

The University of Wisconsin-Whitewater

The College of Education

**The Department of Health, Physical Education, Recreation
and Coaching**

Audit and Review

2002-2003

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UNIVERSITY OF WISCONSIN-WHITEWATER FORMAT FOR AUDIT AND REVIEW SELF-STUDIES

I. Academic Assessment

A. Highlights/Initiatives

1. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The Physical Education K-12 Broadfield Major is designed to prepare physical education teacher education students to meet the Wisconsin Teachers Standards license stated by the Wisconsin Department of Public Instruction and to meet the National Association for Sport and Physical Education Standards for Beginning Teachers.

The current curriculum focuses on content knowledge, growth and development, student diversity, management and motivation, communication skills, planning and instruction, student assessment, technological skills, and collaboration. Central to the integration of this content is the concept of the teacher as a reflective facilitator. Knowledge and the enhancement of student learning are viewed as processes that require critical thinking and a constructivist's approach on the part of both the teacher and the student.

2. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

Academic assessment for the Physical Education K-12 Broadfield License Major will continue in the direction established in previous assessment plans of the Department, documented in the early 1990's. Those plans were implemented and reported in the 1996 HPERC NCATE progress report and the HPERC Audit and Review University report in 1998. Those plans focused on authentic assessment goals to document the work of students through assignments completed as a part of their course work. This course work documents performance criteria outcomes in addition to meeting grade requirements.

New academic assessment initiatives will continue to move in the direction of performance outcome models. To accomplish this, student outcomes in *all* courses will be linked directly to revised standards described by Wisconsin Department of Instruction and National Association of Sport and Physical Education. (See Appendix B-1 and supplemental information showing the comparison of Wisconsin Teacher Standards and NASPE Standards for Physical Education Teachers)

Documentation of this link will include:

- (a) standards will be cited in the syllabi for *all* courses taught in the major;
- (b) at least one assignment, in each course in the physical education license, will be designated as an artifact. This means that the student may select that assignment to include in the performance portfolio to document the achievement of one of the standards.
- (c) assessment rubrics will be created and used for the selected assignments within classes to document achievement of specific standards;
- (d) performance portfolios documenting each students progress in meeting the standards for WTS and NASPE will be aligned with the College of Education Unit Assessment Plan.

- (e) evaluation form for peer teaching will be revised to reflect changes made in NASPE Standards.
- (f) evaluation form for field experiences will be revised to reflect changes made in NASPE Standards.
- (g) evaluation form for student teaching will be revised to reflect changes made in NASPE Standards. (see B. 1 Document below)
- (h) development of Employment Portfolios for job interviews, documenting accomplishment of standards.
- (i) the format of the portfolios will be revised.
- (j) portfolios will mark decision points in students progress toward the standards and graduation.

(See Program AR in Appendix A)

B. Educational Objectives and Assessment Techniques

1. State the subject matter, cognitive development, and skill objectives for the program, indicating what students will know and be able to do upon completion of the program.

The Physical Education K-12 Broadfield License has aligned the major at the University of Wisconsin-Whitewater to the Wisconsin Teacher Standards and the National Association of Sport and Physical Education Teacher Standards. The subject matter, the cognitive development and skill objectives for the program are cited below. Following the current trends in education and changing nomenclature, the subject matter is physical education, the cognitive development is cited as standards and the skills are listed as outcomes.

The following are the NASPE/NCATE Standards for Initial Preparation of Physical Education Teachers for 2001. These standards are parallel to the Wisconsin Teacher Standards. The HPERC Teacher License Rubric that is used for the evaluation of student performance outcomes is cited.

NO EVIDENCE	MINIMAL	BASIC	PROFICIENT	ADVANCED
0	1	2	3	4
Undocumented demonstration of competence	Performs at a level requiring close and continuous supervision	Performs at a level associated with emerging competence but requiring regular supervision	Performs at a level associated with successful beginning teachers requiring minimum supervision	Performs at a level that exceeds expectations for beginning teachers' outstanding work, self-reflective and self-directed

Standard 1: Content Knowledge

Physical Education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

Outcomes: Teacher candidates will:

	<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
1-1 Identify critical elements of motor skill performance,0 and combine motor skills into appropriate sequences for the purpose of improving learning.		1	2	3	4
1-2 Demonstrate competent motor skill performance 0 in a variety of physical activities.	0	1	2	3	4
1-3 Describe performance concepts and strategies related 0 skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).		1	2	3	4
1-4 Describe and apply biophysical (anatomical, physio-0 logical, and biomechanical) and social-psychological concepts to skillful movement, physical activity, and fitness.	0	1	2	3	4

Standard 2: Growth and Development

Physical Education teachers understand how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.

