Program Review
Physical Education

Physical Education Major

2014-2015

History, Mission, and Vision of the Program

The cry for qualified physical and health education teachers has never been greater than it is at this time. With obesity rates skyrocketing and test scores in America at only moderate levels, new brain research has suggested that students need more purposeful movement and more physical activity in order to lead a more healthy and fulfilling life. The goal of this program is to help mold students into caring and dedicated physical and health educators who will teach quality health related fitness skills. The vision of this department is to create the most sought after and qualified teachers in Missouri public schools, who not only display the knowledge to teach effectively but develop a passion for changing the lives of all through movement.

Section 1: Student Data

A: Demographics Chart

Chart 1A: 1

William Woods University
Assessment Data

Program: Physical Education

		10/11	11/12	12/13	13/14	14/15
Declared Majors (as of Oct. 15)	Incoming Freshman	6	3	5	2	7
	Transfers	3	4	1	4	1
	Total	32	31	33	29	27
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006
Graduated Majors		2	3	6	6	NA
Retention Rate: IPEDS definition[1]						
University		66.8%	76.2%	70.5%	76.3%	NA
Program		3/3	5/5	3/3	2/2	NA
Graduation Rate: IPEDS definition[2]		**04/05**	**05/06**	**06/07**	**07/08**	**08/09**
University		52.4	50.2	50.5	56.3	52.4%
Program		1/2	1/2	2/2	2/3	0/2
Graduation Rate: Transfer						

Students[3]					
University	71.2%	68.8%	63.2%	66.7%	67.4%
Program	1/1	1/2	2/2	1/4	4/10

[1] = % of full-time, first-time students that return to the institution in the subsequent fall semester

[2] = % of the full-time, first-time cohort that graduate within 6 years

[3] = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Reflection on the Demographic Data:

Since the declared majors list was sent out, we have had one more transfer student, one major change of a sophomore to physical education (thank you to the major fair), and five freshman declare physical education as their major, putting our program numbers to 34. Since then we have two graduate this Fall, with two more scheduled to graduate in the Spring of 2015 and three students who have changed their major to Educational Studies because of the need to graduate earlier for unforeseen reasons or deciding on a new career field. With those changes, our current program has 29 students in it, which is very consistent with the five year average.

I do believe that we will see a slight drop in those numbers due to new standards that have been placed on the Education field in general across Missouri. Students are required to take a major test each year and must pass these standardized assessments each time in order to continue. I view this a strength because it allows us an ability to identify the right people for the job and to determine which people are the right ones for our field. We may have some false negatives, people failing these exams that could become great educators as the pilot and impact data from the Department of Education has shown, but overall, I look at this as a great challenge for me to test my ability to truly have these students ready each day and I embrace challenges.

In terms of transfer students, the students that I have received the last year and a half have not only stayed in the program, but flourished. Last year we had four transfer students and all are expected to graduate by next year in the spring. These students have fit in well to our class structure and have truly enjoyed working in our program, especially in the ability to get more hands on learning.

One statistic that I would like more data on is where our students go if they drop the program and do they still graduate. I look at this statistic on retention and think that it is okay for students to change their minds and go to another program within our school if they decide that this is not for them. I think that this data should be tracked and if they are graduating from the University, it should not look like a black stain on my data, but as a sign that we are identifying the right students for our profession and if not, finding them other avenues, such as the Sport Management degree or Educational Studies degree to pursue.

B: Placement Numbers (do not need specific student names, aggregated data on students is appropriate)

Chart 1B: 1

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number of Graduates (total graduates, not cohort)	2	3	6	6	NA
Employed Within Field		1		6	
Employed Outside of Field		1		0	
Graduate School				1	
Not known		1		0	

Within the field of physical education, I view those that are teaching physical and health education, coaching or graduate assisting for a sports team at the high school and college level, or subbing full time/being a paraprofessional as they await a full time job in a district.

C. Courses (chart)

Course	Year 2010-2011	Year 2011-2012	Year 2012-2013	Year 2013-2014	Year 2014-2015)
ATR 100 Personal Health	FALL (29/30) SPRING (15/31)	FALL (29/30) SPRING (14/30)	FALL (17/30) SPRING (12/30)	FALL (12/30) SPRING (08/30)	FALL 22/30 SPRING
ATR 230 Prevention and Care	FALL NA SPRING (25/25)	FALL (01/01) SPRING (17/26)	FALL NA SPRING (25/25)	FALL NA SPRING (23/25)	FALL 2/2 SPRING
PED 104 First Aid and CPR	FALL (44/48) SPRING (34/48)	FALL (29/30) SPRING (25/36)	FALL (16/46) SPRING (32/32)	FALL (17/32) SPRING (48/54)	FALL 40/48 SPRING
PED 205 Intro to Anatomy/ Physiology	FALL (52/55) SPRING NA	FALL (24/26) SPRING (20/24)	FALL (24/26) SPRING (24/19)	FALL (18/24) SPRING (18/24)	FALL 21/24 SPRING
PED 207 Methods of Physical Edu (prek-4)	FALL NA SPRING NA	FALL (18/20) SPRING (01/01)	FALL (01/01) SPRING NA	FALL (10/20) SPRING NA	FALL NA SPRING
PED 208 Methods of Physical Edu (5-9)	FALL (01/01) SPRING (18/20)	FALL NA SPRING (01/01)	FALL (01/01) SPRING (14/20)	FALL NA SPRING NA	FALL NA SPRING
PED 215 Motor Learning	FALL NA SPRING NA	FALL (23/26) SPRING NA	FALL NA SPRING (01/01)	FALL (11/25) SPRING (01/01)	FALL NA SPRING
PED 220 Social Science in Sport	FALL (26/24) SPRING NA	FALL (24/25) SPRING NA	FALL (24/25) SPRING NA	FALL (24/24) SPRING NA	FALL 24/24 SPRING

PED 221 Physiology of exercise	FALL NA SPRING (31/30)	FALL (11/24) SPRING (27/26)	FALL (15/26) SPRING (25/26)	FALL (14/26) SPRING (17/26)	FALL 23/26 SPRING
PED 308 Creative Movement	FALL (01/01) SPRING (38/48)	FALL NA SPRING NA	FALL NA SPRING (17/24)	FALL NA SPRING NA	FALL NA SPRING
PED 309 History and Philosophy	FALL NA SPRING NA	FALL NA SPRING (22/24)	FALL NA SPRING (07/24)	FALL NA SPRING (08/24)	FALL NA SPRING
PED 321 Kinesiology	FALL (19/25) SPRING NA	FALL NA SPRING NA	FALL (27/25) SPRING NA	FALL (24/25) SPRING (16/25)	FALL 13/25 SPRING
PED 350 Adapted Physical Education	FALL NA SPRING NA	FALL NA SPRING (20/20)	FALL NA SPRING (01/01)	FALL NA SPRING (16/20)	FALL NA SPRING
PED 405 Measurement and Evaluation	FALL (11/25) SPRING NA	FALL (15/25) SPRING NA	FALL (10/25) SPRING NA	FALL (16/25) SPRING NA	FALL 10/25 SPRING
PSY 401 Sports Psychology	FALL (21/20) SPRING (26/32)	FALL (28/32) SPRING (33/32)	FALL (24/24) SPRING (26/32)	FALL (12/32) SPRING (24/32)	FALL 20/32 SPRING
PSY 401 H Sports Psychology	FALL NA SPRING (02/24)	FALL NA SPRING NA	FALL (01/24) SPRING (02/25)	FALL NA SPRING NA	FALL NA SPRING
ELECTIVES					
PED 108 Outdoor Activities	FALL (13/15) SPRING (04/15)	FALL (11/15) SPRING (05/15)	FALL (10/20) SPRING NA	FALL (09/15) SPRING NA	FALL 14/15 SPRING
PED 112 Beginning Tennis	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING

PED 113 Fitness	FALL (17/20) SPRING NA	FALL (15/20) SPRING NA	FALL (17/20) SPRING NA	FALL (04/20) SPRING NA	FALL 10/20 SPRING
PED 123 Folk & Square Dancing	FALL (07/20) SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING
PED 131 Weight Control and Conditioning	FALL NA SPRING (24/20)	FALL NA SPRING (20/20)	FALL NA SPRING (17/18)	FALL NA SPRING (21/21)	FALL NA SPRING
PED 134 Introduction to Skiing	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING
PED 135 Team Sports	FALL (16/20) SPRING NA	FALL (08/20) SPRING NA	FALL (11/20) SPRING NA	FALL (04/20) SPRING NA	FALL 7/20 SPRING
PED 136 Individual and Dual Sports	FALL NA SPRING (13/20)	FALL NA SPRING (14/20)	FALL NA SPRING (07/20)	FALL NA SPRING (11/20)	FALL NA SPRING
PED 137 Flexibility and Stretching	FALL NA SPRING (13/20)	FALL NA SPRING (19/20)	FALL NA SPRING (09/20)	FALL NA SPRING (11/20)	FALL NA SPRING
PED 142 Beginning Golf	FALL (13/16) SPRING NA	FALL (13/16) SPRING NA	FALL (13/16) SPRING NA	FALL (10/16) SPRING NA	FALL (4/16) SPRING
PED 144 Low Rope Initiatives	FALL NA SPRING (10/20)	FALL NA SPRING (21/20)	FALL NA SPRING (13/20)	FALL NA SPRING (12/20)	FALL NA SPRING
PED 150 Sport Leadership	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING
PED 124	FALL (06/15)	FALL NA	FALL (00/15)	FALL (01/15)	FALL

Varsity Golf	SPRING	(03/15)	SPRING	(02/15)	SPRING	(05/15)	SPRING	(10/15)	(3/15) SPRING		
PED 125 Varsity Soccer	FALL SPRING	(07/30) (02/15)	FALL SPRING	(08/30) (02/30)	FALL SPRING	(03/30) NA	FALL SPRING	(01/30) (02/30)	FALL (1/15) SPRING		
PED 126 Varsity Volleyball	FALL SPRING	(02/15) NA	FALL SPRING	(02/15) (00/15)	FALL SPRING	(01/15) (02/15)	FALL SPRING	(00/15) (00/15)	FALL (0/15) SPRING		
PED 128 Varsity Softball	FALL SPRING	(01/15) (02/15)	FALL SPRING	(01/15) (03/15)	FALL SPRING	(00/15) (01/15)	FALL SPRING	(00/15) (00/15)	FALL (1/15) SPRING		
PED 129 Varsity Basketball	FALL SPRING	(03/30) (04/30)	FALL SPRING	(06/30) (00/30)	FALL SPRING	(02/30) (00/15)	FALL SPRING	(01/30) (02/30)	FALL (27/30) SPRING		
PED 133 Varsity Baseball	FALL SPRING	(05/15) (05/15)	FALL SPRING	NA (02/15)	FALL SPRING	(03/15) (03/15)	FALL SPRING	(01/15) (01/15)	FALL (1/15) SPRING		
PED 138 Varsity Track and Field	FALL SPRING	(01/15) (06/15)	FALL SPRING	NA (04/15)	FALL SPRING	(03/15) (02/15)	FALL SPRING	(02/15) (01/15)	FALL (2/15) SPRING		
PED 139 Varsity Cross Country	FALL SPRING	(03/15) NA	FALL SPRING	(02/15) (00/15)	FALL SPRING	(04/15) NA	FALL SPRING	(01/15) (00/15)	FALL (0/15) SPRING		

Registered: The total number of students enrolled in the course for the designated term, if there are multiple sections, provide the sum of students registered for all sections.
Class Cap: The total possible numbers of students in a course for the designated term, if there are multiple sections, provide the sum of possible seats.

Chart 1C: 2
Classes in the Physical Education Major supporting others

Physical Education

PED104 First Aid and CPR	Athletic Training Coaching Minor Equestrian Science
PED107 Health, Nutrition and Safety	Elementary Education Special Education Education Studies
PED131 Weight Control and Conditioning	Elementary Education
PED205 Intro to Anatomy/Physiology	Athletic Training Exercise Science Sport Management Equine General Studies
PED209 Methods of Physical Education	Elementary Education
PED215 Motor Learning	Equine General Studies
PED220 Social Science in Sport	Exercise Science Sport Management
PED221 Physiology of Exercise	Athletic Training Exercise Science Sport Management Equine General Studies
PED245 Anatomy and Physiology II	Athletic Training Exercise Science
PED308 Creative Movement	Equine General Studies
PED321 Kinesiology	Athletic Training Exercise Science Equine General Studies
PED405 Measurement & Evaluation	Athletic Training
PED406 Management of Athletics	Sport Management Coaching Minor
PED418 Methods of Teaching	Education
PED401, 402, 403, 404 Theory of Coaching	Coaching

Currently, the supported classes are not hurting the major at all. In years that there are lower numbers of physical education students, it allows us to fill the class and still offer it on its rotation and have it make because other programs use it. Almost all of our course offerings (77 hours total for major (including education classes)) are either

supported by other programs are support other programs, making our program truly integral in the campus community and allowing us to keep me on as full time professor and allowing our rotations to stay firm. One of the reasons you will see more tutorials is often for transfer students or double majors who have missed a course offering in the two year cycle and are eligible to student teach the next semester, in which case we will offer the tutorial to allow them to graduate instead of sticking around a full semester in which they would not have any relevant courses to take.

