

EXECUTIVE SUMMARY
Department of Health Promotion and Human Performance
Physical Education Professional Program
Self-Study Document, Fall 2018

Author's Contact Information:

Self-Study Document completed by:
Chad Smith, Ph.D.
Associate Professor, Physical Education
Phone: 801 – 626 – 7664
Email: chadsmith6@weber.edu

Executive Summary completed by:
James Zagrodnik, Ph.D., CAPE,
Associate Professor Physical Education; Chair, Department of Health Promotion and Human Performance
Phone: 801 – 626 – 7084
Email: jameszagrodnik@weber.edu

The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

Mission Statement:

The mission for **Track I – Physical Education Major K-12** is to prepare students in the discipline of physical education. Students develop an understanding of the scientific foundations of human performance and become proficient in a variety of sports and physical activities. Graduates with a Bachelor's Degree in Physical Education Track I (B.A., B.S.) are qualified to pursue teacher licensure, apply for graduate school and/or supervise and manage various recreational programs, organize and direct intramural programs, and teach in special education environments (i.e., alternative schools, Job Corps). Students will achieve this mission by completing a variety of coursework and practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.

The mission for **Track II - Physical Education Major K-12/Licensure** is to prepare students in the discipline of physical education and to prepare quality teacher candidates to teach physical education in school environments. Students develop an understanding of the scientific foundations of human performance and become proficient in a variety of sports and physical activities, which they then can teach to others. Graduates with a bachelor's degree in physical education Track II (B.A., B.S.) are qualified to teach physical education and coach in public schools, grades K-12. Graduates are also qualified to apply for graduate school, supervise and manage various recreational programs, organize and direct intramural programs, and teach in special-education environments (i.e., alternative schools, Job Corps, etc.). Students will achieve this mission by completing a variety of coursework and practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.

Curriculum:

The Physical Education Professional Program curriculum's foundation is rooted in the National Standards for Initial Physical Education Teacher Education, developed and published by the Society of Health and Physical Educators (SHAPE). Program courses offerings ensure that pedagogical content, knowledge, and skills are learned in order for graduating students to meet these Standards and are detailed in the curriculum map located in the self-study document. Physical Education Non-teaching Track students must meet all requirements for the Physical Education Teaching Track (except those needed for Teacher Licensure) and an additional 12 elective credits. Physical Education Teaching Track students must meet all requirements for the Physical Education Teaching Track and those requirements needed for Teacher Licensure. Regardless of the chosen academic track, students are required and expected to complete their respective rigorous curriculum to earn their degrees. The curriculum has undergone a substantial review and modification to more accurately align itself with state and national standards, guidelines, and expectations, as well as to meet the expectations and standards of the program's current faculty. The updated curriculum is currently undergoing its 4th year of implementation. The faculty will continue to evaluate its effects over the coming year. Thus far, the effects of the changes have been positive, but we also acknowledge that adjustments may still be required.

The PEP program is accredited by the National Council for Accreditation of Teacher Education (NCATE), "the profession's mechanism to help establish high quality teacher preparation."

Student Learning Outcomes and Assessment:

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

1. know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
2. are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the SHAPE America K – 12 Standards.
3. plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
4. use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. utilize assessments and reflection to foster student learning and inform instructional decisions.
6. practice dispositions essential to becoming effective professionals.

These learning outcomes mirror those recommended by SHAPE America in its National Standards for Initial Physical Education Teacher Education [2008](#) and [2017](#).

Academic Advising:

The PEP faculty and Academic Advisor are strongly committed to assisting each student in a planned advisement process. Student satisfaction is a goal, and students are counseled that the responsibility of successful completion of their programs lies in their hands. The PEP faculty and Academic Advisor work as a team to meet the needs of students, program standards, and course offerings so that students are able to achieve academic progress in a timely and supportive progression, ultimately resulting in graduation. A major change in this process and collaboration is that a new Academic Advisor began July 2018 and has since identified and worked with the

Department Chair and Program Directors in effectively solving many of the issues identified in the previous program study. In response, the level of trust and support from the PEP faculty has improved. Thus, more open, honest, and cooperative solutions to individual student concerns and program needs has occurred. Students have become more aware of requirements for graduation, that have been re-announced via Department Chair letter to all students in the Department on the first day of Fall 2018 classes, and a rejuvenating commitment by everyone to uphold the expectations, standards, and ethics of guiding students is beginning to flourish.

Faculty:

The PEP program has four full-time tenure track faculty: 2 Associate and 2 Assistant level faculty members. Each holds a doctorate degree in Physical Education with specific specialty training in areas that align to the courses each teaches. The program rarely uses adjunct faculty, and hasn't used any adjunct faculty in the last 5 years. Courses are taught by one of the four full-time faculty members.

Program Support:

The Department of HPHP currently has one non-exempt administrative specialist, along with four exempt staff personnel that includes one academic advisor, one human performance lab coordinator/instructor, one internship coordinator, and one recreation manager. The College also employs a recruiter who assists with recruitment for the HPHP Department programs. The department also receives excellent support from the Stewart Library.

Relations with External Community:

Department and program faculty and staff build and maintain relationships with external communities in multiple ways. The PEP program faculty members are very active in the public schools systems and in bringing K-12 students to WSU. Faculty and students visit schools frequently. James Zagrodnik has created and implemented the "Children's Adaptive Physical Education Society!" (CAPES!) since Fall 2013. Faculty serve as board members for SHAPE America. The program's faculty have presented at state, regional, and national conferences, at the state and regional levels involving students in their presentations.

Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:

The SCHs specific to the PEP program have increased slightly from 2013 to 2018. The number of declared physical education majors has also increased; however, the number of students graduating has not increased, but rather decreased slightly. The PEP faculty members have noticed an increased interest in the Sport Coaching Education minor and the courses offered in its curriculum. This could account for the rise in SCHs but not in physical education major graduates. The PEP program faculty and Department Chair are aware of the low number, but fairly steady, graduates each year and are currently discussing recruitment and retention strategies that could be employed which may increase majors and graduates.

Results of Previous Program Reviews:

Of the 4 recommendations from the previous Program Review, 2 have been completely rectified and 2 are currently ongoing. The mission statements have been amended to include "a ways and means statement" and through a major curriculum change the number of "methods" courses has been reduced significantly as suggested by the previous review team. With the curriculum

change, a clear scope and sequence for the program was established and is currently being implemented and evaluated on its effectiveness. Faculty are working together to develop and implement standard assessment tools for artifact collection to reduce objectivity and reliability concerns from the previous review team.

Information Regarding Current Review Team Members:

Internal / WSU

Mike Cena, Ph.D.

Professor Teacher Education

Weber State University

801-626-6283

ED 308

mcena@weber.edu

External/non-WSU

Bryan A. McCullick, Ph.D.

Professor of Physical Education

University of Georgia

706 – 542 – 3621

355 Ramsey Center

330 River Road

Athens, Georgia 30602

bamccull@uga.edu