

WSU Five-Year Program Review
Self-Study

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Department/Program: HPHP/Physical Education

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A. Brief Introductory Statement

The Physical Education Professional (PEP) program is housed in the Department of Health Promotion and Human Performance within the Moyes College of Education. This program has been in existence for over 40 years; it provides undergraduate education for students seeking to complete a major in physical education, with or without licensure, and for students seeking a minor in coaching. Additionally, the program serves an emphasis track for students completing a Bachelor of Integrated Studies (BIS). The PEP program provides students with hands-on and experiential learning, along with appropriate services, resources, and activities in the community and surrounding school districts.

The PEP program curriculum's foundation is rooted in the National Initial Physical Education Teacher Education Standards, developed and published by the National Association for Sport and Physical Education (NASPE). Program courses offerings ensure that pedagogical content, knowledge, and skills are learned in order for graduating students to meet these Standards. Regardless of the chosen academic track, students are required and expected to complete their respective rigorous curriculum to earn their degrees. The curriculum has recently (Summer 2012 – Spring 2013) undergone a substantial review and modification to more accurately align itself with the 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 first year of implementation.

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." With the recent consolidation of NCATE and TEAC into the Council for Accreditation of Educator Preparation (CAEP) as the new accrediting body for educator preparation, the PEP program will undergo accreditation review in 2014.

B. Mission Statement

The PEP program has a dual mission that has been evaluated and kept up-to-date in annual reviews.

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.).

C. Curriculum

The Physical Education Professional program curriculum aligns with NASPE’s National Initial Physical Education Teacher Education Standards, and is represented in the following curriculum map. Each of the NASPE National Initial Physical Education Teacher Education Standards is listed following the curriculum map.

Curriculum Map

Course Number	Course Title	Credits	NASPE National Initial Physical Education Teacher Education Standards														
			1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	3.7
PEP 2000	Foundations of Physical Education	3				A		I	E	I		I					
PEP 2600	Growth and Motor Development	3	I	A	A		A										
PEP 3240	Skill Development and Methods of Teaching Field Sports	3	I	I			E	E		E	E	E	E				
PEP 3242	Skill Development and Methods of Teaching Court Sports	3	I	I			E	E		E	E	E	E				
PEP 3260	Methods of Teaching Lifelong Leisure Activities	2	I	I			E	E		E	E	E	E				
PEP 3262	Skill Development and Methods of Teaching Individual Sports	3	I	I			E	E		E	E	E	E				
PEP 3264	Skill Development and Methods of Teaching Racket Sports	3	I	I			E	E		E	E	E	E				
PEP 3270	Methods of Teaching Aerobic Conditioning	2	I	I			E	E		E	E	E	E				
PEP 3280	Methods of Teaching Neuromuscular Conditioning	2	I	I			E	E		E	E	E	E				

PEP 3290	Skill Development and Methods of Teaching Fitness for Life	2	I	I			E	E	E	E	E	E	E				
PEP 3500	Kinesiology	3	E														
PEP 3510	Exercise Physiology	3	E														
PEP 3520	Curriculum and Assessment	3									A	A	A	A			A
PEP 3520	Curriculum and Assessment – Lab	1									A	A	A	A			A
PEP 3610	Assessment and Technology in Physical Education	3															A

Curriculum Map Standards 1.1-3.7 continued

I=Introduced

E=Emphasized

A=Assessed

Course Number	Course Title	Credits	NASPE National Initial Physical Education Teacher Education Standards														
			1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	3.7
PEP 3630	Methods of Teaching Physical Education for Elementary Teachers	3		E	E		E										
PEP 3660	Physical Education for Students with Disabilities	2												E	E	E	
PEP 4990	Senior Seminar	3	A	A	A	A	A							A	A	A	

