

EXECUTIVE SUMMARY
Department of Health Promotion and Human Performance
Physical Education Professional Program
Self-Study Document, Fall 2013

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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).

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.).

Curriculum:

The Physical Education Professional program curriculum aligns with NASPE's National Initial Physical Education Teacher Education Standards, and is 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.

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 NASPE 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 NASPE in its National Standards for Initial Physical Education Teacher Education (2008).

Academic Advising:

The PEP faculty and coordinator of advisement are strongly committed to assisting each student in a planned advisement program. Student satisfaction is a goal, and students are counseled that the responsibility of successful completion of their programs lies in their hands. The effectiveness of the academic advice provided by the coordinator was evaluated in Spring 2013 by both department faculty and students. The student results were overall positive with some areas identified for improvement, primarily in the area of coordinator availability. A system is in place now to schedule meetings with the department secretary using Google calendar. Faculty members were somewhat dissatisfied with the coordinator not following department chair, program director, and/or faculty mandates regarding advisement. Based on this feedback, the advisement coordinator is now not permitted to process petitions without first obtaining written approval. Program faculty (rather than the advisement coordinator) handle difficult advising cases. 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 every three to five years.

Faculty:

The PEP program has four full-time tenure track assistant professors. 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. Courses are typically taught by one of the four full-time faculty members.

Program Support:

The Department of HPHP currently has two non-exempt staff secretaries, along with three exempt staff personnel that includes one academic advisor, one human performance lab coordinator, and one internship coordinator. 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 system. Faculty and students visit schools frequently. James Zagrodnik has created a community summer program (Ogden Youth Empowerment [OYE!]) in partnership with faculty in other colleges on campus and with multiple community partners. James Zagrodnik has also created and implemented the “Children’s Adaptive Physical Education Society!” (CAPES!). Faculty serve as board members for UAPHERD. 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:

Gender equity in students in the Department’s 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 specific to the PEP program have increased slightly from 2008 to 2013. The number of declared physical education majors has also increased; however, the number of students graduating has not increased, but rather decreased by approximately 10%. 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.

Financial Analysis:

Institutional research provided financial analysis for the entire health promotion and human performance (HPHP) department. The HPHP Department instructional expenditures have remained relatively consistent from 2008 to 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 PEP have not increased and some have decreased. The Department of HPHP has a number of course fees, while the Masters of Science in Athletic Training program adds a differential tuition.

Results of Previous Program Reviews:

Because the PEP program is externally accredited by the NCATE, it has not undergone the internal University 5-year Program Review process previously.

Information Regarding Current Review Team Members:

WSU faculty member outside the program but within the Moyes College of Education

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