We have very recently updated (last month) our course rotations for the next three years which will allow us to take in to consideration the big group of incoming freshman. I have also been working on a rotation that considers Westminster PED classes and we are now offering courses opposite of them in order to resolve having tutorials in the future. Dr. Therese Miller, head of the Westminster program, and I have been jointly working also on linking some of our main curriculum pieces to best practices and new Department of Education standards so that when students do have cross over, we know exactly what they are teaching and students are not missing a beat.

Section 2. Faculty and Resources

A. Physical Facilities

1. In the fall of 2002 William Woods University opened a 12,000 sq. ft. facility called the Center for Human Performance. While this facility serves several purposes its main role is that of an academic building for the Division of Science, Mathematics & Human Performance's 4 different human performance programs including athletic training, sports management, exercise science and physical education. The facility houses 3 classrooms: each one approximately 756 sq. ft with up-to-date educational technology, a 3,000 sq. ft Athletic Training Room, faculty and staff offices of 162 sq. ft, and a human performance laboratory of 644 sq. ft. This facility is one of the newest academic facilities on campus, and a full size gymnasium that is used by methods classes.

   The classrooms are network/internet accessible, have computers with permanent projectors, a smart board, a TV with VCR and a visualizer. The classrooms also have adequate seating capacity, lighting, heating/cooling and ventilation. Also on campus is the 2,900 sq. ft Weider Fitness Center which is available to the Physical Education Program for instruction and evaluation of competencies and psychomotor skills related to strengthening and reconditioning.

2. Since taking over the program, the biggest upgrade has been made in the purchase of equipment needed for both methods classes and motor learning labs.

This equipment has included teams sports equipment, individual/dual sports equipment, cardio kickboxing, yoga, and Pilates equipment, as well as curriculum and fitness equipment to help better prepare students for how to teach students in a classroom setting. We have used this equipment in both classroom and practicum experiences and will continue to add this material each year to keep up with current trends in physical education/health education methods. The total spent has been 9,751.82 and has allowed us to set up a group

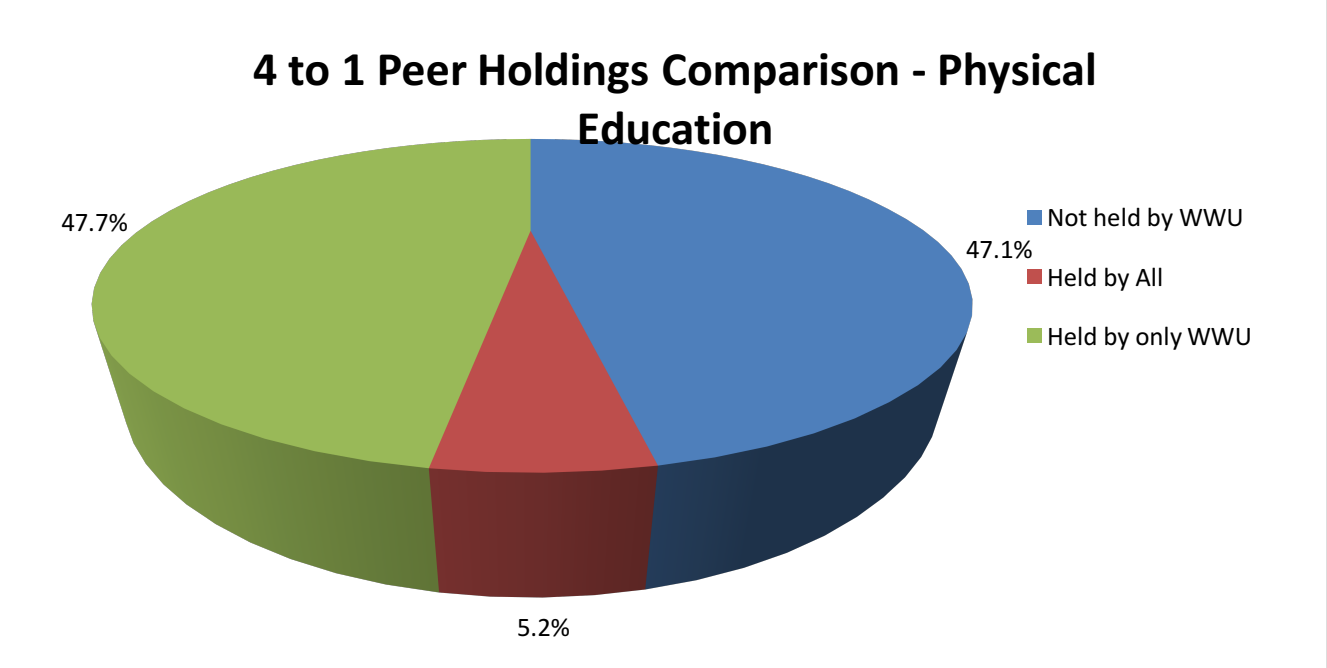
B. Library Holdings (Full Report Appendix A)

MOBIUS Holdings (Subject Search):

Physical Education and Training – 4,712 catalog entries
Health Education – 2.551 catalog entries
First Aid in Illness and Injury – 822 catalog entries
Sports-Psychological Aspects – 766 catalog entries
Exercise –8,065catalog entries
Kinesiology – 583 catalog entries
Teachers, Training of – 5,749 catalog entries

Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Physical Education as a discipline taught at the undergraduate level generally requires both up-to-date and basic library materials. The Library has acquired new printed monographs on coaching and assisted physical education in the last twelve months in order to provide more current print resources on these sub-topics. Al though the totals are somewhat inflated because of the “horse sports” titles, the resources still seem to be adequate for the number of physical education majors. Research materials in physical education are available primarily through a combination of digital resources in education, such as *Education Source*, and *ERIC*, and sports, such as *SPORTDiscus with Full Text.* In addition, there are physical education titles in the Education e-book collection recently acquired from Ebsco. All these resources are available through *Woods OneSearch.* One new resource that contains useful videos for physical education (e.g., 730 when searching the term “sports”) that are not yet in *Woods OneSearch* is Films on Demand; the Library is in the process of getting bibliographic data for films from this resource added.

The library receives infrequent requests for physical education materials from faculty or students. As a result, the acquisition of print materials is conducted by the library staff from reviews in library journals. The Library’s collection of visual materials in physical education is fairly robust in the area of sports.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

C. Faculty

Chart 2C: 1

Name of Faculty	*Highest Degree Earned (Concentration)*	*Degree Granting Institution*	*Years Full-time Teaching in Higher Ed*	*Contracted Course Load*
Timothy Hanrahan	*PhD in Educational Leadership K-12*	*Walden University*	*2*	*12*
Anthony Lungstrum	*Master of Science in College Teaching w/ emphasis in Health & Human Performance*	*Northeastern State University – Tahlequah, OK*	*8*	*9*
Cindy Robb	*Master of Arts*	*University of Denver*	*9*	*9*
Mike McElhinney	*Master of Science in Athletic Training*	*West Virginia University*	*0*	*6*
Marshal Robb	*PhD in Exercise Science*	*University of Missouri*	*11*	*9*
Dan Chapla	*Masters of Arts in Sports Administration*	*University of Central Missouri*	*6*	*7*
Nathan Mason	*Master in Education in Athletics and Activities Administration*	*William Woods University*	*0*	*4*

With the addition of a sport management person starting next year, it will eliminate the need for two of our adjunct teachers and allow a more seamless process for the collecting of data. Currently, physical education majors must take 17 PED classes in order to meet new DESE requirements. This means that the work must be shared, but it would be easier to collect data with five instead of three. Overall though, we are doing an excellent job!

D. Internship Experiences

1. Students are placed in EDU 492 Supervised student teaching during their last semester. Students are supervised for a 12 week period by myself and graded using the MoSPE standards using a formative and summative assessment process that is set by the Department of Education. I see students on 4 different occasions and their cooperating teachers also formatively assess them 4 times, culminating in a 4 Task Portfolio that is collected and sent to the state for review.

Section 3: Financial Analysis of Program (data from Academic Dean and Comptroller)

Chart 3A: 1

Program	Total Cost (Personnel, budget and special expenses)	Total Income (Course Fees, tickets, sales)	Number of majors (2013)	Cost per Major
Physical Education	101,957.00	9,780.00	28	$3,292.00

Section 4: Objectives and Assessment

Annual Assessment

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	29	27
Minors	6	na
Concentrations (Add Rows if needed)		
Full Time Faculty		
Part Time Faculty		

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.
*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

Program Delivery (HLC 3A3)

Traditional on-campus _____
Online Program _____
Evening Cohort _____

Analysis:

Program goals for student retention, persistence and degree completion are? Consider the students' "time to degree." Does the actual time to degree fit and reflect the program's expected and advertised time? If not, are there ways to align the two?

Outside Accreditation:

Yes, we are accredited through the Department of Elementary and Secondary Education (DESE)

Program Action Items

Action Item 1:	Two year course rotation
Action steps:	1. Plan out how PED classes will be taught on the four year sequence based on numbers, changes of credit hours, and amount of transfers. 2. Implement new course rotation
Timeline	Planning and development with Anthony Lungstrum, Susan Jones and Cindy Robb: September-November Institute changes to program for next school year: January 2015
Faculty Responsible	Tim Hanrahan
Evaluation	By researching and exploring new fits for the 2 year rotation, this will allow for a better assessment window.
Action Item 2:	Addition of online PED 352 and 245
Action steps:	1. Develop course content 2. Hire adjunct for 245 3. Go through learning house process for Spring 2016 launch
Timeline	1. September – May 2015 2. May 2015 3. June-August 2015

Faculty Responsible	Tim Hanrahan, Anthony Lungstrum
Evaluation	This will be needed to run new Health Minor
Action Item 3:	Adding MEGA content test alignment to TK20
Action steps:	Step1: Train on TK20 Step 2: Place this information in the following report into TK 20 with rubrics
Timeline	Complete by October, 2014
Faculty Responsible	Tim Hanrahan, Priscilla Calvrid
Evaluation	Allow for more content and rigor assessment of Physical Education program. Completed as classes are taught

Program Objectives: (from most recent Assessment Plan)

1. Understand principles of motor development and efficient human movement
2. Understand movement concepts and fundamental movement skills
3. Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills
4. Understand principles, skills, and techniques for individual, dual and team sports.
5. Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.
6. Understand basic concepts of anatomy and physiology, major components of personal wellness and fitness, and significant factors that influence wellness and fitness, including diverse cultural, economic, and geographic contexts.
7. Understand principles and activities for promoting cardiorespiratory fitness.
8. Understand principles and activities for promoting muscular strength and endurance and muscular and joint flexibility.
9. Understand strategies and activities for promoting healthy levels of body composition and the skills needed to develop personal health and physical activity plans.
10. Understand factors that influence growth, development, and learning and the importance of developing physically literate individuals.
11. Understand how children and adolescents learn and how to provide them with opportunities that support their psychomotor, cognitive, social, and emotional development
12. Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits
13. Understand physical education instruction and assessment, including how to adapt instruction and assessment for students with diverse learning needs.
14. Understand ethical, legal, professional, and safety guidelines and practices in physical education.