Curriculum Map Standards 4.1-6.4

I=Introduced

E=Emphasized

A=Assessed

Course Number	Course Title	Credits	NASPE National Initial Physical Education Teacher Education Standards														
			4.1	4.2	4.3	4.4	4.5	4.6	5.1	5.2	5.3	6.1	6.2	6.3	6.4		
PEP 2000	Foundations of Physical Education	3	A									A	E				
PEP 2600	Growth and Motor Development	3															
PEP 3240	Skill Development and Methods of Teaching Field Sports	3	E	E	E	E		E									
PEP 3242	Skill Development and Methods of Teaching Court Sports	3	E	E	E	E		E		E							
PEP 3260	Methods of Teaching Lifelong Leisure Activities	2	E	E	E	E		E									
PEP 3262	Skill Development and Methods of Teaching Individual Sports	3	E	E	E	E		E		E							
PEP 3264	Skill Development and Methods of Teaching Racket Sports	3	E	E	E	E		E		E							
PEP 3270	Methods of Teaching Aerobic Conditioning	2	E	E	E	E		E									

Curriculum Map Standards 4.1-6.4 continued

I=Introduced

E=Emphasized

A=Assessed

Course Number	Course Title	Credits	NASPE National Initial Physical Education Teacher Education Standards														
			4.1	4.2	4.3	4.4	4.5	4.6	5.1	5.2	5.3	6.1	6.2	6.3	6.4		
PEP 3280	Methods of Teaching Neuromuscular Conditioning	2	E	E	E	E		E									
PEP 3290	Skill Development and Methods of Teaching Fitness for Life	3	E	E	E	E		E									
PEP 3500	Kinesiology	3															
PEP 3510	Exercise Physiology	3															
PEP 3520	Curriculum and Assessment	3	E	E	E	E	E	E	A	E	E	E	A				
PEP 3520L	Curriculum and Assessment – Lab	1	A	A	A	A	A	A	A	A	A						
PEP 3610	Assessment and Technology in Physical Education	3						A	A	A	A						
PEP 3630	Methods of Teaching Physical Education for Elementary Teachers	3	E	E	E	E	E	E				E					
PEP 3660	Physical Education for Students with Disabilities	2									E	E					
PEP 4990	Senior Seminar	3	A	A	A	A	A	A	A	A	A	A	A	A	A		

**2008 National Initial Physical Education Teacher Education Standards
National Association for Sport and Physical Education (NASPE)**

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

Standard 2: Skill and Fitness Based Competence

Physical education teacher candidates 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.

Elements – Teacher candidates will:

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
- 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:

- 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
- 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
- 3.3 Design and implement content that is aligned with lesson objectives.
- 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements – Teacher candidates will:

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:

- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Elements – Teacher candidates will:

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

6.4 Communicate in ways that convey respect and sensitivity.

D. Student Learning Outcomes and Assessment

Measureable Learning Outcomes

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.

The learning outcomes stated above are exactly those recommended by NASPE in its National Standards for Initial Physical Education Teacher Education (2008).

Evidence of Learning: General Education Courses: N/A

Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major

Evidence of Learning: High Impact or Service Learning are shaded in the following matrix

Program Learning Goal	Measurable Learning Outcome Students will:	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretations of Findings	Action Plan/Use of Results
Physical education students know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	13 of 15, 87% of the senior students passed the test.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.
	1.2 Describe and apply motor learning and psychological/behavioral theory	National Praxis Content Knowledge Test	85% of students will score 80% or better.	13 of 15, 87% of the senior students passed the test.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.

	related to skillful movement, physical activity, and fitness.					
	1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	13 of 15, 87% of the senior students passed the test.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.
	1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.	20 Question Exam on the History of Physical Education	Class average will be 80% correct.	Average Scores 81.4%, range 10-20; 85.4%, range 15-20	Spring semester enrollment, 13, included some very motivated and competitive students.	Use application of facts in testing students on historical issues.
		1 Exam	Class average will be 80% correct.	Average Score: 75% However of the 3 questions pertaining to legislation ~ 60% of the class incorrectly answered them.	Students do not appear to fully know important historical, philosophical, and social perspectives of physical education issues and legislation as pertaining to	Spend more time instructing and developing learning opportunities to help the students strengthen in this area.

