

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: HPHP/Bachelor of Science in Athletic Training (BSAT)

Semester Submitted: Fall 2013

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A. Brief Introductory Statement

The Bachelor of Science in Athletic Training program (BSAT) at Weber State University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This accreditation was awarded following the submission of a detailed self-study document as well as an on-campus site visit. The program received its renewal of accreditation in March 6, 2009; the program will be reviewed again during the 2018-2019 academic year.

In almost every state, in order to work as an Athletic Trainer, one must graduate from an accredited Athletic Training (AT) program and pass the Board of Certification (BOC) exam for Athletic Trainers. The learning outcomes included in this report are those identified by the BOC's Practice Analysis, which is used to develop the certification exam. In the BSAT Program, students learn all content in didactic courses. During each of the last four or six semesters (four semesters for students accepted on the accelerated track; six semesters for students accepted on the traditional track), students are also enrolled in a clinical course which reviews all of the content from the previous semester(s). Students must demonstrate a minimum of a 70% on the written and oral/practical final exams in every clinical course in order to pass the course.

B. Mission Statement

The mission of the Weber State University Bachelor of Science in Athletic Training Program is to provide a quality educational and research experience for students. Students are presented with didactic and psychomotor experiences that will prepare them to exercise sound ethical judgment, achieve satisfying careers, and make positive contributions to their communities. In addition, the BSAT program guides the student on the journey to become a lifelong learner through obligatory professional continuing education.

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 the BSAT Program					
AT 1500 – Introduction to Athletic Training	I	I	I	I	I
AT 2300 – Emergency Response			M		I
AT 2431 - Orthopedic Taping, Wrapping, & Bracing	E	I	E	E	
AT 3200 – Psychology of Sport, Injury, & Rehabilitation				E	I
AT 3300 – Orthopedic Assessment – Lower Extremity	I	E			
AT 3301 – Orthopedic Assessment – Upper Extremity	I	E			
AT 4100 - Basic Therapeutic Modalities for Musculoskeletal Injuries				E	
AT 4101 – Advanced Therapeutic Modalities for Musculoskeletal Injuries				E	
AT 4200 - Basic Rehabilitation of Musculoskeletal Injuries	E			E	
AT 4201 – Advanced Rehabilitation of Musculoskeletal Injuries	E			E	
AT 4550 – General Medical Conditions & Advances in AT	I	E			I
AT 4600 - Administration & Management in Athletic Training					E
AT 4700 - Advanced Diagnostic Imaging for AT		I			
AT 4999 - Critical Thinking for Musculoskeletal Injury Management	E	E	E	E	E
AT 1501 – Clinical Application of Athletic Training I	E		E		
AT 2500 – Clinical Application of Athletic Training II		E			
AT 2501 – Clinical Application of Athletic Training III		M			
AT 3500 – Clinical Application of Athletic Training IV		M		E	

	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 the BSAT Program					
AT 3501 – Clinical Application of Athletic Training V				M	
AT 4500 – Clinical Application of Athletic Training VI	M	M	M	M	M

I = introduced, E = emphasized, M = mastery

Summary Information (as needed)

N/A

D. Student Learning Outcomes and Assessment

Measureable Learning Outcomes

At the end of their study at WSU, students in this program will be proficient 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)

N/A

Evidence of Learning: General Education Courses

N/A – the BSAT Program does not offer any General Education courses.

Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major				
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)
Learning Outcome 1.A: Students will educate participants and manage risk for safe performance and function.	Measure 1: AT 2431 – Comprehensive Written Final Exam	Measure 1: 100% 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 2431 – Comprehensive Oral/Practical Final Exam	Measure 2: 100% 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
	Measure 3: AT 1501 – Comprehensive Written Final Exam	Measure 3: 100% 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 1501 – Comprehensive Oral/Practical Final Exam	Measure 4: 100% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: 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: 100% 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 3300 – Comprehensive Oral/Practical Final Exam	Measure 2: 100% 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.
	Measure 3: AT 2500 – Comprehensive Written Final Exam	Measure 3: 100% 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 2500 – Comprehensive Oral/Practical Final Exam	Measure 4: 100% of students will earn an 70% or better on the exam	Measure 4: 100% 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: 100% 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: 100% 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
	Measure 3: AT 3500 – Comprehensive Written Final Exam	Measure 3: 100% 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 changes; two students failed to complete course, left program for medical and marriage reasons.
	Measure 4: AT 3500 – Comprehensive Oral/Practical Final Exam	Measure 4: 100% of students will earn an 70% or better on the exam	Measure 4: 90% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time; two students failed to complete course, left program for medical and marriage reasons.