Program Objectives Matrix (from most recent Assessment Plan)

Physical Education Program Objectives Matrix (New for 2014-2015 School Year MEGA content test 044)														
**Content Objectives are taken from MEGA Test Framework														
	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8	Obj. 9	Obj. 10	Obj. 11	Obj. 12	Obj. 13	Obj.14
ATR 100						IMA	R	R	IMA			R		
ATR 230														RMA
PED 104														RMA
PED 108					IMA									
PED 113						RA	R	R	RA					
PED 123			IA											
PED 131						RA			RA					
PED 135				IA										
PED 136				IA										
PED 137							RA	RA						
PED 142					RA									

PED 144					IMA									
PED 205						IMA		R						
PED 215	IMA	IMA								R				
PED 220										IMA		IMA		
PED 221						RA	IMA	IRMA	RA					
PED 250	R	RA		RMA	RA	R			R	RA	IA	R	IRA	IA
PED 307	R	RA	R		RMA	R			R		R	R	RA	RMA
PED 308			RMA											
PED 321	RMA	R												
PED 350	R	RA	R			R								
PED 405													RMA	
PED 418	R	R	R	RMA		R			R	R	R	R	RA	RMA
PSY 401										RA	MA	RA	RA	
I=Introduced		R= Reinforced		M=Mastered		A=Assessed								

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.
Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1	Students will understand principles of motor development and efficient human movement.
Methods	Portfolio Assignments (Internal); MEGA Assessment (External)
Benchmark	Students will score an average of 75% on 8 lab portfolio; Students will pass the MEGA assessment
Data Collected (course specific)	Explain the specific assignment/portfolio/case study… used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?
Objective 2	Students will understand movement concepts and fundamental

	skills
Methods	Funnel Lab Assignment (Internal); MEGA Assessment (External)
Benchmark	Students will score an average of 75% on Funnel Lab Assignment; Students will pass the MEGA assessment
Data Collected (course specific)	Explain the specific assignment/portfolio/case study… used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective3	Students will understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills
Methods	Dance Unit Plan (Internal); MEGA Assessment (External)
Benchmark	Students will score an average of 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	Explain the specific assignment/portfolio/case study… used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.

Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 4	Understand principles, skills, and techniques for individual, dual, and team sports.
Methods	Unit Plan and Reflection Assignment (Internal); MEGA Assessment (External)
Benchmark	Students will score 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	Students in PED 418: Methods of Secondary Physical Education created Unit Plans over specific individual/dual/team sport components and then taught these lessons to a group of 10-15 Home Schoolers that came to campus every Friday. Each part of the project was worth 100 points for a total of 400 points. The Rubric has been attached to this document at the end.
Data Collected (Assessment Day, external tests, Senior Achievement)	All five of these students will be taking the MEGA assessment within the next year. We will then be able to compare their data to the results of the test by objective breakdown.
Results/Outcomes	Five physical education majors took part in this class. All five students passed the project. Here were their percentages: 100%, 92%, 95%, 92%, 95%, and 87%.
Proposed changes to the assessment process	Currently, we have three separate classes that are taught by two separate instructors. The goal will be to offer the PED 135 class in conjunction with PED 136 and 137 in the Spring, starting in Spring 2016 as a three classes taught by me throughout the semester. This will allow me the opportunity to collect this data more thoroughly by teaching these classes concurrently and having separate assessments for each class instead of just doing them in separate years. It will also allow PED 418 to become just a reinforcement and mastery class instead of having a specific assessment. Because of new DESE requirements, I am also

	raising the average to 80%.
Budget needs related to the objective?	None.
Objective 5	Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges
Methods	Outdoor Activities Portfolio Assignment (Internal); MEGA Assessment (External)
Benchmark	Students will score 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	PED 108 was used to collect data in this class. Students were asked to create a portfolio assignment based on the collection of their knowledge for 6 outdoor recreation activities and knowledge based on these activities. Instructions and rubric included in Appendix.
Data Collected (Assessment Day, external tests, Senior Achievement)	None of these students have taken the MEGA assessment and none will take it for at least a year and a half.
Results/Outcomes	Five students from the physical education major were in the class. Four of the five students had above the 75% on the assignments, with the percentages as follows: 99%, 78%, 79%, 95%, and 65% 4/5 80%
Proposed changes to the assessment process	Starting in the Fall of 2015, this class will be combined with our team building class and offered in the fall semester, which is PED 144. This will allow us the opportunity to blend both pieces of content and have one teacher and assessment window every year instead of jumbled every other semester. Because of the new DESE changes, I am raising the success average to 80%.
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 6	Understand basic components of anatomy and physiology, major components of personal wellness and fitness, and significant factors that influence wellness and fitness, including diverse cultural, economic, and geographic contexts
Methods	Anatomy and Physiology Research Paper (Internal); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignment; Students will pass the MEGA assessment

Data Collected (course specific)	Students are asked to develop a research question that is approved by the instructor, use five outside references that relate to the topic, and then discuss the anatomy and physiology of the research question and topic.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	This semester, four students took part in this assessment. Three out of four students reached the 75% benchmark. There scores where: 90%, 90%, 85%, 70%. 3 out of 4: 75%
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	None at this time.

Objective 7	Understand principles and activities for promoting cardiorespiratory fitness
Methods	Cardiorespiratory Lab Report (Internal); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	Explain the specific assignment/portfolio/case study… used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.

Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 8	Understand principles and activities for promoting muscular strength and endurance and muscular and joint flexibility
Methods	Flexibility and Stretching Research Paper (Internal); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	Explain the specific assignment/portfolio/case study… used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 9	Understand strategies and activities for promoting healthy levels of body composition and the skills needed to develop personal health and physical activity plans
Methods	Dietary and Wellness Journal (Internal); MEGA Assessment (External)

Benchmark	Students will score a 75% on compilation of assignments; Students will pass the MEGA assessment
Data Collected (course specific)	Explain the specific assignment/portfolio/case study… used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 10	Understand factors that influence growth, development, and learning and the importance of developing physically literate individuals
Methods	Culture and Media Research Paper (Internal); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	Explain the specific assignment/portfolio/case study… used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial

	Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 11	Understand how children and adolescents learn and how to provide them with opportunities that support their psychomotor, cognitive, social, and emotional development
Methods	Philosophy of Sport (PED 220); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	In this assignment, students were required create a (2) page paper detailing their personal philosophy of sport. Questions to be addressed should include but not be limited to: how does sport play a role in society; what are the current challenges facing sport at all levels; how will I play a role in the future of sport.
Data Collected (Assessment Day, external tests, Senior Achievement)	Of this group of seven students, five of them will be taking the MEGA assessment next semester.
Results/Outcomes	From this assignment, 5 out of 7 had a 75% or better on the assignment. Their percentages were as follows: 82%, 60%, 100%, 80%, 80%, 82%, 74%.
Proposed changes to the assessment process	None in this area
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 12	Understand the relationship between physical activity and the

	development of responsible personal and social behaviors and traits
Methods	4 Part Portfolio in Sport Psychology (Internal 401); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignments; Students will pass the MEGA assessment
Data Collected (course specific)	Six Physical Education Students participated in Sport Psychology this semester. Each completed a 4 part portfolio that was specific to research and presentation activities in the field. Instructions provided at the end of this document.
Data Collected (Assessment Day, external tests, Senior Achievement)	When students reach their second semester of junior year or first semester of senior year, they will be required to take the MEGA assessment test through the state. All six of these students will be taking this test in the Spring of 2015. Once data is collected, it will be added to this report for this specific objective.
Results/Outcomes	All six scored a 75% and above. Their percentages were as follows: 75, 79, 83, 88, 90, 90. Rubrics and assignment details are attached to the end of this report. 6/6: 100%
Proposed changes to the assessment process	None, this worked out really well!
Budget needs related to the objective?	None.

Objective 13	Understand physical education instruction and assessment, including how to adapt instruction and assessment for students with diverse learning needs
Methods	Creating physical education assessments lab (Internal-405); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	Students were asked to create a Performance Based Assessment portfolio as part of PED 405 class. Specific instructions and rubrics have been attached to the end of this report.
Data Collected (Assessment Day, external tests, Senior	The six physical education students in this class will be taking the MEGA assessment either next Spring or Fall. Once data is collected, it will be added to this report.

Achievement)	
Results/Outcomes	Of the six students, 4 out of 6 met the benchmark of 75%. Their percentages were as follows: 58%, 64%, 84%, 84%, 80%, and 92%.
Proposed changes to the assessment process	I am going to move this lab to more of the middle of class instead of the end. If students are doing very well in the class, this lab becomes an afterthought to them. I am also considering making this a part of the a larger project, so with more weight, the students will put more time and effort into it.
Budget needs related to the objective?	None.

Objective 14	Understand ethical, legal, professional, and safety guidelines and practices in physical education
Methods	Safety Scenario Final Exam (Internal); MEGA Assessment (External)
Benchmark	Students will score a 75% on assignment; Students will pass the MEGA assessment
Data Collected (course specific)	For a semester final project, students are asked to choose two safety scenarios out of a hat and perform the necessary skills to solve the problem. This performance assessment is then mixed with the Red Cross Safety and CPR test as a 120 point final examination to earn certification.
Data Collected (Assessment Day, external tests, Senior Achievement)	All of the students in this class are Freshman and will not take the MEGA for about 2 and a half years.
Results/Outcomes	Nine students took the final scenario exam. 7/9 (75%) of students met the benchmark of 75% with the scores being as follows: 86%, 70%, 73%, 88%, 88%, 88%, 90%, 83%, 75%.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses…
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes… Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results?

General Education Assessment:

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)

Program Activities:

Student Performance Day Activities (Assessment Day):

During this assessment day, we are going to have students take the MEP test (Missouri Educator Profile) that must now be completed and passed, along with the MoGEA (CBASE replacement) prior to the student being able to enroll in 300-400 level classes and must use the data to have a meeting with their advisor. Doing this during Assessment Day will allow us to not only take the test, but discuss it afterwords. This year it will range from all students and then it will transition to just freshman and sophomores.

Senior Achievement Day Presentations:

Each year during this time, our student teachers present their 4 part Task portfolio to a group of educators, other students, and administrators of the school. It is a great time to reflect on what went well during the student teaching experience, what they will do to grow, and how they view teaching now. We will continue to do this each semester.

Service Learning Activities:

This semester I was able to begin a cooperative assignment with the Fulton Home School Association. Through this alliance, they are sending 10-15 students every Friday of the semester that has allowed me to link activities that are taught in our methods classes to working with real life subjects. The fall semester students from secondary methods and this spring our dance methods groups were forced to create lessons that centered on Missouri GLE's in physical education and place them into unit plans. Every teacher taught two of these lessons consecutively and wrote reflections on this process. This partnership has also extended to PED students coaching the after school teams for this group and gaining more experience!

Program Sponsored LEAD Events:

One student, Adam Roberts, in conjunction with me and Cindy Robb, taught a YOGA class for a lead point in the fall semester.

Student Accomplishments:

Fall:
Mariah Wheaton was named Outstanding Student in Physical Education by the Missouri Association for Health, Physical Education, Recreation, and Dance.
She was also named Outstanding Education student of the Year by William Woods University.

Faculty Accomplishments:

Highlight any faculty accomplishments that supersede the normal expectations of program faculty. (Examples: journal acceptance, presentation at a national conference, off campus art show exhibit or other community/professional honor)

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.

Section 5: External Review

Guide for External Reviewers of Major Programs

Name of Reviewer(s) Tara Brackman

Program Reviewed Physical Education

Date of Review & Campus Visit 2/26/15

Introduction

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern.

The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of 5 to 1 (high to poor or not evident). Please provide a justification for your rating immediately following the question. Use as much space as necessary for your response. At the conclusion of the questionnaire please provide a summary that addresses overall aspects of the program.

Submit your completed evaluation to the Academic Dean, copied to the division chair and program review team.

1. At what level is the program's curriculum framework aligned with the mission and vision of William Woods University?

1 Not Evident	2	3 Somewhat Aligned	4	✓ 5 Completely Aligned

Response: Dr. Hanrahan has shown the curriculum be aligned with the University's mission by reflecting upon the current needs of his students and the University.

2. At what level has the program clearly articulated its educational goals and objectives for majors/minors in its self-study document?

1 not-evident	2	3 somewhat	4	✓ 5 completely

Response: Objectives are clearly outlined within the document with data collected to support the fourteen objectives.

3. At what level has the program articulated its assessment plan for student learning?

1 not-evident	2	3 somewhat	4	✓ 5 completely

Response: Proposed changes to the assessment process are clearly documented with the program objectives.

4. To what degree are the student learning objectives sufficient for the discipline?

1 Inadequate	2	3 Adequte	4	✓ 5 Superior

Response: Student learning objectives match those required of the students in this discipline and are appropriately aligned to the expectations of DESE.

5. At what level are the students performing in regards to benchmarks established for each objective?

1 Below	2	3 Average	4.5 ✓	5 Exceeding

Response: Most students are meeting the majority of benchmarks as listed in the results/outcomes section, and many groups are exceeding the goals.

6. How do the students compare to the performance at comparable institutions?

1 Well Below	2	3 Comparable	4	✓ 5 Well Above

Response: Students are meeting the proposed benchmarks and are passing components of the MEGA assessments for pre-service educators with high scores.