					Adapted Physical Education.	
		1 Assignment	80% correct	All students completed the assignment with 100% accuracy.	Students do not appear to fully know important historical, philosophical, and social perspectives of physical education issues and legislation as pertaining to Adapted Physical Education.	Review test questions to identify potential problems in terms of expectations / difficulty.
	1.5 Analyze and correct critical elements of motor skills and performance concepts.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	13 of 15, 87% of the senior students passed the test.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.
		Exams	Class average will be 80% correct.	Students scored ~ 90% on average for each exam.	Students are fair – moderate in their identification of skill cues and corrective feedback strategies.	Emphasis on skill cue and feedback development and use needs to be priority in future courses.
		Portfolio	Class average will be 80% correct.	Students scored on average 83% in Fall and 59% in Spring on their overall portfolio grade.	Students are fair – moderate in their identification of skill cues and corrective feedback strategies.	Emphasis on skill cue and feedback development and use needs to be priority in future courses.

				Individual scores directly related to 1.5 are not readily known.		
Physical education students 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.	2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	Skill Assessments	Class average will be 80% correct.	On average students scored ~99% utilization proficiency in terms of major tennis, badminton, racquetball, pickleball, golf, swimming, bowling, and billiards skills.	Students are meeting the utilization level of skill proficiency in a variety of skills.	Continue with current course structure, expectations, and skill development.
	2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.	Unknown	85% of students will achieve satisfactory scores on FitnessGram measures.			Incorporate measures in Skill Development and Methods of Teaching Fitness for Life course and in Foundations of Physical Education.
	2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	Skills Assessment	Class average will be 80% correct.	All students earned a perfect score (100%).	Limited measurement data is available yet it appears students are able to effectively apply skill concepts and strategies to a	Improve the documented evidence of appropriate skill selection, execution, and strategies to existing assessments.

					situations.	
Physical education students plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.	3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.	Semester Long Curriculum Plan Assignment	Class average will be 80% correct.	100% of the students completed a semester long curriculum plan based on the current physical education core curriculum for 7-12 grade students.	Students understand how to use the state curriculum guide to develop a semester curriculum plan.	Continue with this assignment.
	3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 3 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 successful teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
	3.3 Design and implement content that is aligned with lesson objectives.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 2 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.

		t				
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Lesson Plans	Class average will be 80% correct.	On average students achieve ~ 96% in terms of lesson plan development and teaching.	Students are able to effectively match learning objectives/goals and styles/models and use space, equipment, etc. to achieve identified objectives/goals	Continue current course structure. Institute “new” teaching evaluation to emphasize areas of teaching effectiveness.
	3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 2 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.

				teaching experiences		
		Final Exam	Class average will be 80% correct.	On average students earned ~ 83% on the final.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles	Continue current course structure.
		Assignment	80% of students will complete the assignment.	100% of students completed the assignment.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles	Implement / emphasize modification development and use for additional classes.
	3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	Lesson Plans	Class average will be 80% correct.	On average students earned ~ 88% on their lesson plans.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles	Implement / emphasize modification development and use for additional classes.
	3.6 Plan and	Exams	Class	Students scored ~	Students are	Continued emphasis on

	implement progressive and sequential instruction that addresses the diverse needs of all students.	(Essay portion primarily)	average will be 80% correct.	90% on average for each exam.	adequate in their development of appropriate progressive and sequential instruction.	progressive and sequential instruction should be paramount in all courses.
		Portfolio	Class average will be 80%.	Students scored on average 83% in Fall and 59% in Spring on their overall portfolio grade.		
		Lesson Plans	Class average will be 80%.	Individual scores directly related to 3.5 are not readily known.		
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	Peer Teaching Using Technology Lesson Plan	Class average will be 80% correct.	100% of the students submitted at least 1 lesson plan using technology correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.	
	Peer Teaching Using Technology	1 teaching experience	100% of the WSU students successfully completed at least 1 peer teaching experience	Students are able to effectively implement the lessons they have planned with their peers.	Continue to provide peer teaching experiences for the students. Consider planning for practicum teaching experiences.	