Learning Outcome 4.A: Students will recondition participants for optimal performance and function.	Measure 1: AT 4500 – Comprehensive Written Final Exam	Measure 1: 100% 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 4500 – 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
	Measure 3: AT 3500 – Comprehensive Written Final Exam	Measure 3: 100% 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 3500 – Comprehensive Oral/Practical Final Exam	Measure 4: 100% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time.
	Measure 5: AT 4101 – Comprehensive Final Exam	Measure 5: 100% of students will earn an 70% or better on the exam	Measure 5: 100% of students earned a 70% or better.	Measure 5: No curricular or pedagogical changes needed at this time.
	Measure 6: AT 4101 – Comprehensive Oral/Practical Exam	Measure 6: 100% of students will earn an 70% or better on the exam	Measure 6: 100% of students earned a 70% or better.	Measure 46 No curricular or pedagogical changes needed at this time.
Learning Outcome 5.A: Students will understand and adhere to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.	Measure 1: AT 4600 – Comprehensive Final Written Exam	Measure 1: 100% 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 4999 – Evidence-Based Practice Presentation	Measure 2: 100% of students will earn an 70% or better on the presentation	Measure 2: 94% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time. 1 student earned below the minimum grade; this student required remediation in course content, which he received during Spring 2013. Student retook the final exam and earned above the minimum required grade.

Learning Outcome 6.A: Students will successfully pass the Board of Certification (BOC) Athletic Training exam.	Measure 1: First time pass-rate on the BOC exam (Exam reports sent directly to the program from the BOC each year)	Measure 1: The first time BOC exam pass rate for the students will meet or exceed the national average.	Measure 1: The first-time pass rate for the AT program was 88.89% compared to the national average of 80.85% (2012-2013).	Measure 1: No curricular or 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).

Summary Information (as needed)

For Learning Outcome 2A, AT 2501 is typically used to evaluate this outcome. However, due to curricular changes, this course was not offered during AY 2012-2013 (it is offered again in fall semesters beginning Fall 2013). For the purpose of this report, evidence from athletic training students' performance in the didactic course that precedes AT 2501 (AT 3300: Orthopedic Assessment of the Lower Extremity) has been utilized.

For Learning Outcome 3A, AT 2501 has been used previously to evaluate this outcome. As explained above, this course was not offered during AY 2012-2013, therefore we have used evidence from AT 3500 as this course addresses the outcome to the same extent as AT 2501.

For Learning Outcome 4A, AT 3501 is typically used to evaluate this outcome. However, due to curricular changes, this course was not offered during AY 2012-2013 (it is offered again in fall semesters beginning Fall 2013). For the purpose of this report, evidence from athletic training students' performance in a didactic course emphasizing this learning outcome (AT 4101) has been utilized. This course is in addition to AT 3500 and AT 4500, which have been used previously to show evidence of this learning objective.

Evidence of Learning: High Impact or Service Learning

Evidence of Learning: High Impact Service Learning					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Students will...	Direct and Indirect Measures*			
Goal 1: Students will gain clinical experience in a variety of settings with varying populations.	Learning Outcome 1.A: Each graduating student will have gained clinical experience with football, men’s teams, women’s team, high risk sports, low risk sports, high school sports, an out-patient rehabilitation clinic, and a general medical clinic.	Measure 1: Student clinical experience logs document that each category has been met by each student.	Measure 1: 100% of students will gain clinical experience in every category.	Measure 1: 100% of graduates gained clinical experience in every category.	Measure 1: No curricular or pedagogical changes needed at this time
		Measure 2: Each clinical instructor will evaluate each student and verify their attendance and hours at the clinical rotation site.	Measure 2: 100% of students will be evaluated satisfactorily by their clinical instructors.	Measure 2: 100% of students were evaluated by satisfactorily by their clinical instructors.	Measure 2: No curricular or pedagogical changes needed at this time
Goal 2: Students will complete service learning hours each semester in the setting of their choice.	Learning Outcome 2.A: Each graduating student will have completed a minimum of 50 service learning hours.	Measure 1: Service learning hours logs (signed by their clinical supervisor) and reflections will verify these hours.	Measure 1: At least 90% of students will have completed a minimum of 50 service learning hours.	Measure 1: 100% of students completed a minimum of 50 service learning hours.	Measure 1: 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 evidence provided via the direct measures.