Outcomes: Teacher candidates will:

	<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
2-1 Monitor individual and group performance in order 0 to design safe instruction that meets learner developmental needs in the physical, cognitive, and social emotional domains.	0	1	2	3	4

2-2	Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that influence development readiness to learn and refine movement skills.	0	1	2	3	4
2-3	Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task	0	1	2	3	4

Standard 3: Diverse Students

Physical Education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
3-1	Identify, select and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	0	1	2	3	4
3-2	Use appropriate services, and resources to meet diverse learning needs.	0	1	2	3	4

Standard 4: Management and Motivation

Physical Education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
4-1	Uses managerial routines that create smoothly functioning learning experiences and environments.	0	1	2	3	4
4-2	Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.	0	1	2	3	4
4-3	Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.	0	1	2	3	4
4-4	Use strategies to help students demonstrate responsible personal and social behaviors (e.g. mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.	0	1	2	3	4

Standard 5: Communication

Physical Education teachers use knowledge of effective verbal, nonverbal, and media Communication techniques to enhance learning and engagement in physical activity settings.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
5-1	Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).	0	1	2	3	4
5-2	Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, internet, video).	0	1	2	3	4
5-3	Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).		1	2	3	4
5-4	Describe and implement strategies to enhance communication among students in physical activity settings.	0	1	2	3	4

Standard 6: Planning and Instruction

Physical Education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
6-1	Identify, develop, and implement appropriate program and instructional goals.	0	1	2	3	4
6-2	Develop long and short-term plans that are linked to both program and instructional goals, and student needs.	0	1	2	3	4
6-3	Select and implement instructional strategies based on selected content, student needs and safety issues, to facilitate learning in the physical education setting.	0	1	2	3	4
6-4	Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	0	1	2	3	4
6-5	Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	0	1	2	3	4

6-6	Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.	0	1	2	3	4
6-7	Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curricular materials.	0	1	2	3	4
6-8	Use effective demonstrations and explanations to physical activity concepts to appropriate learning experiences.	0	1	2	3	4
6-9	Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	0	1	2	3	4
6-10	Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	0	1	2	3	4

Standard 7: Student Assessment

Physical Education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
7-1	Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	0	1	2	3	4
7-2	Use a variety of appropriate, authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicated student progress (i.e., for both formative and summative purposes).	0	1	2	3	4
7-3	Interpret and use learning and performance data to make informed curricular and/or instructional decisions.	0	1	2	3	4

Standard 8: Reflection

Physical Education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals) and seek opportunities to grow professionally.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
8-1	Use a reflective cycle involving description of teaching, justification of teaching performance, critique of teaching performance, the setting of teaching goals, and implementation of change.	0	1	2	3	4
8-2	Use available resources (e.g., colleagues, literature, professional organizations) to develop as a reflective professional.	0	1	2	3	4
8-3	Construct a plan for continued professional growth based on the assessment of personal teaching performance.	0	1	2	3	4

Standard 9: Technology

Physical Education teachers use information technology to enhance learning and to enhance personal and professional productivity.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
9-1	Demonstrate knowledge of current technologies and their application in physical education.	0	1	2	3	4
9-2	Design, develop, and implement student learning activities that integrate information technology.	0	1	2	3	4
9-3	Use technologies to communicate, network, locate resources, and enhance continuing professional development.	0	1	2	3	4

Standards 10: Collaboration

Physical Education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

Outcomes: Teacher candidates will:

		<u>No Evidence</u>	<u>Minimal</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
10-1	Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.	0	1	2	3	4
10-2	Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.	0	1	2	3	4
10-3	Identify and actively seek community resources	0	1	2	3	4

to enhance physical activity opportunities.

10-4	Pursue productive relationships with parents/ guardians and school colleagues to support student growth and well-being.	0	1	2	3	4
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1. Describe the data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective above.

Data collection techniques include both traditional and alternative methods. Within classes, students are evaluated using the objectives stated in the course syllabus using traditional measurement and evaluation techniques. These measurements include skill tests, written tests, essay exams, multiple choice exams, lab experiments, research reports and other types of evaluation. Using this data collection system, the evaluation was consistent with university grading and graduation system of passing course work.

The evaluation and assessment instrument above (cited in B.1) was initially used in 1998 and was revised in September 2002, to reflect the most recent changes in the standards. As stated earlier, this assessment instrument is aligned with the Wisconsin Teacher Standards and the National Association for Sport and Physical Education Standards for Beginning Teachers in Physical Education. The movement in education to standards based assessment is a shift to what has been labeled “authentic assessment”. Examples of evaluation techniques used in this model are reflection papers, collaborative group projects, presentations using state-of-the-art technology, peer teaching projects, and assessment rubrics specifically designed for one or more of the assignments.

The assessment process in the HPERC is based on the concept of a developmental model. As a result of this theoretical perspective, the Evaluation for Directed Teaching Instrument (cited in B.1) is introduced and used with students prior to Directed Teaching. The standards are introduced to students in classes, in a variety of ways, prior to the students being evaluated on them.

Data is collected using the Evaluation Form in the HPERC Teaching Block classes in the first year after students have been admitted to the College of Education. This occurs in the PEFIELD 492 class. Each Physical Education student teacher teaches for a two-week period in the elementary school and for a two-week period in a secondary school. They are evaluated prior to and after each teaching experience. The evaluation involves a self-evaluation and evaluation by their on-site cooperating teacher.

Data is collected for the second time using the Evaluation Form in PEFIEDL 411, 412, and 414, which are the Directed Teaching in Physical Education experiences. In these situations, the students are evaluated prior to and after each teaching experience.