Physical education students use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 2 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
	4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 2 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
	4.3 Provide effective instructional	Practicum Teaching Experience	Class average will be 80%	100% of the students submitted at least 2 lesson	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.

	feedback for skill acquisition, student learning, and motivation.	Lesson Plan Development	correct.	plans correctly written.		
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.		Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 2 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Final Exam	Class average will be 80% correct.	On average students earned ~ 83% on the final.	Students demonstrate above average proficiency in developing and implementing modifications for	Continue current course structure.

					various learners and learning styles.	
		Assignment	80% correct	100% of students completed the assignment.		Implement / emphasize modification development and use for additional classes.
		Lesson Plans	Class average will be 80% correct.	On average students earned ~ 88% on their lesson plans.		Implement / emphasize modification development and use for additional classes.
	4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 2 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Class Management Techniques	2 submitted	100% of the WSU students submitted at least 2 class management	Students can recognize an effectively run class and can implement	Continue this assignment.

				techniques they had seen work effectively in the classroom	strategies they have seen used by other teachers.	
	4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	100% of the students submitted at least 2 lesson plans correctly written.	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	100% of the WSU students successfully completed at least 2 practicum teaching experiences	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Single Student Interventions	2 submitted	100% of the WSU students submitted at least 2 interventions used to help students in the classroom.	WSU students recognize students who may need more help with behavior concerns in the classroom.	Continue this assignment.
Physical education students utilize assessments and	5.1 Select or create appropriate assessments that will measure student	Evaluation and Grading Assignment	Class average will be 80% correct.	Average score is 82%, 88% on the assignment. Two of 23 students not submitting the assignment fall	Students can select or create assessments.	Continue the assignment providing descriptive grading rubrics.

reflection to foster student learning and inform instructional decisions.	achievement of goals and objectives.			semester.		
	5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.	Practicum Teaching Using Technology	1 teaching experience	100% of the WSU students successfully complete the practicum teaching experience.	Students are able to effectively implement the lessons they have planned in a practicum teaching experience.	Continue to provide practicum teaching experiences for the students.
	5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.	Peer and Practicum Teaching Experience	2 teaching experiences	100% of the WSU students successfully reflected on at least one of their peer or practicum teaching experience.	Students need many reminders to reflect on their teaching. Forgetfulness is the excuse given by all students.	Remind students that growth occurs during reflection. Remind students to reflect every day.
Physical education students demonstrate dispositions essential to becoming effective professionals	6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	Service Learning Assignment	Class average will be 80% correct.	Average scores are 96% and 98% for each semester	Students can work with students of various diversities successfully.	Continue this assignment.
		Final Exam	Class average will be 80% correct.	On average students earned ~ 83% on the final.	Students demonstrate above average proficiency in developing and implementing	Continue current course structure.

					modifications for various learners and learning styles.	
		Assignment	80% of students will complete assignment.	100% of students completed the assignment.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles.	Implement / emphasize modification development and use for additional classes.
		Lesson Plans	Class average will be 80% correct.	On average students earned ~ 88% on their lesson plans.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles.	Implement / emphasize modification development and use for additional classes.
	6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	Cooperating teacher evaluation of practicum teacher.	Class average will be 80%.	All students scored 100%.	New evaluation form allows CT to give better feedback on student strengths and weaknesses.	Continue with the new evaluation form.
	6.3 Demonstrate behaviors that	Cooperating teacher	Class average will	All students scored 100%.	New evaluation form allows CT to	Continue with the new evaluation form.

	are consistent with the professional ethics of highly qualified teachers.	evaluation of practicum teacher.	be 80%.		give better feedback on student strengths and weaknesses.	
	6.4 Communicate in ways that convey respect and sensitivity.	Home Communications Assignment	Class average will be 80%.	Average Scores 68%, 2 of 10 students not submitting the assignment fall semester and 92%, 1 of 12 students not submitting the assignment spring semester.	Students benefit from an explicit planning rubric to know what is considered appropriate communication.	Continue to provide a planning rubric for students as average scores did improve.

Overall, the information reflected in the above tables indicates that the Physical Education Professional program achieves success in achieving a majority of the Standards among its students. In addition, the Standards identified as being “below acceptable” have been addressed, and changes, adaptations, and strategies have been identified for the purpose of correcting these limitations. Of the few areas where data was not available (e.g., Standard 2.2) the faculty has implemented programs (“Fitness Days”) to identify and address students’ progress and maintenance in these areas, and to make them a priority and point of emphasis. The PEP program faculty will continue to work to maintain the Standards that are achieved, work to improve those Standards which need improvement, while continuing to identify Standards which are not being addressed and then develop strategies to ensure they are being incorporated into the curriculum and/or learning of each student.

