/Papers/Presentations:** Number of assignments, relation to course
materials, points per assignment, delivery/submission mode (format, required tools for

success, in class, on chitester, on canvas, etc), paper and presentation format, time/page length, literature review and reference citation expectations, etc.

- **Labs:** Application of learning content using ____ skills, assessment, equipment, group work, independent work, data collection and analysis, etc.
- **Other:**

Course Work	Description	Due Date	Points
Quiz 1	...		10
Quiz 2	...		10
Quiz 3	...		10
Quiz 4	...		10
Quiz 5	...		10
Assignment 1	...		50
Assignment 2	...		50
Assignment 3	...		50
Assignment 4	...		50
Assignment 5	...		50
Exam 1	Over content from lecture ..., chapter ..., quiz or assignment ...		100
Exam 2	Over content from lecture ..., chapter ..., quiz or assignment ...		100
			<i>500 total points</i>
Extra Credit	...		10

Note to faculty: Keep in mind that for every 1 credit hour academic class there is 1 in class contact hour (~50 minutes). For every 1 credit hour lab or activity class there are ~2 hours of in class contact time. Further, for every 1 credit hour academic class students may spend up to 2 hours outside class related to class work (Studying, working on assignments, etc.).

EVALUATION: Grades are based on a percentage of the total possible points earned in the class using the grade scale below.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
≥93	90	87	83	80	77	73	70	67	63	60	<60
%	%	%	%	%	%	%	%	%	%	%	%

If canvas is used then inform students that grades can be accessed in the WSU Online canvas class under “Grades”.

POLICIES:

- **Attendance:** Is there an attendance policy or a policy related to coming to class on time and prepared to participate and not leaving early?
- **Graded Work:** How is required work graded? When rubric are used provide information on where they can be found (such as see the canvas assignment rubric). Is sample work available for students (and used with permission by prior students)? When can students expect their submitted work to be graded for quizzes, exams, assignments/projects, labs, etc.? How can students review their results and for how long. When is unclaimed work discarded?

- **Late Work:** What is the consequence of late work? Is it accepted for a period of time and docked late submission? Is late work not accepted without prior arrangements? Is there a make-up exam period for missed exams with a grade deduction?
- **Extra Credit:** Is extra credit available or not. If so to what extent (should not inflate grades and should be tied to the course learning outcomes) and are there predetermined extra credit opportunities, if so list them here.
- **Students with Disabilities:** "Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary." For more information contact SSD at 801-626-6413, ssd@weber.edu, or <http://departments.weber.edu/ssd/>.
- **Student Conduct:** Students enrolled in this class will adhere to the Department of Health Promotion and Human Performance (HHP) "Student Conduct Policy" available online at <http://www.weber.edu/wsuiimages/HHP/StudentCode/HHPStudentCode.pdf>.
- **Academic Dishonesty:** Any individual caught cheating on any class work or plagiarizing will receive an automatic "E" for their final grade. Furthermore, a letter will go into the student's file describing the situation.
- **Turn-it-in (if applicable):** Inform students that Turn-it-in is used for papers and encourage students to use turn-it-in on their papers prior to submission to detect plagiarism.
- **Campus Closure:** In the event that the WSU campus is closed for face to face classes, the class will continue to meet at WSU Online <http://canvas.weber.edu>
- **Other:** Are there policies related to turning cell phones off, not eating food, etc. during class?

TENTATIVE CLASS SCHEDULE

A daily schedule is preferred, a weekly schedule would minimally be required

Tentative implies there may be slight but not significant variation from this schedule

Week	Dates	Topic
1		<i>Include things like lecture, lab, textbook chapter and pages, course material, assignment, quiz, and exams dates, etc. information here by date and/or week</i> <i>Include holiday's, dates the class may meet in other locations such as the library, last day to withdrawal, last day of classes, last day of finals, etc.</i>
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

Note to faculty: Give careful thought to your syllabus as this is a course contract that should not be changed after it is delivered to the class unless the change is favorable to the students and the students approve of/are OK with the change. Further, this syllabus document becomes part of your tenure and rank evaluation and is considered in your teaching rating by your peers. Per the College of Education tenure document faculty members must minimally be rated as good in teaching to be successful.