Program data was collected in the fall of 1999 using these same standards set up in a different format in the course PEPEROF 410 Seminar for Teaching in Physical Education. In this class, student teachers used the form to evaluate the Department and the entire course work that they had experienced

2. Explain how individual courses are related to the student outcomes that are part of the program's assessment plan.

Faculty and staff were asked to examine the standards for beginning teachers in physical education and determine where their classes were making a contribution to the achievement of those standards. The faculty and staff were then asked to identify specific assignments to document the standards. A grid was then developed to determine to what extent the department was achieving the desired outcomes for the objectives stated for the program. That grid is attached as Appendix B.

3. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc. create different educational experiences for graduate and undergraduate students. Individual courses are linked to the same standards and student outcomes as for undergraduates. Additional expectations for graduate students include research projects and self directed learning.
4. The links between individual courses and student outcomes are the same as for undergraduate courses. The experiences for graduates are different to the extent to which students are expected to work on research projects.

See Appendix B-2 for a list of any dual-listed courses delineating graduate expectations.

C. Assessment Data

1. Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, then please do so. (Use tables where necessary.)

The Department of Health, Physical Education, Recreation, and Coaching, has collected the following data in order to evaluate the outcomes of the Physical Education licensure major. The following data was collected for the program from 1998 until the present:

- 1) pre-self-evaluation from student teachers at the first placement,
- 2) post-self-evaluation from student teachers at the first placement,
- 3) pre-evaluation from cooperating teachers at the first placement,
- 4) post-evaluation from cooperating teachers at the first placement,
- 5) pre-self-evaluation from student teachers at the second placement,
- 6) post-self-evaluation from student teachers at the second placement,
- 7) pre-evaluation from cooperating teachers at the second placement,
- 8) post-evaluation from cooperating teachers at the second placement,

A Data Analysis of Evaluation of Directed Teaching Experience is included for the Spring of 2001. This analysis indicates the student performance on each standard and is evaluated based on the 1-4 Rubric. Similar data has been collected since 1998. When we began to do the analysis we discovered there were problems with the information on the forms. The following difficulties were noticed and will be strengthened during the next measurement and evaluation process:

- 1) the new evaluation forms will be revised to designate for the cooperating teacher and student teachers,
- 2) the new evaluation forms also need to be marked clearly as Interim and Final Evaluation

One sample evaluation result has been attached below. The sample of the Data Analysis below is data for Spring 2001. It is also important to note that this kind of data analysis is extremely time consuming and is an add-on to duties and responsibilities of faculty with no reassigned time.

**Physical Education K-12 Broadfield License
University of Wisconsin-Whitewater
Spring 2001 Data Analysis of Evaluation of Directed Teaching Experience
Student Self-evaluation and Cooperating Teacher Evaluation of Student Teacher**

KEY TO SCALE

Minimal 1	Basic 2	Proficient 3	Advanced 4
Performs at a limited level requiring close and continuous supervision	Performs at a level associated with minimal competence but requiring regular supervision	Performs at a level associated with successful beginning teachers	Performs at a level associated with experienced, master teachers

n/a = Not applicable or not observed

Standard 1: The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		<i>Mean</i>	<i>Std. Deviation</i>	<i>Mean</i>	<i>Std. Deviation</i>
1-1	Demonstrates basic motor skills and physical activities with competence.	3.63	.52	3.63	.52
1-2	Applies disciplinary concepts and principles to skillful movement and physical activity.	3.63	.52	3.63	.52
1-3	Incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.	3.71	.49	3.67	.52
1-4	Supports and encourages learner expression through movement.	3.88	.35	3.38	.52

Standard 2: The teacher understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		<i>Mean</i>	<i>Std. Deviation</i>	<i>Mean</i>	<i>Std. Deviation</i>
2-1	Assesses individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social, and emotional domains.	3.75	.46	3.50	.53
2-2	Stimulates learner reflection on prior knowledge, experiences, and skills and encourages them to assume responsibility for their own learning.	3.63	.52	3.63	.52

Standard 3: The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		Mean	Std. Deviation	Mean	Std. Deviation
3-1	Instruction that is sensitive to the multiple needs, learning styles, and experiences of learners.				
3-2	Uses appropriate strategies, services, and resources to meet special and diverse learning needs.	3.63	.52	3.38	.74
3-3	Creates a learning environment which respects and incorporates learners' personal, family, cultural, and community experiences.	3.25	.46	3.57	.53

Standard 4: The teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		Mean	Std. Deviation	Mean	Std. Deviation
4-1	Uses a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.	3.38	.52	3.50	.53
4-2	Uses strategies to promote mutual respect, support, safety, and cooperative participation.	3.75	.46	3.75	.46
4-3	Uses managerial and instructional routines which create smoothly functioning learning experiences.	3.71	.49	3.25	.46
4-4	Organizes, allocates, and manages resources (e.g., time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.	3.75	.46	3.38	.75