7. How quickly does the program make changes to address student needs, i.e., when students do not perform at expected levels?

1 Not Reactive	2	3 Somewhat Reactive	4.5 ✓	5 Highly Reactive

Response: With so many changes to teacher certification and assessments it appears the program will continue to monitor these and address them adequately and in a timely fashion.

8. How reasonable is the program's projected growth in light of the current student population in the major?

1 Unreasonable	2	3 Somewhat	4	✓ 5 Reasonable

Response: There is appropriate room for growth within the program.

9. Is the retention of students within the program comparable to other programs in the discipline?

1 Below	2	3 Standard	4	✓ 5 Exceeding

Response: Retention exceeds the overall percentage of the University. It appears the Physical Education faculty has an outstanding rapport with their students and demonstrate an astounding ability to graduate their students from WWU.

10. At what level have courses been offered regularly and in a manner that students are able to take all courses in a two-year period?

1 Inadequate	2	3 Adequate	4	✓ 5 Excellent

Response: Dr. Hanrahan stated the program rotates availability of courses that do meet student demand on campus and in the program as he has outlined in the Physical Education degree plan.

11. To what degree is the nature and quality of program offerings adequate for the number of majors in the program?

1 Inadequate	2	3 Adequate	4	✓ 5 Excellent

Response: There are sufficient courses for students in this discipline to graduate on time and meet student demand in the major.

12. To what degree are there adequate offerings of internships, practicums, student teaching, or other workplace experiences to prepare the student for a profession?

1 Inadequate	2	3 Adequate	4	✓ 5 Superior

Response: The program offers practicum experience as required by DESE for teacher certification programs. The faculty engage the students In various other experiences providing opportunities to work with K-12 students and to teach to their peers.

13. To what degree does the program provide employment resources to the

student? [or How important to the discipline is it that the program provide employment resources to the student?]

1 Not Evident	2	3 Somewhat	✓ 4	5 Substantial

Response: The student I spoke with did state the career services division assists in providing ample employment resources.

14. To what degree does the faculty appear to have expertise in the subject areas they teach?

1 Inadequate	2	3 Adequate	4	✓ 5 Superior

Response: Dr. Hanrahan and the faculty hold best practices in high regard. They utilize current research in their field to best prepare their students.

15. To what degree are the teaching loads equitably and reasonably determined?

1 Inadequate	2	3 Adequate	✓ 4	5 Superior

Response: The faculty may have an overload, but they work well together in alternating courses they instruct.

16. Please rate the faculty to student ratio?

1 Too High	2	3 Satisfactory	4.5 ✓	5 Too Low

Response: The majority of courses appear to have an appropriate ratio.

17. To what degree are the library holdings appropriate for the size of the program?

1 Inadequate	2	3 Adequate	4	✓ 5 Superior

Response: Resources were stated to be adequate.

18. How does the faculty's use of current technology, practices, or trends to facilitate instruction compare with other programs in the discipline?

1 Insufficient	2	3 Average	✓ 4	5 Superior

Response: The faculty's use of innovative practices and trends are adequate. Technology in the classroom is practiced and faculty will continue to search for more ways to integrate useful technology.

19. At what level are the physical resources, such as facilities and equipment appropriate for the program?

1 Inadequate	2	3 Adequate	4.5 ✓	5 Superior

Response: Students and faculty noted resources were adequate. The department has been allowed to order supplies and equipment the last two years to add to what started as a very limited equipment supply.

20. Is the support staff adequate for the program?

1 Inadequate	**2**	**3 Adequate**	**4.5** ✓	**5 Superior**

Response: With the number of majors in the program the support staff appears adequate. However, to allow for future growth of the program support staff will continue to be considered.

Summary

The Physical Education program has seen exemplary outcomes with retention rates and student employment in the field after graduation. The retention rate highly exceeds the University's average. Within the department there is high regard between faculty members and for the continuing development of innovative educational ideas presented in the classroom. With 27-29 majors the last two years there is a need for sustainability of the program. If the numbers continue to stand at the current level support staff and additional faculty members will need to be reviewed on a yearly basis.

One domain the faculty is expanding upon is classroom technology use. These strategies include leading pre-service teachers in the most current technology trends that will benefit their future students in the public school systems.

The Physical Education department has progressed throughout the two years Dr. Hanrahan has been employed with the University. He brings with him practical experience from the K-12 school systems. Dr. Hanrahan also uses current and innovative teaching methodologies to engage students in critical thinking. There is

sufficient knowledge of positive outcomes and evidence of improvement efforts within the program.

Section 6: Conclusions and Recommendations

Response to Five Year Program Review Physical Education Comments
External Reviewer: Tara Brackman, Central Methodist University
Program Director: Timothy Hanrahan, PhD
March 20, 2015
William Woods University

Introduction

On February 26, 2015, Tara Brackman from Central Methodist University came to conduct the external review of the physical education program. Mrs. Brackman has been the director of the physical education program for four years and was a former physical educator and coach in the Booneville Public School System. She was chosen because of Central Methodist's program size and similar demographics to William Woods and her similar background to my own. The rest of this document will respond to her report and discuss the current status of certain elements of the program as well as my plans to move the program forward.

Highlights of the Review

In 12 of the 20 categories, the department received the highest mark possible of a 5. One of the highlights to this was the maintaining of students in the degree (retention) and bringing practical experiences to students in which they are engaged in teaching activities with outside students. One of the most difficult tasks I had when I came to the University was bringing practical experience to a program that was very lecture oriented and allowing students to truly get out in the field and practice what they preach. This was accomplished by developing a relationship with the Fulton Pre-School and Fulton Home School Association. These

relationships allowed me to bring students on to campus and take students off campus to practice both methods pedagogy and motor learning concepts with real students.

This lead to great reflections with the students in the major on both ends of the spectrum and helped to determine predispositions to see which students were here for the right reasons and whether students were wanting to really work with teachers or just here to coach and wanted to play. This idea leads to the second portion of high marks, which were aligning the curriculum to the new MEGA content standards and teaching the courses at a higher level of rigor that was previously not required. Over this past year, a new evaluation system was put into place by the Department of Elementary and Secondary Education (DESE) that composes three testing benchmarks that students must achieve in order to be allowed to student teach. These tests comprised of the Missouri Educator Profile (MEP), which is a disposition survey to allow me as the advisor to see where students struggle in terms of character traits needed to be a highly qualified teacher. The Missouri General Education Assessment (MoGEA) was designed to test basic knowledge in five areas: language arts, mathematics, science, social science, and writing.

The last one taken prior to student teacher was the MCA (Missouri Content Assessment), which is structured around 14 different Physical and Health Education frameworks. Starting in June of 2014, my goal was to dive down into these standards, determine which ones were being taught in our Physical Education Department (PED) pedagogy and determine strengths and weaknesses within the program. A meeting of all faculty that teach PED classes, which included Anthony Lungstrum, Cindy Robb, Dr. Marshall Robb, Mike McElhinney, Dan Chapla and Amy Haines, was conducted to look at the new framework and determine where the objectives were being met in their classes for the physical education students.

Using this process and with the help of Priscilla Calvird, a TK20 portfolio was created in

February of 2015 that addressed all 14 frameworks of the current MCA test. Currently, I have been collecting the artifacts from each professor's classes for the physical education students and will beginning scanning these documents into the portfolio beginning in May of this year. The goal is for students that are currently in the program to begin doing this themselves starting next semester. Currently, we have had three Physical Education students take the new MCA test and all have passed within the first two takes (one missed by three points, took the test within three days, and passed). I am very happy with this process, which has taken much work with many different faculty and support staff, in order to help our students achieve the three new benchmarks in order to become highly qualified teachers. Ms. Brackman was also very impressed with this, stating that we are reflecting both the University mission and the new DESE standards in a superior way.

Areas of Improvement

In the report, there were three areas of monitoring and improvement that were listed by Mrs. Brackman concerned increased faculty needs if the program continues to grow, providing more resources for students to help students find jobs, and the institution of more technology into the program to help address new components of highly qualified teachers in the State of Missouri initiatives. In order to address these concerns, I am working on plans to help bridge these gaps.

In terms of the faculty needs, I am currently leading the search for a new Sports Management faculty member that will be able to address the current need of having an outdoor and recreational class that is one area we would like to grow in our department. Currently, most Missouri high schools have added outdoor recreation and venture activities to their curriculum, and in turn, is now being assessed on the new MCA test. While we have been teaching two classes on the subject, both two credit hours, we have the ability with this new hire to combine

the class with fresh ideas and a good take on what is being done in the field of sport management as well, giving it a cross over to both of our majors.

The second area of instituting technology will be addressed at the start of next year by the purchase of heart rate monitors and software that is currently being used in most public schools that will allow us to dive deeper into the components of health related fitness, which is really the highlight of new physical education programs and using Fitnessgram assessments to monitor students' progress over their years in school. We will not only be able to use this technology in every class that is taught, but can truly analyze the data in our PED 405 Measurement and Evaluation class and add a new level of how to collect, analyze, and report data in the physical realm. We have also been experimenting with Nearpod, which is an App used to bypass the need for a projector as a way to help improve instruction in the gym so that we can be active learners. By using this technology, students also get another practical tool that they can use in their classroom as well.

The third area of creating more resources to help students find jobs is being actively pursued by inviting guest speakers who are current physical educators on campus to talk with classes as well as scheduling mock interviews for them to attend during assessment days in the future. Last spring I brought on campus three principals, one from each area of development, and allowed them to interact with students and discuss trends about education and give interview tips to help students prepare for interviews. These were very highly attended events and really allowed students to ask questions about what was going on in the real world. I would like to do more of these events and hope that this can be an ongoing play for the future.

Conclusion

The data that was collected during this five year review truly shows that this program is

sustainable and is currently on the right track to recovery and has shown to produce some high quality teachers. Both the data presented in the external and internal reviews has identified strengths and weaknesses that we can address and I believe through the action plans that are in place, this major has a chance to be one of the best areas on campus!

Academic Council Response:

Physical Education	Excellent	Adequate	Needs Improvement	Comments
History, Mission and Vision	☐ Overview is succinct (-300 words) ☐ Program's purpose/mission is clear, including relationship to the university's mission statement. ☐ Clearly describes the approach to maintain or improve student retention and graduation rates. ☐ Provides detailed description of possible employment positions for graduated students.	☐ Introduction describes the program with more detail than necessary (+300 words) ☐ Introduction includes the program mission but it is unclear about it purpose within the university. ☐ Summarizes the data on student retention and graduation rates. ☐ Provides a short summary of employment placements for graduated students.	☐ Introduction omits either program mission or the program purpose within the university. ☐ Program description is absent, weak or lacked reflection of program data. ☐ Description of student data lacks reflection. ☐ Lists a few locations where graduated students are employed.	Including the percentages and leaving in the actual N for students was helpful Implementing the BSBA (accelerated program) Need to strengthen the history(even documenting that he is new)
Course rotation-offerings	☐ Course rotation is followed in the way courses are offered. ☐ All cross-listed courses are identified. ☐ Course offerings appear appropriate for the needs of the program.	☐ Course rotation is followed with few exceptions of independent study/tutorial courses when needed.	☐ Course rotation is not followed. Many instances of tutorial and/or independent study.	The faculty have discussed the rotation/sections of courses to make sure offerings were appropriate.