E. Academic Advising

In the Department of Health Promotion and Human Performance (HPHP), 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 HPHP 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 students may meet with a faculty advisor or the 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’ advisement was created and implemented during spring 2013. Overall, the results were positive, with some areas identified for improvement (survey questions and summary of data is found on the following pages). The main area identified for improvement was greater availability to the advisement coordinator. Beginning fall 2013, group advisement for each program was implemented as a prerequisite for individual advisement (as discussed previously). Further, the process involved in scheduling meetings between students and the advisement coordinator needed improvement. A system is now in place that allows the department secretary to schedule student advisement meetings 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.

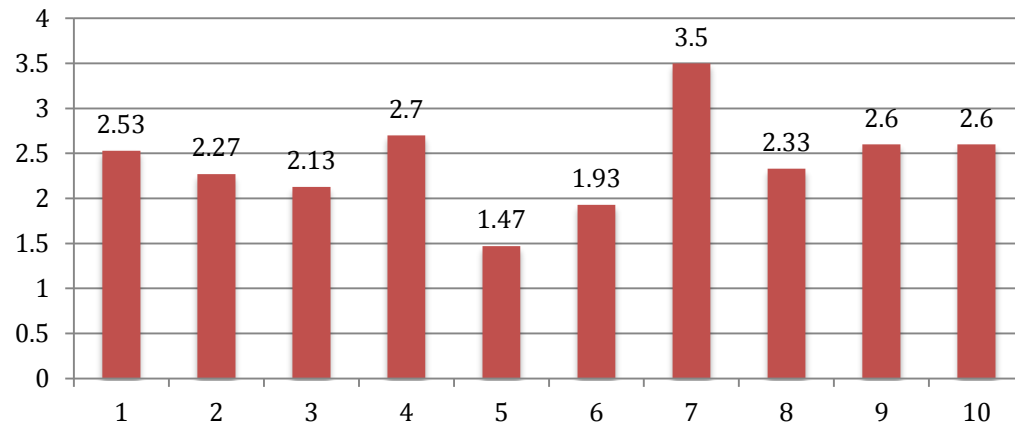
Rating Scale

Questions 1-10

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

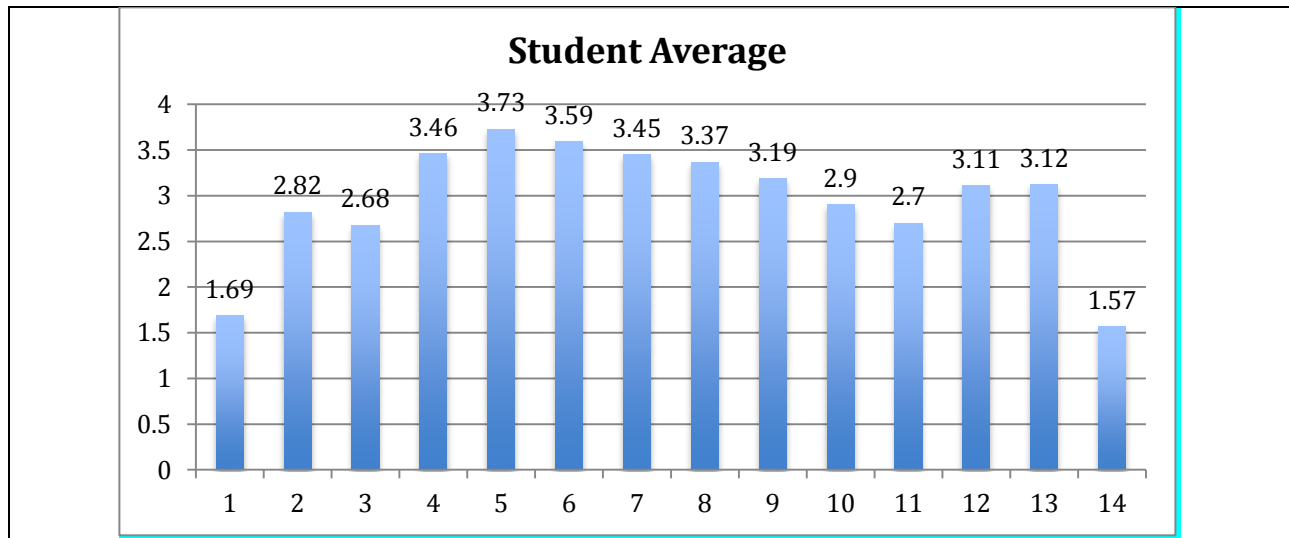
Results

Faculty Average



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		
Question 1	Questions 2-7	Questions 8-14
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 coordinator’s knowledge of department programs and general education requirements, and the least satisfied with the advisement coordinator’s handling of petitions (e.g., waivers, substitutions, exceptions, experiential credit, etc.). Faculty members also reported dissatisfaction with the advisement coordinator not following department chair, program director, and/or faculty mandates regarding advisement. Students reported satisfaction with the advisement coordinator being professional and courteous, and meetings being helpful and productive. However, students reported having difficulty scheduling meetings 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. Student advisement scheduling has been assumed by a department secretary. The advisement coordinator is not permitted to process petitions without written approval. Program faculty, as opposed to the advisement coordinator, now handle difficult advising cases.

Past Changes and Future Recommendations

The PEP program's faculty continually update curriculum and advisement tools to assist students in successful completion of degree requirements. When program changes are made, accommodations are in place so that students can complete their program based on their catalog year. Program faculty will evaluate the outcomes of the recent-revised curriculum for student learning and adequate preparation for teaching. Advisement will continue to be progressive, include using 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 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.

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 on Chi Tester 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's minimum qualifications to teach in the department and program; this includes holding a master's degree.

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4	0	0
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	4	0	0

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. From the results of ongoing review of faculty members it can be surmised that the program's full-time faculty are doing a "good" to "excellent" job in providing effective instruction.

- ii. Adjunct Faculty