Standard 5: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		Mean	Std. Deviation	Mean	Std. Deviation
5-1	Communicates in ways that demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.	3.75	.46	3.63	.52
5-2	Communicates managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, and video).	3.38	.52	3.43	.53
5-3	Communicates with school colleagues, parents/guardians, and the community through open houses, faculty meetings, newsletters, and conferences.	3.25	.46	3.14	.69

5-4	Models communication strategies (e.g., restating ideas and making connections, active listening, sensitivity to the effects of messages and the nonverbal cues given and received).	3.86	.38	3.75	.46
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Standard 6: The teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		Mean	Std. Deviation	Mean	Std. Deviation
6-1	Can identify program goals.	3.63	.52	3.50	.75
6-2	Selects instructional strategies based on developmental levels, learning styles, program goals, and safety issues.	3.75	.46	3.38	.74
6-3	Applies disciplinary and pedagogical knowledge in developing safe learning experiences.	3.75	.46	3.50	.53
6-4	Selects teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness, and safety.	3.88	.35	3.50	.76
6-5	Uses curricula that encourage learners to see, question, and interpret physical activity from diverse perspectives.	3.75	.46	3.38	.52
6-6	Designs and implements learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate learners' prior knowledge, anticipate preconceptions, encourage exploration and problem solving, and build on skills and experiences).	3.88	.35	3.75	.46
6-7	Uses demonstration and explanations to capture key components and link them to learners' experiences in physical activity.	3.75	.46	3.75	.46
6-8	Helps learners incorporate problem solving and critical thinking strategies in the process of becoming a physically educated person.	3.50	.53	3.38	.52
6-9	Chooses varied roles in the instructional process based on the content, purpose of instruction, and the needs of learners (e.g., model, assessor, monitor, facilitator).	3.88	.35	3.63	.52
6-10	Creates short and long term plans that are linked to learner needs and performance, and adapts plans to ensure learner progress, motivation, and safety.	3.75	.46	3.50	.76
6-11	Models instructional strategies that facilitate learning in physical activity settings (e.g., manages, informs, checks for learner understanding, draws connections, uses visual, aural, and kinesthetic cues, and is sensitive to learner responses).	3.75	.46	3.75	.46

6-12	Asks questions and poses scenarios to stimulate interactive learning opportunities (e.g., helps students articulate ideas/thinking, promotes risk taking/problem solving, facilitates factual recall, encourages convergent/divergent thinking, stimulates curiosity).	3.71	.49	3.38	.74
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Standard 7: The teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		Mean	Std. Deviation	Mean	Std. Deviation
7-1	Uses a variety of formal and informal assessment techniques to assess learner progress (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments).	3.38	.52	3.50	.53
7-2	Uses assessment strategies to involve learners in self-assessment.	3.38	.52	3.29	.49
7-3	Maintains records of learner performance and can communicate learner progress based on appropriate indicators.	3.75	.46	3.38	.74

Standard 8: The teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and other professionals in the learning community) and seeks opportunities to grow professionally.

		Student Self-Evaluation		Cooperating Teacher Evaluation	
		Mean	Std. Deviation	Mean	Std. Deviation
8-1	Reflects upon and revises practice based on observation of learners.	3.75	.46	3.63	.52
8-2	Consults professional literature, colleagues, and other resources to develop as a learner and a teacher.	3.75	.46	3.63	.74
8-3	Participates in the professional physical education community and within the broader educational field.	3.50	.53	3.71	.49
8-4	Reflects on the appropriateness of program design on the development of physically educated individuals.	3.88	.35	3.57	.53

Standards 9: The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well being.

Evaluation	Student Self-Evaluation		Cooperating Teacher	
	Mean	Std. Deviation	Mean	Std. Deviation
9-1 Acts as an advocate in the school and community to promote a variety of physical activity opportunities.	3.67	.52	3.29	.49
9-2 Consults with counselors, and other professionals in community agencies.	3.20	.45	3.00	.00
9-3 Identifies and uses community resources to enhance physical activity opportunities.	3.17	.41	3.00	.00
9-4 Establishes productive partnerships with parents/guardians to support learner growth and well being.	3.29	.49	3.00	.00
9-5 Is sensitive and responsive to signs of distress and seeks help as needed and appropriate.	3.86	.38	3.75	.46
9-6 Participates in collegial activities to make the school a productive learning environment.	3.71	.49	3.63	.52

Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.

An exit survey has been developed for seniors to complete during the semester they plan to graduate. This will be implemented during the academic year 2002/2003. Also, an alumni survey has been developed to send to alumni every three years. The data collected will supplement the information provided from the university survey. See Appendix G for the two surveys.

The changes to the curriculum, the assessment objective and the data techniques/processes reflect the changes that were initiated as early as 1992 in the department assessment plan. These changes, then and now, are a result of a national educational reform, as much as a reflection of the data collected. These changes are a shift in the paradigm used to assess educational goals. A primary change in this model is that it is an output model rather than an input model. Student performance is evaluated on the ability of the student to reflect on their work, evaluate their proficiency related to the standards, and develop a professional portfolio to document their achievement.