Summary Information (as needed) NOTE: regarding Goal 2, many of our graduating seniors (December 2012 and April 2013) earned a service distinction on their diploma due to the large number of service hours they gained while participating in the BSAT Program. Their service is conducted as a part of their clinical rotations at one or more of the community involvement sites listed in appendix F.

E. Academic Advising

In the Department of Health Promotion and Human Performance (HPPH), students can expect a friendly educational environment with student leadership involvement and a student-oriented advising program. The BSAT faculty and coordinator of advisement (Sherrie Jensen) 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 HPPH department has a highly qualified and experienced advisement coordinator. Each individual BSAT faculty member also participates in advisement after students have an initial meeting with the advisement coordinator. The current advisement process (effective Fall 2013) 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.

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: Advisees have clear responsibilities in order for the advising partnership to be successful. Among those responsibilities are the following:

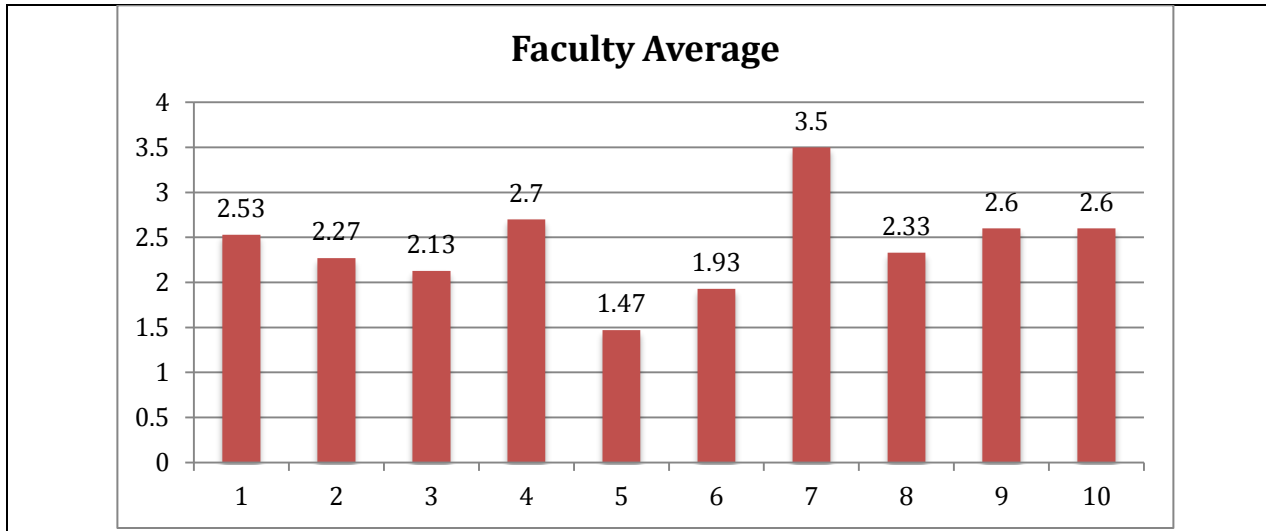
- Schedule regular advisement appointments each semester.
- Come prepared to each appointment with questions or materials for discussion; be an active learner by participating fully in the advising experience.
- Ask questions when needed.
- Keep a personal record of graduation progress and goals. Organize official documents (academic records, communications from professors or the advisement coordinator—including emails, letters, and/or phone calls).
- Clarify personal values and goals and provide the advisor with this information
- Become knowledgeable about University programs, policies and procedures.
- Accept responsibility for decisions made.
- 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 students' evaluation of advisement was created and implemented during Spring 2013. The results were overall positive with some areas identified for improvement (survey questions and summary of data is found on the following pages). 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 (as discussed previously). 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
<ol style="list-style-type: none">0. Strongly Disagree1. Sometimes Disagree2. Neither Agree nor Disagree3. Sometimes Agree4. Strongly Agree
Results



Student Advisement Coordinator April 2013 Survey (94 students responded)