Faculty and Resources	☐ Faculty qualifications and specific competencies are fully and accurately described ☐ Provides a sound rationale for current staffing and/or future recommendations related to student learning. ☐ Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning. ☐ Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning ☐ Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	☐ Faculty qualifications and competences are described. ☐ Notes the adequacy or inadequacy of current staffing with little discussion on the impact to student learning. ☐ Provides summary of current equipment, etc., but does not connect to student learning. ☐ Provides a summary of library holdings. ☐ Provides recommendations to improve resources but does not connect to student learning.	☐ Faculty qualifications and competencies are poorly described or absent. ☐ Merely lists the faculty/staff positions in the department with no explanation how current staffing impacts student learning. ☐ Lists only perceived equipment deficiencies (no list of actual resources) ☐ Omits library information. ☐ Does not recommend any changes to resources for the program.	Should the 77 faculty be included in this report. Issues with separating out the BUS/MBA programs.
Assessment of Program	☐ Annual Assessment includes learning outcomes and assessment measures, which are clearly explained. ☐ Problems involving curriculum clearly explained. ☐ Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed. ☐ Report includes collaboration from all	☐ Annual Assessment includes learning outcome and/or assessment measures. ☐ Problems involving curriculum are addressed. ☐ Standards for performance and gaps in student learning are recognized. ☐ Program report includes feedback from all on campus faculty in assessing student learning. ☐ Program involvement in	☐ Annual Assessment does not address learning outcomes and/or assessment measures. ☐ Problems involving curriculum are omitted. ☐ Standards for student performance and gaps in student learning are not identified. ☐ Program report does not include feedback/input from all program faculty when assessing	Half of the objectives are not assessed Performance gaps on ½ of the report but not all. He is a faculty of one…

	program faculty, including adjunct, external constituents in the assessment of student learning. ☐ Program's involvement in service, LEAD, and other university activities are clearly explained.	service, LEAD, and other university activities are listed.	student learning. ☐ Program involvement in service, LEAD, and other university activities are omitted.	
External Review	☐ Program response to all criteria marked as "excellent" on the External Review report is complete with specific strategies for improvement.	☐ Program responded to some of the criteria marked as "somewhat-not evident" on the External Review report with ideas on how to improve.	☐ Program did not respond to the areas of weakness marked on the report as "somewhat –not evident".	
Conclusion	☐ Strengths and challenges include references to student learning. ☐ Challenges exhibit more depth than resource shortages and include challenges for the program faculty. ☐ Program response to external review and Academic Council is complete and thorough. ☐ Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	☐ Strengths and challenges are identified, but don't relate to student learning. ☐ Challenges are little more than resource driven. ☐ Action plan accommodates the program challenges but does not move it to a higher level. ☐ Program responds to external review and Academic Council with little discussion.	☐ Strengths and challenges are identified. ☐ Challenges are all resource driven. ☐ There is no action plan that addresses the challenges that face the program. ☐ Program acknowledges the recommendations of external review and Academic Council with no discussion on changes.	There are no resource challenges to report. No response needed for Academic Council. No action plan requested.

Academic council noted that the last annual assessment was not complete in how it was submitted. The faculty failed to complete the final page of data as well as the data for objectives 6-9. This was also noted on the assessment of that report last year. Academic council asked that the Associate Dean of Assessment make sure the

necessary data was provided in the new annual assessment (2014-2015). It was recognized that the first round of the annual assessment was the first year for the faculty member responsible for the report and he did not have access or knowledge of much of the information needed for the report.

Academic council appreciated the comments by the external reviewer about the program.

Academic council accepted the report with no additional comments needed.

Appendix A: Library Report

William Woods University - Dulany Library
COLLECTION ANALYSIS
March 2015

In Support of the Following Academic Program: Physical Education

I. **MOBIUS Holdings** (Subject Search):
- Physical Education and Training – 4,712 catalog entries
- Health Education – 2.551 catalog entries
- First Aid in Illness and Injury – 822 catalog entries
- Sports-Psychological Aspects – 766 catalog entries
- Exercise –8,065catalog entries
- Kinesiology – 583 catalog entries
- Teachers, Training of – 5,749 catalog entries

II. **William Woods University Holdings**:

Journals

	2015
Print	**6**
Electronic Full-text	**72**
Electronic Index Only	**112**

Books, Journals (Print), Visual Materials, Electronic Books

A. Summary

Subject	Totals	1850-1899	1900-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	Other
Physical Education & Recreation Totals	2024	5	43	25	51	150	357	277	414	247	285	146	24
Games & Amusements	92	0	2	0	3	12	11	19	19	8	12	5	1
Hunting Sports	14	1	0	1	2	1	4	3	1	1	0	0	0
Physical Training	187	0	3	0	2	29	47	30	33	18	12	12	1
Recreation	81	0	0	1	5	17	18	10	18	12	0	0	0
Sports	1650	4	38	23	39	91	277	215	343	208	261	129	22

Subject	Totals	Books	Journals/Magazines	Videos
Physical Education & Recreation Totals	2013	1609	162	242
Games & Amusements	84	76	5	3
Hunting Sports	14	11	3	0
Physical Training	187	160	23	4
Recreation	81	63	17	1
Sports	1647	1299	114	234

B. By Publication Date

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	Other
Physical Training Totals	187	3	0	2	29	47	30	33	18	12	12	1
Biography	1	0		0	0	1	0	0	0	0	0	0
College Athletics	8	0		0	0	0	2	1	2	2	0	1

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	Other
Gymnastics, Calisthenics, Heavy Exercises	39	0		0	5	15	6	10	1	0	2	0
History	7	0		0	1	1	2	2	0	0	1	0
Physical Education Facilities	9	0		0	2	1	1	2	3	0	0	0
Physical Training	43	3		1	6	14	4	6	5	4	0	0
Teaching, Research	31	0		0	7	2	7	5	4	1	5	0
Training for Special Classes of People	49	0		1	8	13	8	7	3	5	4	0

Subject	Totals	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	Other
Recreation Totals	81	1	5	17	18	10	18	12	0	0	0
History	19	1	1	4	6	1	3	3	0	0	0
Outdoor Life, Outdoor Recreation	24	0	1	5	2	2	10	4	0	0	0
Recreation	34	0	3	5	9	7	5	5	0	0	0
Recreation for Special Classes of Persons	2	0	0	2	0	0	0	0	0	0	0
Recreational Areas & Facilities	2	0	0	1	1	0	0	0	0	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	Other

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	Other
Sports Totals	1650	4	4	4	3	27	23	39	91	277	215	343	208	261	129	22
Air Sports	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Angling	10	0	1	0	0	0	0	1	0	0	3	1	0	1	0	3
Athletic Contests, Sports Events	47	0	0	0	0	0	0	0	0	4	9	11	7	11	5	0
Ball Games	164	0	0	0	0	3	2	6	12	29	41	27	16	15	12	1
Biography	15	0	0	0	0	0	0	0	0	3	4	3	4	0	1	0
History	28	0	0	0	0	0	0	0	2	8	8	0	6	2	1	1
Horse Racing	76	0	0	0	0	0	2	1	7	15	2	14	12	15	7	1
Horse Sports, Horse Shows, Driving, Horsemanship	1050	2	2	4	3	21	16	26	59	166	95	237	132	189	84	14
Other Sports	63	0	0	0	0	1	1	2	4	15	7	11	3	11	7	1
Roller Skating. Skateboarding	5	0	0	0	0	0	0	0	0	2	2	0	1	0	0	0
Sports	131	2	0	0	0	1	2	2	3	20	32	24	18	16	10	1
Sports for Special Classes of People	29	0	0	0	0	0	0	0	1	6	4	10	6	1	1	0
Water Sports	21	0	1	0	0	0	0	0	3	5	5	5	1	0	1	0
Winter Sports	10	0	0	0	0	1	0	1	0	4	2	0	2	0	0	0

C. By Format

Subject	Totals	Books	Journals/Magazines	Videos
Physical Training Totals	187	160	23	4

Subject	Totals	Books	Journals/Magazines	Videos
Biography	1	1	0	0
College Athletics	8	7	1	0
Gymnastics, Calisthenics, Heavy Exercises	39	35	4	0
History	7	6	1	0
Physical Education Facilities	9	6	3	0
Physical Training	43	31	12	0
Teaching, Research	31	29	2	0
Training for Special Classes of People	49	45	0	4

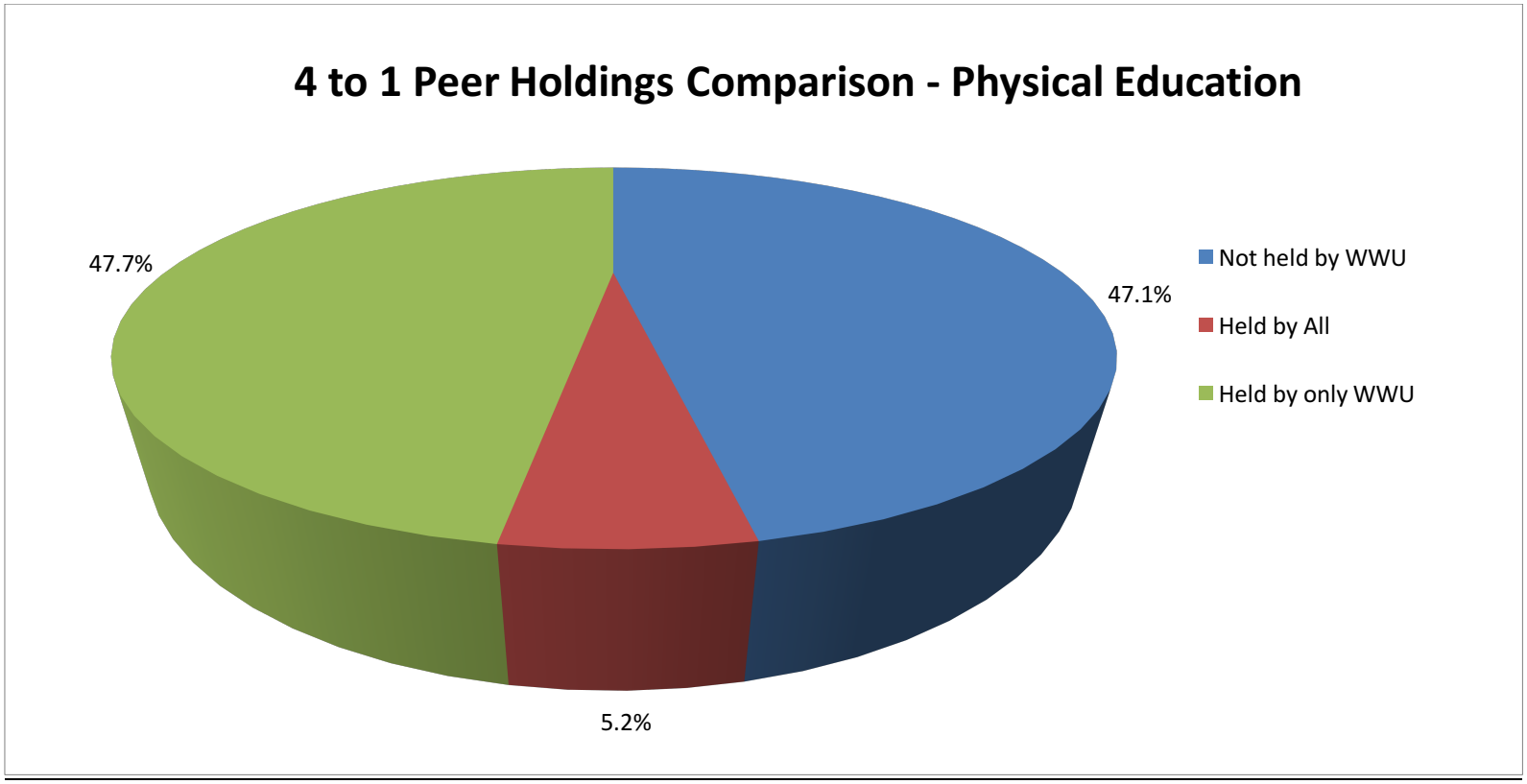
Subject	Totals	Books	Journals/Magazines	Videos
Recreation Totals	81	63	17	1
History	19	18	0	1
Outdoor Life, Outdoor Recreation	24	21	3	0
Recreation	34	20	14	0
Recreation for Special Classes of Persons	2	2	0	0
Recreational Areas & Facilities	2	2	0	0

Subject	Totals	Books	Journals/Magazines	Videos
Sports Totals	1647	1299	114	234
Air Sports	1	1	0	0
Angling	10	4	6	0
Athletic Contests, Sports Events	47	40	6	1
Ball Games	164	136	16	12

Subject	Totals	Books	Journals/Magazines	Videos
Biography	15	14	0	1
History	28	26	2	0
Horse Racing	76	66	4	6
Horse Sports, Horse Shows, Driving, Horsemanship	1047	829	19	199
Other Sports	63	43	9	11
Roller Skating. Skateboarding	5	3	2	0
Sports	131	94	36	1
Sports for Special Classes of People	29	26	3	0
Water Sports	21	12	7	2
Winter Sports	10	5	4	1

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Physical Education as a discipline taught at the undergraduate level generally requires both up-to-date and basic library materials. The Library has acquired new printed monographs on coaching and assisted physical education in the last twelve months in order to provide more current print resources on these sub-topics. Al though the totals are somewhat inflated because of the “horse sports” titles, the resources still seem to be adequate for the number of physical education majors. Research materials in physical education are available primarily through a combination of digital resources in education, such as *Education Source*, and *ERIC*, and sports, such as *SPORTDiscus with Full Text.* In addition, there are physical education titles in the Education e-book collection recently acquired from Ebsco. All these resources are available through *Woods OneSearch.* One new resource that contains useful videos for physical education (e.g., 730 when searching the term “sports”) that are not yet in *Woods OneSearch* is Films on Demand; the Library is in the process of getting bibliographic data for films from this resource added.