The department continues to use both traditional and alternative forms of assessment, which are stated below. In addition, the HPERC Department has systematized the development of student educational portfolios, a process that was begun around 1996. At that time a portfolio was developed in Measurement and Evaluation as part of the course requirements.

That portfolio was a content portfolio, which documented the work from classes selected by the students.

In 1998, as a result of informal review and evaluation of those portfolios, a second portfolio was added to the assessment plan. This portfolio was developed in the Methods of Teaching Physical Education class and was developed as a major project for that class. This portfolio consisted of work selected by the instructor rather than the student and was evaluated using a criteria sheet detailing the requirements of the assignment. The contents of this portfolio documented the students' philosophy of physical education and required the student to develop curriculum and teaching materials consistent with their beliefs. The purpose of this portfolio was to link the content to program implementation.

In 1999, teachers in physical education pedagogy initiated a plan to integrate a model for developing portfolios, which was proposed by the National Association for Sport and Physical Education. In this proposal, students developed portfolios in four stages. This process moved from an "Introductory Portfolio" in the class PEPROF 165 Introduction to Physical Education to an "Employment Portfolio" in PEPROF 410 Seminar in Teaching Physical Education.

In the fall of 2002, the Physical Education License Program began to implement a plan for developing portfolios that integrates recommendations of the College of Education (Fall 2002) with the plan that had been initiated in the Physical Education License Program in 1998 (cited above, recommended by the National Association for Sport and Physical Education). Both portfolio systems are developmental in nature.

The Physical Education License program consists of multiple forms of assessments. These include the following goals for assessment.

- (a) Traditional methods of evaluation
Each of the objectives or each of the assignments on the syllabi in selected courses were linked to the standards. Faculty and staff responsible for a specific course, graded the assignments for the objectives of the course and assigned a grade based on the university grading system.
- (b) Alternative methods for assessment
Faculty and staff responsible for a specific course, will designate at least one assignment in each class as an artifact for the students to have available for a portfolio. This assignment will be evaluated using a rubric that was handed out to the student with the assignment.
- (c) Portfolios were developed by students and assessed by faculty in specific courses.
- (d) Teaching Standards were assessed during peer teaching, field study, and directed teaching.
During both field study and directed teaching the assessment included self-assessment and the assessment of the cooperating teacher using the WTS and NASPE Standards.
- (e) Evaluations of peer teaching specific to teaching standards
- (f) Evaluations of field experiences based on the teaching standards;
- (g) Evaluations of student teaching based on the teaching standards (see B. 1 Document below)
- (h) Development of Employment Portfolios for job interviews and documenting accomplishment of standards were developed in Seminar for Student Teaching.

2. Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.

Physical Education License Program response to **The Audit and Review Evaluation From 1997-98:**

Specific Actions Required:

1. Incorporate the nine National Association for Sport and Physical Education (NASPE) Standards for Beginning Teachers in Physical Education into the program's assessment plan, by March 1, 1999. This was initiated in 1998 and continues to be systematically integrated.
2. Identify methods of collecting assessment data related to the NASPE standards, by March 1, 1999. This was done and will continue to be refined.
3. Begin collecting assessment data by May 1, 1999.
This was begun. The system for analyzing the data is continuing to be developed along with the effort and an assessment plan recently described by the College of Education.
4. By March 1, 1999 develop a plan for sharing assessment data with faculty and students. This was done. An assessment plan was developed for the 2001 Reviews by the Department of Public Instruction and the National Council for the Accreditation of Teacher Education. The License Program in Physical Education was one of two programs in the College of Education that was ranked as exemplary. The other program was Special Education.
5. Acquire modern health equipment (e.g., heart rate monitors and a Peak Motus system.) Report on progress by March 1, 1999. Heart rate monitors were obtained by a grant written by Dr. Portman. The Peak Motus system was obtained through collaborative efforts of Dr. Yao, the department chair, and financial support from the Dean of the College of Education, Dr. Jeff Barnett.
6. Explore the development of an outdoor adventure based course. Report on progress by March 1, 1999. This has been considered and integrated into a new curriculum proposal for the License. That proposal has not been completed. A workshop has been designed and approved for the spring of 2003. This course is designed as a collaborative project with Camp Manito-wish, a YMCA camp in Boulder Junction, WI. An expert and certified outdoor leadership development expert is collaborating with an HPERC Faculty member to offer the course. This is the first phase of a plan to develop more collaborative classes.
7. Provide more exposure to at-risk and special needs populations for student teachers. Report on progress by March 1, 1999. Progress has been made in student teacher placements.
8. Eliminate the physical education minor. Accept no new students into the program after December 1999. This was accomplished.
9. Explore the establishment of an external advisory board. Report by March 1, 1999. An advisory board was created. (see attached Advisory Board for License)

10. Develop a computer lab for students. Report by March 1, 1999. A small lab with 7 computer stations was developed with a UW System Grant. In the process of the new addition to Williams Center, a new computer lab with 24 stations was created.
11. Equip classroom with modern presentation and computer equipment. Report by March 1, 1999. All classrooms in the Williams Center, the complex used by the HPERC Academic Department, are equipped with state of the art presentation technology.
12. Explore means with the Dean to secure funding for the equipment room and other equipment needs. Report on progress by March 1, 1999. With the restructuring of the program and management of the building, it is not clear what occurred.
13. Work with the library to strengthen the library journal and periodical collection appropriate to the discipline. Report on progress by March 1, 1999. Progress has been made in this area.