Questions

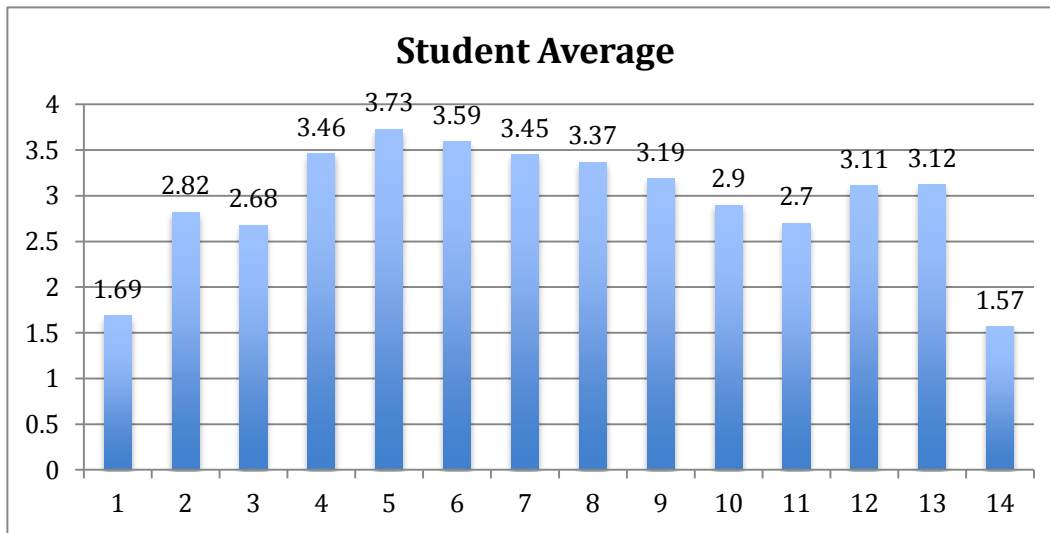
1. I am typically able to schedule a meeting with the HPHP advisement coordinator within:
2. The HPHP advisement coordinator is readily available to me throughout the semester when I need assistance.
3. The HPHP advisement coordinator responds quickly (such as within 24-48 hours Monday through Friday) 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

Results



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 three full-time tenure track assistant professors and one full-time tenured associate professor. Each holds a doctorate degree in a field related to athletic training with specific specialty training in areas specific to courses taught. Because BSAT program faculty also teach in the undergraduate Athletic Therapy program and Masters of Science in Athletic Training program, the BSAT program relies heavily on adjunct faculty, with 100% of lower-level BSAT courses and 60% of all BSAT courses scheduled to be taught by adjunct faculty in Spring 2014.

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 teaching 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 on chi tester and compared to program and department standards and averages. Tenured faculty in this program abide by the same guidelines as non-tenured faculty. Chi tester 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 being reevaluated by a department student survey committee. Two BSAT program faculty are members of this 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 programs. This includes holding a Master’s degree and an ATC credential (exception: AT 2300: Emergency Response; this course requires instructors to be American Red Cross or American Heart Association Instructor Certified in this content).

BSAT Faculty (AY 2012-2013)

	Tenure-Track	Adjunct
Number of faculty with Doctoral degrees	4	0
Number of faculty with Master’s degrees	0	5
Number of faculty with Bachelor’s degrees	0	1
Total	4	6

Evidence of Effective Instruction

- i. Regular Faculty

Results of end of course/instructor evaluations conducted on chi tester are included in each faculty member’s professional file 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 chi tester and electronically by the department. The minimum standard for tenure in the College of Education is GOOD, therefore all tenured faculty have demonstrated quality teaching and tenure-track faculty are striving for this standard. Tenured faculty must also go under post-tenure review, which ensures continued teaching quality.
- ii. Adjunct Faculty

Adjunct instructors are used on a semester-by-semester as needed basis and offered semester teaching contracts (see appendix G). When adjunct faculty members are used to teach a course, they use a department-approved course syllabus (see appendix H), follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook (available online and referenced in the teaching contract), and

undergo student and at times peer evaluation. The results of evaluations are housed in the department chair's office or through WSU secure department cloud document storage. Program Directors are given access to adjunct faculty student course evaluations. These course evaluations are reviewed and issues are addressed with the adjunct faculty member as needed.

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 always hire the most qualified applicant in faculty searches regardless of factors such as gender, ethnicity, age, etc.

Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Adjunct faculty are evaluated each semester via 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

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 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 and at times in collaboration with campus recreation, write research grants for equipment needed for teaching and research. Funds are usually secured for these excellent proposals.

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 met 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.

- H. Relationships with External Communities: The AT program fosters enduring 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. Program faculty members build and maintain relationships with external communities primarily

through student clinical rotation experiences. The CAATE mandates that students have experience in working with patients in various settings (including collegiate, high school, clinical, hospital), therefore the program works to develop a large network of clinical rotation sites for our students. The program Clinical Education Coordinator (Dr. Matthew Donahue) cultivates these relationships, creates affiliation agreements, trains preceptors (individuals who will be instructing and supervising our students), and conducts annual site visits and evaluations.