The library receives infrequent requests for physical education materials from faculty or students. As a result, the acquisition of print materials is conducted by the library staff from reviews in library journals. The Library’s collection of visual materials in physical education is fairly robust in the area of sports.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Appendix B: Annual Assessment Supporting Documents

Objective 4

Assignment: You will complete a Unit Plan using Instant Activities/Fitness Activities as your topic. You will also create a Unit Plan for both weeks that you teach, one for middle school and one for high school of what you would want your lessons to look like.

Unit Design Template

Unit Title:

Big Idea:

Content Standards & Objectives (direct instruction):

Essential Questions:

Know:

Understand:

Do (Skills):

Research-Based Instructional Strategies (Activities to do):

Materials/Resources:

Multiple Assessments/Rubrics

Formative:

Summative:

Since your unit will only be four lessons long, I want this final piece to be those four lessons done really well!

In the following pages, place your four lesson plans in here.

Lesson Plan 1

Lesson Plan 2

Lesson Plan 3
Lesson Plan 4
Portfolio Assignment 7 –Unit Plan

Content and Organization 300/400 Points possible	***Points Earned:***	**Comments:**
Name:		
All key elements of the assignment are covered in a substantive way. Develop a comprehensive and detailed lesson plan of an instant activity from the content that was given.		
The content is comprehensive, accurate, and/or persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly.		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically: 1. Unit plan contains all elements. 2. Each lesson plan is detailed to the proper specifications from the last assignment. 3. All sections are filled out with correct information and theory. 4. Objectives have been deconstructed to meet the GLE goal. 5. Assessments are valid and reliable 6. Each section of the activity are detailed on the second page.		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style	***Percent***	**Comments:**

50/100	***Earned***	
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		
Mechanics ***50/100***	***Points Earned***	**Comments:**
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper follow APA guidelines.		
The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed.		
Spelling is correct.		
Total Points possible out of 400	***Points Earned***	**Comments:**

Objective 6

Anatomy and Physiology Research Paper

Content and Organization **80/100 Points possible**	***Points Earned:***	**Comments:**
Name:		
All key elements of the assignment are covered in a substantive way.		
The content is comprehensive, accurate, and/or		

persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly.		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically. 1. Develop a research question that you will answer with your paper. This question must be approved by me prior to you writing your paper. 2. All papers must be a minimum of 4 typed pages, plus a cover page and bibliography. 3. You must have 5 references 4. Must discuss the anatomy and physiology of the problem		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style ***10/100***	***Percent Earned***	**Comments:**
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		
Mechanics ***10/100***	***Points Earned***	**Comments:**
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		

Citations of original works within the body of the paper follow APA guidelines.		
The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed.		
Spelling is correct.		
Total Points possible out of 100	***Points Earned***	**Comments:**

Objective 9

Objective 11

Objective 12

PSY 401 – Psychology of Sport
Project 1-4 Information Sheets
Fall 2014

Social-Reinforcement Field Observation

Project 1 provides experience in these areas: (a) observing instruction of a group's physical activity and then coding an instructor's behavior using the Coaching Behavior Assessment System (CBAS); (b) describing and evaluating the instructor's behavior; and (c) integrating and applying your knowledge of sport and exercise psychology to a practical setting. Specifically, this project consists of an observation-coding session and a written paper, as follows.

Field Observation and Coding Session

Select a physical activity instructor (teacher, coach, fitness leader, or athletic trainer) to observe working in a group setting (the instructor should be working with four or more individuals during your observation period). Explain to the instructor that you must observe a group or a team for a university class you're taking. Arrange with the instructor a date and time to observe an entire activity session. During this session you'll code the instructor’s behavior for at least 25 minutes.

Become very familiar with the CBAS before attending your observation session! At the session, review the categories before you attempt to code behavior. Try to get a feel for the behaviors before you begin your coding. Position yourself so you can both see and hear the instructor. Use the CBAS coding sheet provided (also see p. 211 of the textbook) to record the instructor's behavior toward the individuals she or he is working with. For each behavior, place a mark next to the appropriate category.

Behavioral Categories

Become familiar with each category so that you recognize the behavior and immediately code it. If you deliberate too long, you may lose track of other behaviors. Code these categories:

- Specific positive reinforcement: when an instructor positively reinforces a single player or student
- General positive reinforcement: when an instructor positively reinforces the team or class
- Specific negative reinforcement: when an instructor negatively reinforces a single player or student
- General negative reinforcement: when an instructor negatively reinforces a team or class
- Specific technical instruction: when an instructor instructs a player or student
- General technical instruction: when an instructor instructs the team or class
- Keeping control: when an instructor has to correct misbehavior or other breaches of discipline, other than class- or game-related behaviors
- Organization: when an instructor instructs players or students concerning organizational chores (e.g., pick up bats or take a particular formation)

After you have completed your observation session, tally the totals in each of the categories. Record each category total as well as the grand total. Use these totals to determine the percentages for each behavioral category. Turn in your recording sheet with your paper.

The Paper

Based on your observation and what you have learned about reinforcement principles, write a three- to five-page paper, typing double-spaced pages with 1-inch margins. Also provide headers for each section, just like you see in this review sheet. Include the following four sections in your paper:

1. An introductory paragraph describing the situation, activity, age group, skill or ability level, and any other pertinent circumstances of the instructional environment you observed.

2. Discussion of the types and frequencies of responses given by the instructor toward the participants' behaviors; use your discretion in organizing this portion, but the discussion should be clear and should be based on the data you obtained (i.e., I should know what the instructor was like without looking at the coding sheet). In writing up your discussion, consider these questions:

- What behaviors did you observe most frequently? Why?
- What were the least frequent behaviors? Why?
- Based on the activity-level index, was this instructor effective?
- What was the ratio of positive to negative reinforcements?
- What was the ratio of specific to general reinforcements?
- You might choose to add many other comparisons and questions. Be sure to support all of your points with data from your observations (in percentages).

3. Recommendations regarding the instructor's reinforcement behaviors; given your knowledge of sport and exercise psychology and your professional knowledge, what would you tell this instructor about his or her style of offering feedback?

4. A summary paragraph that ties the whole paper together.

Evaluation

This project will be evaluated according to the following criteria:

Criteria	**Weight**
Content and Organization	60 points
Readability and Style	20 points
Mechanics	20 point
Total	100 points

Use the Social-Reinforcement Field Observation Data Sheet.pdf.

Determine the following ratios:

- Total number of behaviors: total number of minutes observed =
- Number of positive reinforcements: number of negative reinforcements =
- Number of specific positive reinforcements: number of specific negative reinforcements =
- Number of specific positive reinforcements: number of general negative reinforcements =
- Number of specific technical reinforcements: number of general technical reinforcements =

The scale you'll be using is loosely based on the Smith and Smoll CBAS, but instead of 12 categories, it has only 8 categories.

Project 1 – Social Reinforcement Field Observation

Content and Organization 60/100 Points possible	***Points Earned:***	**Comments:**
Name:		
All key elements of the assignment are covered in a substantive way. Project 1 provides experience in these areas: (a) observing instruction of a group's physical activity and then coding an instructor's behavior using the Coaching Behavior Assessment System (CBAS); (b) describing and evaluating the instructor's behavior; and (c) integrating and applying your knowledge of sport and exercise psychology to a practical setting. Specifically, this project consists of an observation-coding session and a written paper, as follows.		
The content is comprehensive, accurate, and/or persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly.		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically: 1. An introductory paragraph describing the situation, activity, age group, skill or ability level, and any other pertinent circumstances of the instructional environment you observed.		

2. Discussion of the types and frequencies of responses given by the instructor toward the participants' behaviors; use your discretion in organizing this portion, but the discussion should be clear and should be based on the data you obtained (i.e., I should know what the instructor was like without looking at the coding sheet). In writing up your discussion, consider these questions: • What behaviors did you observe most frequently? Why? • What were the least frequent behaviors? Why? • Based on the activity-level index, was this instructor effective? • What was the ratio of positive to negative reinforcements? • What was the ratio of specific to general reinforcements? • You might choose to add many other comparisons and questions. Be sure to support all of your points with data from your observations (in percentages). 3. Recommendations regarding the instructor's reinforcement behaviors; given your knowledge of sport and exercise psychology and your professional knowledge, what would you tell this instructor about his or her style of offering feedback? 4. A summary paragraph that ties the whole paper together. 5. Turn in your coding sheet to Dr. H the following class period after submission to Owlnet and Turnitin.com. 6. Turn in to Turnitin.com		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style 20/100	***Percent Earned***	**Comments:**
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		

Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		
Mechanics 20/100	***Points Earned***	**Comments:**
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper follow APA guidelines.		
The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed.		
Spelling is correct.		
Total Points possible out of 100	***Points Earned***	**Comments:**

Performance Assessment 2: Analysis of Flow

Instructions

You will be conducting a mini-study of a qualitative nature. In this project, you will be interviewing three athletes or former athletes about the concept of flow and their experiences with flow. Each interview should last approximately 15 minutes. Be sure to arrange a quiet place to meet. Either tape record the interviews or take notes during the interviews so that you can write up your summary. Tape recording the interviews is a good idea so that you can refer to the tape afterward. Have the athletes or former athletes sign the agreement to participate form linked to the end of this assignment. Turn this in with your lab report.

Lab report format:

- 1-inch margins on all sides
- Double-spaced
- Times New Roman, 12-point font
- Page numbers in upper right corner (except on cover page)
- Staple in upper left corner
- Include an APA cover page with your name, course number and name, and the due date.
- Proofread final lab report—including spelling and grammar.
- Submit this paper with a Turnitin.com report.

Interview Guide

Before the interview, take this section and create your own interview form so that you can document the data. To start the interview, ask the athlete to think of a time when she or he was totally involved or absorbed in an athletic experience (or when she or he felt "in the zone"), when everything came together to allow the athlete to have an optimal performance. During the interview, it may help to explain flow as being "in the zone."

The interview should include the following questions or probes (you can put these in your own words on your interview sheet if you like):

- Describe one of your best athletic experiences, when you felt in flow or "in the zone." (Try to get specific details about the experience—what the situation was, when it was, where it occurred, etc.)
- How do you feel when you are in flow? (Try to find out what characteristics of flow the person has experienced.)
- Are any characteristics more prevalent than others? (Put this question in your own words.)
- When experiencing flow, how do you feel physically?
- What are you thinking about?
- How often do you experience flow?
- Are there certain situations or factors that make it easier to get into flow?
- Are there situations or factors that disrupt your flow?
- Do you feel like you can control getting into flow? Why or why not?

Project Format

Introduction. This should include a description of the phenomenon of flow, a summary of previous research on flow, and a rationale and purpose for your project. Use information from the textbook, research articles, or both; use at least two references, with one being your textbook. (1–1.5 pages)

Method. Indicate how you chose your participants and arranged the interviews. Report the descriptive characteristics for each athlete (e.g., age, gender, sport, competitive experience, where they come from, background, etc.) and the length of the interviews. Use pseudonyms (not real names) for your participants—this is to protect the participants' privacy. (.5 - 1 page)

Results. After completing the three interviews, you need to analyze your results. Closely examine the data you collected from each of the athletes in order to compare and contrast their responses (a) between one another and (b) to the characteristics of flow reported in the literature. Your goal is to present a summary of each athlete's responses in a way that highlights for the reader how these athletes view the flow experience. It is a good idea to include several quotes from the athletes to support your findings. (2.5–3 pages)

Discussion. In this section, you will interpret your results and explain your findings. Highlight interesting or surprising findings, as well as presenting implications of the results (e.g., Why is this important and does this information match what you found in the literature?). (1.5–2 pages)

References. Include a reference page using APA format and in text citations.