(See Appendix C - Audit and Review Evaluation Report from the last review)

E. Information Shared with Constituencies

1. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts - e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

Assessment information has been shared in a variety of ways with constituencies. Faculty from the HPERC Department have been involved in presentations to the College of Education Faculty Development conferences for the last two academic years. In each of these presentations faculty shared information about the assessment plan in the HPERC Department. Other faculty and staff attended these meeting as part of the unit assessment sharing process.

Within the department, information sharing was a regular part of the bi-monthly department meetings. Agenda items have included information related to both the unit assessment plan and the department assessment plan. In addition to these meetings, faculty and staff specifically involved with the license program met frequently related to the assessment plan. Information was shared with students in advising meetings, classes, through evaluation in field placements, directed teaching, and student teaching seminars. Information updates specific to the Directed Teaching Evaluation and the revision of the standards, was shared with cooperating teachers at on-site visits. Cooperating teachers are regularly asked for feedback on the evaluation forms being used. The rubric for evaluation has just been revised based on comments from the cooperating teachers.

Because of a restructuring plan involving the HPERC Department and the Athletic Division, academic staff who coach are assigned to the Athletic Division. In order to keep them updated on syllabi requirements and the development of rubrics, special meetings were held during the 2001-2002 academic and the fall of 2002.

Students, within the department, presented to the NCATE visiting team during the 2002 on-site visit. Their understanding of the plan, their discussion, and the professional reflection

they shared with the interviewers was praised in each of the meetings with the NCATE team members, the department chair and the license coordinator.

II. Strategic Purposes and Performance

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The Physical Education License Program plays a central role in the University of Wisconsin – Whitewater fulfilling its’ mission.

University of Wisconsin-Whitewater Strategic Plan includes six priorities. The Physical Education license program contributes to each of these in the following way.

Priority One: Student learning is the paramount focus of HPERC programs and services.

Goal 1.1 An environment that enables students to attain their full academic potential.

- Faculty and staff establish a learning environment for students that encourages them to actively participate in classes through discussions, group presentations, and interactions with the faculty and each other.
- State of the art technology is used in a large number of courses to enable students to access information, develop technology skills and experience success.
- Faculty and staff are available in the building for office hours to respond to students’ needs.

Goal 1.2 High levels of support, early on in the student’s academic career, that enhance success and increase retention.

- In the first course students take, Introduction to Physical Education, students are provided with information related to developing a graduation plan based on their career goals.
- They are required to develop a graduation plan.
- A hold is placed on their registration until they meet with their advisor.

Goal 1.3 Student mastery of their disciplines that prepare them to compete in a global environment.

- Students are encouraged to complete multiple license requirements to make them as marketable as possible.
- Students are required to develop a professional portfolio before graduation.
- Students are encouraged to participate in an international student teaching experience.

Goal 1.4 Graduates who are broadly educated, life-long learners.

- Graduates of the license program typically continue their course work in their career goals and return here or somewhere else to get their master's degree.
- Graduates serve as cooperating teachers for student teachers, which requires them to have completed course work in supervision.

Priority Two: UW-Whitewater will deliver state of the art programs and services.

Goal 2.1 Academic programs that are intellectually challenging, current and dynamic.

- New courses and workshops with current topics of interests are created on a regular basis.
- Courses that are specific to the accreditation outcomes for student success as teachers are integrated into the course work.
- Internal and external audits are conducted on a regular basis.

Goal 2.2. Administrative, student and academic support services that are current, dynamic, effective, and in alignment with the institutional mission.

- The physical education license program developed the only course in the university linked to student services. The Adaptive Skiing Program is a License course offered in collaboration with Disabled Student Services.
- Within the delivery of general education courses, the faculty and staff have been 100% effective in incorporating disabled students into required courses.
- Faculty and staff work with the students and the support system on campus to facilitate the success of every student.

Goal 2.3 A current technological and physical infrastructure that effectively supports academic programs, support services and outreach activities.

- See section on Facilities and Equipment including new technology lab, motion analysis lab, facilities for content movement classes, and fundamental classes.

Priority Three: UW-Whitewater faculty and staff will be exemplars in their fields. See Section on Teaching, Research and Service in Appendix H.

Priority Four: UW-Whitewater faculty will foster a sense of community, a respect for diversity, and an appreciation of global perspectives.

Goal 4.1 A dynamic learning community that encourages individual growth and development of values, service, respect for others, sense of citizenship and commitment to civil disclosure.

- Physical education license students participate in a multicultural experience in the Pre-professional block in Milwaukee.

- Qualifications for admission to the College of Education require service experiences on the part of all students.

Goal 4.2 An intellectual climate that reflects the diversity of students, faculty and staff and a shared commitment to achieving a global vision.