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

I. Results of Previous Program Reviews

N/A: because the BSAT program is externally accredited by the CAATE, we have not undergone the internal University 5-year Program Review process previously.

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

Action Plan for Evidence of Learning Related Findings

N/A: all outcomes were achieved; 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 BSAT program	Current 5 Year Program Review: proposal for an additional full-time, tenure track faculty member was approved by the HPHP department and sent to the Dean in September 2013.
	Year 1 Action to Be Taken: pending approval by the Dean and Provost, Faculty search will begin.
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed): N/A

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 2 separate locations: on Program Director's computer and Weber box account
BOC Exam Report	6A	Sent directly to Program Director 1x/year from the BOC	Program Director's File Cabinet in office.
Clinical hours logs	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Clinical evaluations	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Service Learning hours logs	Service Learning	End of each semester	Program Director's File Cabinet in office, in each student's file.

Summary Information (as needed): N/A

APPENDICES

Appendix A: Student and Faculty Statistical Summary

HPHP 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
Health Performance 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. Information provided from Institutional Research did not accurately reflect the number of athletic training program graduates each year. We believe this is due to the former athletic training “tracks” (scientific track is now the athletic therapy major, clinical track is now the athletic training major). To provide accurate data, we pulled course records from the AT 4500 course each academic year, as these were the only students who would have been eligible to graduate from the athletic training program in that year. We confirmed that each student did graduate in the academic year in which they took AT 4500.
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): The health promotion and human performance department houses many academic programs as shown in the table. Data provided by Institutional Research for student FTE, faculty FTE total, student demographic profile, and student/faculty ratio was for the entire HPHP department and were not separated by program. The

student/faculty ratio for 2012-2013 was listed as “N/A”; however we were required to calculate this ratio as part of our CAATE annual report for academic year 2012-2013 (24:1 for lecture courses, 17:1 for lab courses). Additionally, we do not believe that data provided from Institutional Research accurately reflects the number of athletic training program graduates each year. We believe this is due to the former athletic training “tracks” (scientific track is now the athletic therapy major, clinical track is now the athletic training major). To provide accurate data, we pulled course records from the AT 4500 course each academic year, as these were the only students who would have been eligible to graduate from the athletic training program in that year. We confirmed that each student did graduate in the academic year in which they took AT 4500. Based on our records, the number of students who graduated from the athletic training program (and were eligible to sit for their Board of Certification exam) were as follows:

2008-09	2009-10	2010-11	2011-12	2012-13
8	14	15	20	16

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 SCHs in athletic training have increased from 2008 to 2013. Courses with the “AT” prefix are taken by both athletic training and athletic therapy majors, as well as BIS students and students from other programs/departments seeking electives (primarily AT 1300, 2300, 3200). The number of declared majors (including “athletic training applicant” majors) has also increased, as have the number of students graduating.

Appendix B: Contract/Adjunct Faculty Profile

Full-Time Tenure-Track Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Jennifer Ostrowski	Female	Caucasian	Assistant Professor	Tenure-track	PhD	1 – WSU 5 - total	Modalities, Orthopedic Assessment, Sport Psychology
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 1- total	Modalities, Research

Contract/Adjunct Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Joel Bass	Male	Caucasian	Adjunct	Non-tenure track	MS	18 - WSU 21 - total	Emergency Response
Paul Bugnet	Male	Caucasian	Adjunct	Non-tenure track	MS	4 – WSU 6 – total	Emergency Response
Tres Ferrin	Male	Caucasian	Adjunct	Non-tenure track	BS, PT	3 – WSU 3 – total	Rehabilitation Techniques

John Ostrowski	Male	Caucasian	Adjunct	Non-tenure track	MS	1 - WSU 2 - total	Orthopedic evaluation, rehabilitation
Marie Perkins	Female	Caucasian	Adjunct	Non-tenure track	MS	3 - WSU 8 - total	Taping and Bracing
Lester Stone	Male	Caucasian	Adjunct	Non-tenure track	BS, EMT	6 (WSU, total)	Emergency Response
Robert Walker*	Male	Caucasian	Tenured	Tenured	PhD	32 - WSU 32 - total	Radiology
Nancy Weir	Female	Caucasian	Adjunct	Non-tenure track	MS	25 (WSU, total)	General medical conditions, orthopedic evaluation, rehabilitation

* Robert Walker is a faculty member in the radiology department within the college of health professions at WSU. He teaches one course as an adjunct faculty member for HPHP.