PSY 401 Assignment 2 Rubric

Content and Organization 70/100 Points possible	***Points Earned:***	**Comments:**
Name:		
All key elements of the assignment are covered in a substantive way. You will be conducting a mini-study of a qualitative nature. In this project, you will be interviewing three athletes or former athletes about the concept of flow and their experiences with flow.		
The content is comprehensive, accurate, and/or persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly.		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically: Using the situation presented in class, answer these questions based on your knowledge of the following: 1. Introduction. This should include a description of the phenomenon of flow, a summary of previous research on flow, and a rationale and purpose for your project. Use information from the textbook, research articles, or both; use at least two references, with one being your textbook. (1–1.5 pages) 2. Method. Indicate how you chose your participants and arranged the interviews. Report the descriptive characteristics for each athlete (e.g., age, gender, sport, competitive experience) and the length of the interviews. Use pseudonyms (not real names) for your participants—this is to protect the participants' privacy. (.5 - 1 page)		

3. Results. After completing the three interviews, you need to analyze your results. Closely examine the data you collected from each of the athletes in order to compare and contrast their responses (a) between one another and (b) to the characteristics of flow reported in the literature. Your goal is to present a summary of each athlete's responses in a way that highlights for the reader how these athletes view the flow experience. It is a good idea to include several quotes from the athletes to support your findings. (2.5–3 pages) 4. Discussion. In this section, you will interpret your results and explain your findings. Highlight interesting or surprising findings, as well as presenting implications of the results (e.g., Why is this important and does this information match what you found in the literature?). (1.5–2 pages) 5. References. Include a reference page using APA format and in text citations.		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style 15/100	***Percent Earned***	**Comments:**
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		

Mechanics 15/100	***Points Earned***	**Comments:**
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper follow APA guidelines.		
The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed.		
Spelling is correct.		
Total Points possible out of 100	***Points Earned***	**Comments:**

Performance Assessment 3: Motivation and Stress Management

Situation:

Greg [or Beth] plays third base on your baseball [softball] team and seldom makes an error or mistake in practice. Unfortunately, he [she] constantly performs poorly in game situations, despite giving 100% effort. This is especially true in critical situations (e.g., bases loaded, two outs, bottom of last inning, and Greg [Beth] is up to bat). Typically in practice he (she) is very good at playing way better than the backup third baseman. You have reached the tipping point and need to help her through this.

Questions

1. Introduction that describes this problem and how you will look to solve it.
2. Based on your understanding of sport psychology, how would you classify Greg's [Beth's] problem based on your knowledge of motivation and stress management?
3. How would you describe Greg [or Beth's] personality based on their work ethic described? What personality viewpoint best describes Greg [or Beth]? (think high verse low)
4. As Greg's [Beth's] coach, and using your knowledge of the four motivation theories, how would you help him [her] solve this problem?
5. Describe how stress and anxiety plays a role in this scenario. How would you recommend to the player to help eliminate this stress?
6. Be specific, citing material related to motivation from class lectures, your text, and 2 journal articles using APA citations.
7. Submit this paper with a Turnitin.com report and due Sunday, November 16th at 11:55PM

Sport Psychology Assignment 1 – Motivation and Stress

Content and Organization 70/100 Points possible	***Points Earned:***	**Comments:**
Name:		
All key elements of the assignment are covered in a substantive way.		
The content is comprehensive, accurate, and/or persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses		

the vocabulary of the theory correctly.		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style ***15/100***	***Percent Earned***	**Comments:**
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		
Mechanics ***15/100***	***Points Earned***	**Comments:**
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper (in text citations) follow APA guidelines.		
The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed.		
Spelling is correct.		
Total Points possible out of 100	***Points Earned***	**Comments:**

Performance Assessment 4
Presentation of Research

During the last week of class and finals day, you will present information related to a topic of sport and psychology. You and your group will draw a topic and present your research in that area in a 40 minute presentation.

The qualifications for work are as follows:

- Each group member will be responsible for presenting 10 minutes of information to the group.
- The presentation must have at least one hands on activity that allows us the opportunity to really interact with the information.
- Your information needs to be rooted in research from various sites. You may use journal articles, textbooks, websites, etc. to guide your process.
- Your presentation may be Prezi or PPT based, but must include clean graphics and easy to read material. Handouts are welcomed.
- Group 1 will begin their presentations on November 24th and we will continue until finals.

Name of group member(s): _____

Rubric for Group Presentations of Chapter Content

Element:	Excellent:	Good:	Satisfactory:
Information	"Big Ideas" and key points from the assigned research are presented completely, clearly and in a well-organized manner. Presentation helps learners understand how these important ideas impact them as classroom teachers and/or parents. They contain research citations and allows the audience to really feel immersed in the research. 20 points	Presentation is mainly a review and/or summary of the information from the research, and/or presentation does not make implications clear and/or organization does not facilitate good understanding. 10 points	Information from the research is presented, but it is not complete and/or it is not clear. 0 points
Facilitation style	Exploration of the material researched is energetic and interesting. Handouts, visual aids, etc. are used to clarify key points or provide organizational support. 20 points	The text material is shared with some interest but there is little to motivate learning or engage class participants with the material. 10 points	The material from the text is addressed in lackadaisical manner with very little enthusiasm shown. 0 points
Discussion	Discussion of text material is promoted. Good questions lead to engaging conversation and practical connections are made to theoretical elements. The information on	Questions are asked that guide discussion but the conversation remains superficial in nature. Some pieces of the presentation are hard to read and are cluttered	There is very little discussion of the research material promoted. Most slides are cluttered and not easy to read with not personality.

	the slides is clean and easy to read. 20 points	 10 points	 0 points
Activities	Meaningful activities, either individual or group, help promote a deeper understanding of the material being explored. 20 points	Activities used are unrelated to the topic/ not engaging, and/or poorly planned. 10 points	There is no activity to enhance learning. 0 points
Group members and time	Each presentation lasted the full 45 minutes depending on teacher instruction. Each group member presents the same amount of information as the others. 20 points	Presentation is short by 2 or less minutes. Not all group members have equal share. 10 points	Presentation is 3 or more minutes short and group members left it up to one or two people. 5 points
Total Points out of 100			

Objective 13

ICA 10 Assignment for PED 405 – Fall 2014

Creating a Performance Based Assignment and Rubric

Assignment:

Using your knowledge of Performance Based grading, creating a performance based assignment using one Physical Education GLE as your guide. Your performance assessment should include the following components:

- A 250-500 word description of a performance assessment with step by step instructions for how to complete it, using elementary to middle school language to complete.
- An original rubric to evaluate the student's performance on the assessment if it were to be completed.
- A description of the reliability and validity of the assessment.

Include the GLE, deconstructed learning target, description of the assignment with step by step instructions, and a rubric to grade it with. **Format** your paper consistent with APA guidelines.

Rubric:

Content and Organization 30/50 Points possible	***Points Earned:***	**Comments:**
Name:		
All key elements of the assignment are covered in a substantive way.		
The content is comprehensive, accurate, and/or persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly.		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style ***10/40***	***Percent Earned***	**Comments:**
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		
Mechanics ***10/40***	***Points Earned***	**Comments:**
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper follow APA guidelines.		

The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed.		
Spelling is correct.		
Total Points possible out of 50	***Points Earned***	**Comments:**

Objective 14

PED 104: CPR and FIRST AID

Exam #3 – Final Exam

Name: _____ (1 point)

Multiple Choice (One Point Each): Choose the best answer to each question and write the corresponding letter in the blank provided.

_____1. A ____ is a physical condition that requires immediate medical attention?

A. Sudden Illness
B. Injury
C. Barrier to action
D. Citizen responder

_____2. Which of the following are roles of a citizen responder?

A. Recognizing that an emergency exists
B. Deciding to act
C. Taking action by calling 911 or the local emergency number
D. All of the above

_____3. Match each term to the correct definition: (8 points)

A: CPR B:Cholesterol C:Heart Attack D: Angina Pectoris E:Heart F: Coronary Arteries G: Cardiac Arrest H:Cardiovascular Disease

__C___A sudden illness involving the death of heart muscle tissue caused by insufficient O_2
__H___The leading cause of death of men and women in the US
__E___ A muscular organ that circulates blood throughout the body
__G___Condition that results when the heart stops beating or beats too inefficiently
__D___Temporary chest pain caused by lack of O_2 to the heart
__F___Blood vessels that supply the heart with O_2
__B___A fatty substance that builds up in the inner walls of arteries
__A___A combination of chest compressions and rescue breaths

_____4. CPR artificially takes over functions of which two body systems?

A. Circulatory system
B. Nervous system
C. Respiratory system

D. Both A and C

_____5. Which of the following can cause shock?
A. Heart attack
B. Bee sting
C. Bleeding
D. All of the above

_____6. Match each term with the correct definition (6 points)
A: Pressure bandage B: Veins C: Internal Bleeding D: External Bleeding E: Arteries F: Direct Pressure

__B___Vessels that carry blood from the body back to the heart
__C___The escape of blood from an artery, vein, or capillary into the spaces inside the body
__A___A bandage applied snugly to maintain pressure on the wound to control bleeding
__E___Vessels that transport blood to the capillaries for distribution to the cells
__F___Using your gloved hand to apply pressure on the wound to control bleeding
__D___Bleeding that can be seen coming from a wound

_____7. Match each injury type to the proper example (8 points)
A: Hypoglycemia B: Diabetic Emergency C: Epilepsy D: Seizure E: Stroke F: Fainting G: Hyperglycemia
H: Transient Ischemic Attack I: Insulin

__A___ A condition in which too little sugar is in the bloodstream
__D___ Disruption of the brains; electrical activity, which may cause loss of consciousness & body control
__C___ A chronic condition characterized by seizures and usually controlled by medication
__B___ Situation which a person becomes ill because of an imbalance of glucose & insulin in bloodstream
__F___ A temporary reduction of blood flow to the brain, resulting in loss of consciousness
__H___A mini-stroke
__I____A hormone that enables the cells to use sugar
__E___A disruption of blood flow to the brain that causes brain tissue damage

_____8. True or False? You are to place an object in a seizure victim's mouth to open their airway?
A. True
B. False

_____9. When shock occurs, the body prioritizes its need for blood. Where does it send blood first?
A. The arms and legs
B. The skin
C. The spinal cord
D. The brain, heart, and lungs

_____10. Controlling high blood pressure can reduce your risk of?
A. Heart Disease
B. Seizures
C. Stroke

D. Cataracts
E. A & C

_____11. When obtaining consent to treat a victim you must tell them _____?
A. Who you are
B. Level of training
C. The care you are going to give
D. All of the above

_____12. Which could swelling and discoloration indicate?
A. Closed wound
B. Damage to underlying tissue
C. Internal Bleeding
D. All of the above

13. Match each item with the correct definition? (6 points)
A: Anaphylaxis B: Poison Control Center C: Inhaled poison D:Ingested Poison E: Injected poison F: Absorbed Poison

__B___ A center staffed by professionals who can tell you how to give care for a poisoning emergency
__C___ A poison that enters through breathing
__F___ A poison that enters through contract with skin
__A___ A life threatening allergic reaction
__E___ A poison that enters that being bitten or stung
__D___ A poison that enters through swallowing

14. Match each item with the correct answer? (3 points)
A: Call B: Check C: Care

__B___ (___?___) the scene
__A___ (___?___)911
__C___ (___?___) for the victim

15. Match each item with the correct definition? (5 points)
A: Heat stroke B: Hypothermia C: Heat cramps D:Heat exhaustion E: Frostbite

__D___ The early stage and most common form of heat related illness
__C___ Painful spasms of skeletal muscle that develops after heavy exercise in warm temperatures
__E___ The freezing of body tissues caused by overexposure to the cold
__A___ Life threatening condition that develops when the body's cooling system fails
__B___ Life threatening condition that develops when the body's warming system fails

_____16. How much liquid chlorine bleach do you add to a gallon of water to clean up blood?
A. 1 cup
B. ½ cup
C. 1.5 cups

_____17. How many known species of bacteria have been identified in the human mouth?
A. 21
B. 15
C. 42
D. 36

Short Answer: Answer each of the following questions as completely but concisely as possible.

18. Your friend is suffering from heat exhaustion what do you do? (5 points)

- **Remove from heat**
- **Remove clothing**
- **Begin cooling of body**
  - **Cold water if conscious and drink slowly**
- **Call 911**
- **Prevent shock and provide reassurance**

19. What were the two types of spiders we discussed in class? What were the 4 types of snakes we discussed in class? (6 points) This was discussed during the Bites and Stings lecture.

- **Brown Recluse**
- **Black widow**
- **Rattle Snake**
- **Copperhead**
- **Water Moccasin**
- **Coral Snake**

20. Describe the "Good Samaritan Laws"? (2 points- ***No answer is right or wrong if you can justify it with sound principles from our class)***

21. Name 5 of the 8 body systems we discussed in class? (5 points)

- Respiratory
- Circulatory
- Nervous
- Musculoskeletal
- Integumentary
- Endocrine
- Digestive
- Genitourinary

22. In class I mentioned a theory called the "Flash to Bang Theory." Please describe this theory. 3 points)

- After the flash of lightening begin counting until you hear the thunder (bang) then divide that number by five. This will give you and estimated distance the flash or storm is.