- The department has developed a plan for international programs in the area of license.
- The plan includes student teaching possibilities in four different countries.
- Five student teachers will do part of their student teaching in Budapest, Hungary in the fall of 2002.
- Four student teachers have expressed an interest in an international experience for the spring of 2003
- Four student teachers have expressed an interest in an international experience for the fall of 2003.
- Faculty members have included a Fulbright Scholar from Hungary and two tenure-track faculty from China.

Priority Five: UW-Whitewater will serve as a vital resource, particularly to southeastern and south central Wisconsin.

Goal 5.1 A thorough identification of the educational, cultural, and social needs of the region and programs and activities that meet these needs.

- The University of Wisconsin-Whitewater is the only college in the southeastern portion of the state that offers an undergraduate teacher preparation program in physical education.
- Several evening classes, weekend workshops and several night classes are offered to help meet the needs of the graduate and nontraditional student. Some courses are offered off campus.
- Several faculty members are consultants for local K-12 physical education programs. Some of the professors presented at the local, state, national and international level. Some of the professors have published articles.

Goal 5.2 A substantive contribution to the economic development of the region and the quality of life of its citizens.

- The HPERC Department provides an extensive array of practicum experiences throughout the southeastern portion of the State of Wisconsin. Also, our department has placed several students seeking Adaptive Physical Education licensure at several different locations. Also, several students in the non-licensed area (Health, Human Performance and Recreation) have been placed at various work sites.

Priority Six: UW-Whitewater will continue to strengthen its leadership position as a premier comprehensive university.

Goal 6.1 Supplemental outside funding support sufficient for the university to achieve its goals and priorities.

- See section on external funding for this information.

2. Explain the relationship of the program to other programs at the University.

- Many students from other departments choose to minor in the HPERC Department. The Coaching Minor ranks second in the university for the number of minors.
- Curriculum and Instruction students take some of the courses in the HPERC Department. The HPERC students take several courses in the Educational Foundation Department and from Curriculum & Instruction.
- Every student at UW-Water has the opportunity to take the required Personal Health and Fitness for Life as part of their GEN Ed. Requirement.
- The HPERC students are encouraged to take some courses from other departments outside of the COE such as in the College of Business to enhance their education and to help improve their marketability for future jobs.

B. Goals and Objectives

1. Describe the current (non-assessment) goals and objectives of the program, plus any stated mission for the program itself. And 2. Summarize the progress in fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.

The mission of the Department of Health, Physical Education, Recreation and Coaching is to:

- 1) prepare undergraduate and graduate students for careers related to health, physical education, recreation and coaching and contribute to the General Studies Program for undergraduate students;
- 2) advance knowledge as teacher-scholars in disciplines related to health, physical education, recreation and coaching and;
- 3) contribute expertise and experience to professions related to health, physical education, recreation and coaching, to the University of Wisconsin-Whitewater community, general public and contribute to the health, fitness and well-being of the University of Wisconsin-Whitewater students.

2001-2002 Major Goals and Results:

Goal 1 **The Department of Health, Physical Education, Recreation and Coaching will be able to successfully supervise personnel issues and to complete the merit and review process.**

Results:

The new chair, Dr. Virginia Hicks started July 9, 2002. She was responsible for the successful completion of the Merit and Review Process. It was successfully completed.

Dr. Ann Garvin was recommended for reappointment toward tenure and the administration approved this recommendation.

Dr. Guoli Liang was recommended for reappointment toward tenure and the administration approved this recommendation.

Nancy Farmer and Denay Trykowski were recommended for reappointment as academic staff and the administration approved this recommendation.

Sherry Pottebaum and Dr. Paul Rohr were recommended for reappointment as academic staff and the administration approved this recommendation.

Dr. Connie Kirk received positive comments during Post-Tenure Review and the comments were forwarded, by the department, to the Dean.

Dave VanderMeulen retired and was voted Faculty Emeritus by the Department

Nicole Bendt (50%), Jody Landish (75%) , Todd Schrivseth (25%), and Pat Miller (50%) were hired as interim coaches and academic staff.

After a search was completed, both the Women's BB/Academic Staff (50%) and Men's BB Coach/Academic Staff (50%) were hired.

Wendy DeMore resigned her coaching and teaching assignments.

All of the academic staff had a peer review by a tenured professor. The department chair observed all of the HPERC Academic faculty and academic staff interact with students during a lab, advising session and/or during class.

All of the HPERC faculty and academic staff submitted documents for the merit process and for the Annual Report. Some of the coaches also submitted information for the Annual Report.

Goal 2 **The Department of Health, Physical Education, Recreation and Coaching will be able to continually improve communication and working relationships within the department and between programs in the William Center. We will also continue to improve communication and public relations across the campus and with the community.**

Results:

Dr. Hicks, Chair, initiated frequent discussions with Mr. Shawn Eichorst, Athletic Director and with Mr. Gary Harms, Facility & Recreation Director.

The HPERC faculty/academic staff met bi-weekly. The meetings were productive and positive the majority of the time. Faculty and academic staff were encouraged to participate.