Summary Information (as needed): N/A

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 department 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 years in current position <i>15 years at WSU</i>	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	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	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 <i>10 years at WSU</i>	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	Human performance lab functioning, research, technology, purchasing, customer services, and other.

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 training is one of five majors. 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 the undergraduate athletic training program. 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, although the class sizes for most athletic training lab courses have not increased. The HPHP department has a number of course fees, and the addition of the Masters of Science in Athletic Training program in 2007 presented a tuition differential within the department (undergraduate versus graduate); these may be potential explanations for the rise and fall of specific fees.

Appendix E: External Community Involvement Names and Organizations

Organization*	Contact/Preceptor	Type
Bear River High School	Teresa Ingram	Affiliated Site
Ben Lomond High School	Jeff Speckman	Affiliated Site
Body Tune Physical Therapy	Korryn Wiese	Affiliated Site
Bonneville High School	Brady Howe Landon Deru	Affiliated Site
Calton-Harrison Clinic	Nikki Dean	Affiliated Site
Clearfield High School	Craig Allen	Affiliated Site
Felt-Spencer Physical Therapy/Mountain Land PT	James Felt	Affiliated Site
IHC Workmed	Dr. Robert Adams	Affiliated Site
IHC North Ogden Clinic	Dr. Kurt Flinders	Affiliated Site
Intermountain Layton Clinic	Dr. David K. Tensmeyer Dr. Adam Nebeker Dr. Johnnie Cook	Affiliated Site
Julie Knighton Physical Therapy	Julie Knighton	Affiliated Site
Layton Christian Academy	Jessica Burningham	Affiliated Site
Morgan High School	Kelly Toomer	Affiliated Site
Mountain Land Physical Therapy, Clinton	Mark Flinders	Affiliated Site
Mountain Land Physical Therapy, Kaysville	Gillian McGeorge	Affiliated Site
Mountain Land Physical Therapy, Ogden	Nylin Johnson	Affiliated Site
Mountain View Orthopedics and Sports Medicine	Dr. Bruce E. Thomas Scott Ford	Affiliated Site
Northridge High School	Leigh Otis	Affiliated Site
Ogden High School	Michelle Dawson	Affiliated Site
Ogden Clinic Sports Medicine and Physical Therapy	Jon Rhodes	Affiliated Site
Olympus High School	Michael Everett	Affiliated Site
Porter-Dee Family Practice	Dr. Stephen D. Scharmann	Affiliated Site
Real Salt Lake MLS Team	Tyson Pace	Affiliated Site
Roy High School	Ryan Renkiewicz	Affiliated Site
South Ogden Center for Family Medicine	Michael Severance	Affiliated Site
Stewart Rehabilitation	Tres Ferrin	Affiliated Site
Sundance Physical Therapy	Talon Bird Kalene Collard Clay Sniteman	Affiliated Site
Syracuse High School	Robert Shelton	Affiliated Site
Tanner Family Clinic, Layton	Dr. Rachel Hobbs	Affiliated Site

Tanner Family Clinic, Syracuse	Dr. Ryan Stewart	Affiliated Site
Utah Blaze Arena Football	Joel Noland	Affiliated Site
Utah Orthopedics	Kelly Toomer Jessica Burningham	Affiliated Site
Utah Physical Therapy	Chad J. Tenney	Affiliated Site
Viewmont High School	Melanie Green	Affiliated Site
Weber High School	Jamie Stireman	Affiliated Site
Westminster College	Kirsten Astle Rick Hackford	Affiliated Site

*NOTE: all organizations listed are affiliated clinical rotation sites. The AT program does not receive any financial contributions from these organizations; rather, as appreciation for service to our program, the AT program provides a \$100/rotation stipend to each Preceptor.

Appendix F: External Community Involvement Financial Contributions

N/A

The Athletic Training undergraduate program has many community partners, as shown in appendix E. The partners have a valuable role in the site and preceptor contributions made. However, the community partners do not contribute financially to the program.

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 (HPHP) 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 HPHP 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: Moyes College of Education Adjunct Semester Contract

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/
INSTRUCTOR:**

Name, credentials
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 (HPHP) "Student Conduct Policy" available online at <http://www.weber.edu/wsuiimages/HPHP/StudentCode/HPHPStudentCode.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 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.