23. What is Hypovolemic shock and what causes it? (3 points)
    - Sever bleeding or loss of blood plasma
    - Internal or external wounds
    - Burns

24. What 4 conditions must be met for blood borne pathogens to be spread? (4 points)
    - Pathogen is present
    - Enough pathogen is present
    - Pathogen pass through the correct entry site
    - Person is susceptible

25. Name five things you would want in a first aid kit? (5 points)

26. Identify which type of poisonous spider this is? (1 point)
    - Brown Recluse

27. Identify which type of poisonous spider this is? (1 point)
    - Black Widow

28. Identify which type of poisonous snake this is? (1 point)
    - Coral Snake

29. Identify which type of poisonous snake this is? (1 point)
    - Rattle snake

30. Identify which type of poisonous snake this is? (1 point)
    - Water Moccasin

31. Identify which type of poisonous snake this is? (1 point)
    - Copper Head

32. What is the difference in the treatment of pit viper snake bites and elapid snake bites? (2 points)
    - Care for a bite from an elapid snake, such as a coral snake, is the same as for a pit viper, except that after washing the wound you should apply an elastic roller bandage

33. Name the four ways to be poisoned? (4 points)
    - Inhaled

- Ingested
- Injected
- Absorption

34. In proper order list the three progressions of heat illness? (3 points)
    - Heat Cramps
    - Heat Exhaustion
    - Heat Stroke

35. What are & Describe the two types of frostbite? (4 points)
    - Superficial
        - Skin is frozen but the tissues below are not
    - Deep
        - Freezing of the skin and the underlying tissues

Oral/Performance Assessment

CPR – Adult

1. Check scene _____
2. Check patient _____ (no response)
3. Consent (type… Implied) _____
4. Call 911 _____
5. Check breathing _____
6. 30 Compressions _____
7. 2 Rescue Breaths _____
    a. Repeat steps 6-7 unill…..
8. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. AED Arrives _____
    e. Shows signs of Life _____

CPR – Child/Infant

1. Check scene _____
2. Check patient _____ (no response)
3. Consent (type… Implied if no parent/guardian or Expressed if from parent/guardian) _____
4. Call 911 _____
5. Check breathing _____
6. 2 Rescue Breaths _____
7. 30 Compressions _____
8. 2 Rescue Breaths _____

    a. Repeat steps 7-8 unitl…
9. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. AED Arrives _____
    e. Shows signs of Life _____

AED

1. Stop CPR to set up AED
2. Turn AED on
3. Place pads according to pictures on pads (Pt. Upper right and left chest)
    a. Make sure skin is bare and dry
4. Plug in connector
5. Follow AED instructions
6. Resume CPR if told to do so

Unconscious Choking – Adult

1. Check scene _____
2. Check patient _____ (no response)
3. Consent (type… Implied) _____
4. Call 911 _____
5. Check breathing _____
6. 30 Compressions _____
7. 2 Rescue Breaths _____ (don't go in…. re-tilt and try again…. If still don't go in assume choking)
8. 30 Compressions _____
9. Look in Mouth _____ (sees object)
10. Remove object(s) _____ (one attempt)
11. 2 Rescue Breaths _____ (if go in proceed… if not repeat 8-11)
12. Check breathing _____ (if breathing proceed….. if not see below)
    - CPR
        - 30 Compressions _____
        - 2 Breaths _____ (repeat until 14)
13. Monitor Patient _____
14. When can they stop?
    - Scene becomes unsafe _____
    - Too tired _____
    - EMS/Trained responder arrives and takes over _____
    - AED Arrives _____
    - Shows signs of Life _____

Unconscious Chocking Child/Infant

1. Check scene _____
2. Check patient _____ (no response)

3. Consent (type… Implied) _____
4. Call 911 _____
5. Check breathing _____
6. 30 Compressions _____
7. 2 Rescue Breaths _____ (don't go in…. re-tilt and try again…. If still don't go in assume choking)
8. 30 Compressions _____
9. Look in Mouth _____ (sees object)
10. Remove object(s) _____ (one attempt)
11. 2 Rescue Breaths _____ (if go in proceed… if not repeat 8-11)
12. Check breathing _____ (if breathing proceed….. if not see below)
    - 30 Compressions _____
    - 2 Breaths _____ (repeat until 14)

13. Monitor Patient_____
14. When can they stop?
    - Scene becomes unsafe _____
    - Too tired _____
    - EMS/Trained responder arrives and takes over _____
    - AED Arrives _____
    - Shows signs of Life _____

Conscious Choking Adult

1. Check the Scene _____
2. Check the patient _____
3. Get consent _____
4. Call 911 _____
5. Encourage them to continue coughing _____
6. Place yourself behind the patient. One arm under theirs and place in center of sternum just above the breast. _____
    a. Tilt them forward… don't drop them
7. Do 5 back blows _____
    a. Stand them back up straight
8. Place your fist thumb side inward _____
9. Do 5 abdominal thrusts _____
    a. Repeat steps 6-8 until……
10. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. Object is cough up _____

Conscious Choking Child

1. Check the Scene _____

2. Check the patient _____
3. Consent (type… Implied if no parent/guardian or Expressed if from parent/guardian) _____
4. Call 911 _____
5. Encourage them to continue coughing _____
6. Place yourself behind the patient. Will need to be positioned at the child's level. One arm under theirs and place in center of sternum just above the breast. _____
    a. Tilt them forward… don't drop them
7. Do 5 back blows _____
    a. Stand them back up straight
8. Place your fist thumb side inward _____
9. Do 5 abdominal thrusts _____
    a. Repeat steps 6-8 until……
10. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. Object is cough up _____

Conscious Choking Infant

1. Check the Scene _____
2. Check the patient _____
3. Consent (type… Implied if no parent/guardian or Expressed if from parent/guardian) _____
4. Call 911 _____
5. Encourage them to continue coughing _____
6. Do 5 back blows _____
    a. Infant resting on forearm head lower than chest
    b. Roll infant to opposite arm facing up head lower than chest
7. Do 5 Chest thrusts _____
    a. Repeat steps 6-8 until……
8. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. Object is cough up _____

EpiPen Use

1. Check the Scene _____
2. Check the patient _____
3. Consent _____
4. Call 911 _____
5. State PPE is on _____

6. Have patient identify their EpiPen _____
7. Check the window to verify med is clear _____ (if cloudy or has floater… No Good)
8. Check expiration date _____
9. Administer medication in side of the thigh _____ (if steps 5-7 are good)
    a. Hold in place for 10 sec.
10. Document time of administration _____
11. Monitor patient until EMS arrive _____
12. Be prepared to do CPR _____

Wound Care

1. Check the scene _____
2. Check the patient _____
3. Consent _____
4. Call 911 if needed _____
5. State PPE is on _____
6. Check for warmth, Sensation Color _____
7. Apply direct pressure with dressing _____
8. Bandage the wound _____
9. Re-check for warmth, sensation, color
10. If bleeds through add more pressure and dressings
    a. Bandage
    b. Re-check for warmth, sensation, color
11. Monitor until EMS arrives if activated _____

Splinting

1. Check the scene _____
2. Check the patient _____
3. Consent _____
4. Call 911 if needed _____
5. State PPE is on _____
6. Choose the correct splint _____ (soft, rigid, anatomical, sling)
7. Check for warmth, sensation, color _____
8. Place splint to the body or appendage in position found _____
9. Secure splint to the patient _____
10. Recheck for warmth, sensation, color _____
11. Monitor until EMS arrives if activated _____

Glove Removal

You must be able to remove gloves without getting fake blood on your skin. Every spot of blood on your skin is minus 1 point.

Manual Stabilization

1. Check the scene _____
2. Check the patient _____
    a. Instruct them not to move _____

3. Consent _____
4. Call 911 _____
5. Apply stabilization to the head in the position it is found _____

Appendix C: Program Checklist

B.S. PHYSICAL EDUCATION (K-12 Certification) – 45 credits 2014-2015 Catalog

Name:ID#_____ Advisor

Students are required to have 122 distinct credits for graduation

Students must also complete the requirements for Secondary Certification, 45 hours.

with a final grade of 'C' or better.

*Education majors must complete all major courses, including secondary certification courses (if applicable).

REQUIRED COURSES 40 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ATR100 Personal Health	2			
ATR230 Prevention & Care of Injuries				
PED104 First Aid & CPR				
PED205 Intro to Anatomy/Physiology	3			
PED215 Motor Learning	3			
PED220 Social Science in Sport	3			
PED221 Physiology of Exercise	3			
PED250 History & Philosophy	3			
PED307 Methods of P.E. (K-4)	3			
PED308 Creative Movement	3			
PED321 Kinesiology	3			
PED350 Adapted Physical Education	3			
PED405 Measurement & Evaluation	3			
PSY401 Sports Psychology	3			

Required Lifetime Activities and Dance Courses 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Folk & Square Dancing:				
PED123 Folk & Square Dancing	1			
Activity/Dance Elective:	**2**			
PED108 Outdoor Activities	2			
PED112 Beginning Tennis	1			
PED113 Fitness	1			
PED134 Introduction to Skiing	1			
PED136 Individual & Dual Sports	1			
PED137 Flexibility & Stretching	1			
PED142 Beginning Golf	1			
PED144 Low Rope Initiatvs Team Bld	2			

Required Electives 2 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PED108 Outdoor Activities	2			
PED112 Beginning Tennis	1			
PED113 Fitness	1			
PED131 Weight Control & Conditioning	2			
PED134 Introduction to Skiing				
PED135 Team Sports				

Updated March 4, 2014

PED136 Individual & Dual Sports	1			
PED137 Flexibility & Stretching	1			
PED142 Beginning Golf	1			
PED144 Low Rope Initiatives Team Bld	2			
PED150 Sport Leadership	1			
PED1__ Varsity Sport _____	1			

Courses ***cannot* be used to fulfill both the Lifetime Activities & Dance requirements and elective requirements; students ***must*** have 45 distinct hours to fulfill major requirements.

Student:_____ Date:_____

Advisor:_____ Date:_____

Division Chair:_____ Date:_____

Substitutions to the coursework above requires the signature of the division chair.

EDUCATION CERTIFICATION (SECONDARY) – 46 credits 2014-2015 Catalog

ID#:_____

Name:_____ Advisor:_____

Students are required to have 122 distinct credits for graduation

*Education majors must complete all major courses, including secondary certification courses (if applicable), with a final grade of 'C' or better.

REQUIRED COURSES 42 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
EDU292 Pre-Student Teaching II	1			
EDU392 Reading in the Content Area	3			
EDU422 Measurement & Assessment	3			
EDU453 Classroom Management	2			
EDU492 Educational Seminar	3			
EDU499 Supervised Tch (Secondary)	12			
PSY316 Psych of Adoles/Mid Child	3			
PSY221 Educational Psychology	3			

Required Electives 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART418 Methods of Teaching	3			
BIO418 Methods of Teaching	3			
ENG418 Methods of Teaching	3			
MAT418 Methods of Teaching	3			
PED418 Methods of P.E. (6-12)	3			
THA418 Methods of Teaching	3			

Student:_____Date:_____

Advisor:_____Date:_____

Division Chair:_____Date:_____

Substitutions to the coursework above requires the signature of the division chair.

Updated March 4, 2014

COACHING MINOR – 18 credits

2014-2015 Catalog

ID#:_____

Name:_____ Advisor:_____

Students are required to have 122 distinct credits for graduation

REQUIRED COURSES 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ATR230 Prevention & Care of Injuries	2			
ATR231 Prevention & Care Lab	1			
PED104 First Aid & CPR	2			
PED401 Thry Coach Baseball & Softball	2			
PED402 Thry Coach Trck/Fld & Crs Cnt	2			
PED403 Thry Coaching Football/Soccer	2			
PED404 Thry Coaching Basket/Volleybll	2			
PED406 Management of Athletics	2			
PSY401 Sports Psychology	3			

Student:_____ Date:_____

Advisor:_____ Date:_____

Division Chair:_____ Date:_____

Substitutions to the coursework above requires the signature of the division chair.

Updated April 7, 2014

HEALTH MINOR – 17 credits

2014-2015 Catalog

ID#:_____

Name:_____ Advisor:_____

Students are required to have 122 distinct credits for graduation

REQUIRED COURSES 17 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ATR103 Nutrition	2			
COM250 Ethics in Sexuality	3			
PED246 Community Health	3			
PED352 Instrctnl Techngs in Hlth K-12	3			
SWK274 Mental Hlth Srvcs & Policies	3			
SWK322 Addctv Bhvrs & Sbstnc Abuse	3			

Student:_____ Date:_____

Advisor:_____ Date:_____

Division Chair:_____ Date:_____

Substitutions to the coursework above requires the signature of the division chair.

Updated March 31, 2014