Adjunct instructors are used on a semester-by-semester, as-needed-basis, and offered single 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), 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. From the

results of ongoing review of adjunct faculty members it can be surmised that the adjunct faculty are doing a “good” to “excellent” job in providing effective instruction.

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 program faculty includes three male and one female, 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 annually via peer review, and review of end of course student 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 PEP faculty attend professional conferences each year. These conferences vary based on the faculty member’s expertise, but are focused on physical education and/or coaching. Funding for attending these conferences is obtained from several sources: the WSU Research, Scholarship, and Professional Growth Committee grants (RSPG); WSU College of Education Endowment grants; and WSU Dept. of Health Promotion and Human Performance travel funds. The faculty also regularly attend teaching workshops on campus provided by the Teaching and Learning Forum. As needed, the faculty will also attend trainings offered through WSU Training Tracker.

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 conferences, 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 both the Dean and the Provost.

Adequacy of Facilities and Equipment: The Department is housed in the Swensen Building, part of 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 proposals.

Adequacy of Library Resources: The Stewart Library provides information, resources, and services multiple WSU campuses. Print, electronic 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 needs on a 24/7 basis. 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, assists in scheduling teaching rooms within the library, and provides electronic resources for specific classes taught when requested. The resources adequately meet the program, faculty, and student needs. When a resource is not available in the library, the interlibrary -loan process enables access to most materials.

H. Relationships with External Communities: Department and program faculty and staff build and maintain relationships with external communities in multiple ways. The details related to this external community involvement are outlined in Appendices E and F. 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!), a program that uses a combination of exercises and games in and out of the swimming pool to help children, ages 5 to 12, with their social interaction, balance, dexterity, motor skills, strength and fitness.

Geri Conlin, James Zagrodnik, and Chad Smith regularly conduct supervised teaching in public schools. Brian McGladrey supervises coaching students completing their coaching practicums in local schools, and with WSU strength and conditioning coaches.

Chad Smith and Brian McGladrey currently serve as board members for UAPHERD. Geri Conlin has served UAPHERD 4 of the last 5 years in the positions of Executive Director, Vice President for Physical Education, and Vice President for Physical Activity. The program’s faculty have presented at state, regional, and national conferences, at the state and regional levels involving students in their presentations.

I. Results of Previous Program Reviews

Although the PEP program has undergone regular accreditation reviews, this is the first “self-study” review. Consequently, there are no results from previous program reviews to analyze.

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

This is the first self-study the PEP program will undergo.

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Quizzes and Final Exam	1	2-3 times during semester, and at semester’s end.	Faculty paper and electronic files
Fitness Day Field Day	2	1 time each semester; students are assessed in physical fitness components (Fitness Day), and in performance of movement skills specific to a number of team and individual sports (Field Day).	Program electronic files
Student Lesson Plans	3	2-3 times during semester	Faculty paper files
Teaching Demonstrations	4	2-3 times during semester	Faculty paper files
Student Essays	5	End of semester	Faculty paper files
Professional Dispositions Scores	6	End of semester; program faculty assess students in 11 different disposition categories.	Electronic files

APPENDICES

Appendix A: Student and Faculty Statistical Summary

HHPH 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	129	143	150	160
Physical Education	66	75	88	93	83
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 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.
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: The Department of HPHP 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 the programs of athletic therapy and health promotion. 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.

Appendix B: Contract/Adjunct Faculty Profile

Full-Time Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Geri Conlin	F	Caucasian	Assistant Professor	4 th year of Tenure Track	Ph.D.	12 (WSU) 6 (K-12)	
Brian McGladrey	M	Caucasian	Assistant Professor	3 rd year of Tenure Track	Ph.D.	2 (WSU) 8 (Total)	Physical Education; Sport Coaching; Strength and Conditioning
James Zagrodnik	M	Caucasian	Assistant Professor	3 rd year of Tenure Track	Ph.D.	2 (WSU) 9 (Total)	Motor Behavior; Adapted Physical Education; Physical Education
Chad Smith	M	Caucasian	Assistant Professor	2 nd year of Tenure Track	Ph.D.	1 (WSU) 6 (Total)	Strength and Conditioning; Sport Coaching; Physical Education

Adjunct Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Trevor Ball	Male	Caucasian	Adjunct	None		1 - WSU	Teach Neuromuscular Cond
John Rhoades	Male	Caucasian	Adjunct	None	MPT	- WSU	SI Kinesiology
Ashley Cason	Female	Caucasian	Adjunct	None	BS	1 - WSU	Physical Education K-6

Christopher Fritz	Male	Caucasian	Adjunct	None	BIS	1 - WSU	Teach Neuromuscular Cond
Theresa Bladen	Female	Caucasian	Adjunct	None	MS	3 - WSU	Teaching Aerobic Cond
Laura Rahe	Female	Caucasian	Adjunct	None	MS	6 – WSU 13 - total	Physical Education K-6
Jennifer Walker	Female	Caucasian	Adjunct	None	MEd	4 – WSU	Physical Education K-6

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:

The Department of HPHP houses many academic programs. Physical education 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 physical education. 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.

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Robb Hall	Youth Impact
Kyrie Oliver	Boys and Girls Club
Edd Bridge	Ogden City Parks and Recreation
Margit Lister	United Way Kids Catalog
Sandra Crosland	Weber Moves
Jeanne Clifton	Taylor Canyon Elementary
Maridee Harrison	Polk Elementary
Jamie Franke	Weber School District
Lani Bischoff	Weber School District
Todd Brenkman	Mt. Ogden Golf Course
Wendy Eddy	St. Joseph's Elementary
Becky Hale	Bonneville Elementary (OSD)
Melanie Stokes	Marlon Hills Elementary (WSD)
Jeanne Clifton	Taylor Canyon Elementary (OSD)
Chad Clark	DaVinci Academy
Don Tanner	South Ogden Jr. High (WSD)
Sondra Jolovich-Motes	Dee Elementary (OSD)
Mark Hansen	Weber High School (WSD)
Alex Filiaga	Mount Fort Junior High (OSD)
Various teachers in schools	Davis School District
Various teachers in schools	Box Elder School District
Various teachers in schools	St Joseph's High School
Various teachers in schools	Roland Hall St Marks
Various teachers in schools	Layton Preparatory Academy
Various teachers in schools	Ogden Preparatory Academy
Various teachers in schools	High Mark Charter School
Various teachers in schools	Venture Academy

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
Hall Endowment for Community Outreach	\$13,583	Grant
Hemmingway Award	\$6,000	Grant
Hemmingway Award	\$8,000	Grant
Wal-Mart Corporation	\$2,500	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 (HPPH) 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 HPPH required syllabus is available online at: www.weber.edu/HPPH/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 instructor's 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 Chi Tester, 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 Chi Tester 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 Chi Tester, 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.