Two working groups were developed for the department: The Physical Education Licensed Board and the Non-Licensed Board Health, Human Performance and

Recreation. They met at least four times during the spring semester with one meeting being an extended meeting.

There were at least four HPERC meetings that included the entire Academic Staff from the Athletic Department.

There were two William's Center (all employees) meetings, the beginning of the year and for the Christmas Social.

The First Annual Awards Celebration for the Graduating Seniors was established.

The Chancellor, Interim Provost, COE Dean, COE Associate Dean, COE Assistant Dean, COE Advancement Officer were invited and attended at least one meeting for the entire faculty and academic staff for the HPERC Department.

A power point presentation was provided to the Chancellor and Interim Provost high- lighting the successes of the department.

A Power Point Presentation was provided to CEAAS on the Jamaica Trip.

Several presentations were provided by the faculty and academic staff across campus as well as the community.

A marketing committee was formed.

New Marketing Displays:

Two window displays by the Trophy Room

Academic Success window display across from Recreation

Window display by the CHARPE Bulletin Board

Window display by the entry to the HPERC Office

Signage for the department was installed

Two major meetings for the entire Williams Center Staff: Athletics, Recreation & HPERC Department

The Department WEB Page was revised

A brochure was developed for the summer classes

Our department participated in the Career Day

Revised the FACT Sheet

The Degree handouts were revised.

Community activities are listed under faculty professional activities.

Ribbon Cutting Ceremony for the gift from TREK.

Goal 3 The Department of Health, Physical Education, Recreation and Coaching will be able to prepare for the NCATE and DPI visit.

Results:

Numerous meetings were held with the COE to prepare for NCATE

The HPERC faculty pulled together to successfully prepare for the NCATE/DPI team visit.

Numerous meetings were held to prepare for the visit.

Portfolios, syllabi, etc. were organized.

Several binders were assembled with information needed for NCATE/DPI.

Received the comment **Exemplary** from NCATE and DPI

Goal 4 The Department of Health, Physical Education, Recreation and Coaching will be able to provide continuous quality improvement for operations of instruction.

Results:

Individual teaching schedules, along with five office hours, were posted outside of their office.

Reviewed and revised some existing policies & procedures.

Hilde Kopp was the graduate assistant for the HPERC Department. She did an outstanding job for department.

With the support of the Dean, Dr. Jeff Barnett, the Computer Lab and Classrooms were equipped with state of the art technology. With some funding from COE technology fund and student help we were able to staff the computer lab with lab technicians. The lab was open forty hours.

The Human Performance Lab was updated with state of the art equipment in a variety of areas, such as the BIOPAC.

Moved into the new renovated Office Suite in September.

Goal 5 The Department of Health, Physical Education, Recreation and Coaching will be able to continually improve the quality of the curriculum.

Results:

Licensed area is in the process of developing an assessment plan consistent with COE assessment plan.

- This plan will reflect the COE conceptual framework.
- Syllabus format has been developed and discussed with all faculty and academic staff who teach within the department.
- Rubrics and samples have been distributed
- A chart comparing WTS with NASPE Standards was distributed

- The Portfolio Process is in the process of being revised

Two Masters Programs were developed and presented to the College Graduate Committee. There was unanimous support.

New name for the non-license degree to Health, Human Performance and Recreation

The Non-Licensed Area (Health, Human Performance and Recreation) is in the process of developing a new major.

Athletic Credit course developed for intercollegiate athletic participation was approved by the College and University and will be implemented during the fall of 2002.

Several new and/or modified courses were developed this year.

Some classes, such as Backpacking, were offered during non-traditional hours such as Backpacking in the Outdoors.

A Proposal was submitted to TREK for 30 new bicycles. TREK agreed to the proposal. Also, Graber donated 30 racks for the bikes. Many cycling classes will be offered.

Most of the faculty are incorporating technology into their classroom.

Workshops Offered

(Summer 2001, Fall 2001, Spring 2002, Summer 2002, Fall 2002)

General Physical Education

Bicycling for Fitness (Spring 2002 & Fall 2002)

Backpacking in the Outdoors (Spring 2002)

Beginning Mat Pilates (Fall-2002)

Dimensions of Team Building and Problem Solving (Spring 2002)

Folk Dance (Fall 2001)

Introduction to African Dance (Fall 2002)

Marathon Training (Fall-2002)

Martial Arts Sparring Techniques (Fall 2001, Spring & Fall 2002)

Martial Weapons Fall (Fall 2001)

Racquetball 1 & 2 (Summer 2002)

Swing Latin/Club Partner Dance (Fall 2001, Spring & Fall 2002)

Step Aerobics (Summer 2002)

Professional Physical Education Workshops:

Cardio-Fitness (Fall of 2002)

Health Workshops:

Advanced Stress Management (Summer 2001)

Health and Wellness Behavior (Fall 2002)

Facilitating Health Behavior & Optimal Wellness (Fall 2001)

The Psychophysiology of Health and Physical Activity (Fall 2001)

Recreation Workshops:

Hiking Wisconsin Trails (Fall 2002)
Outdoor Cooking Techniques (Fall 2002)
Therapeutic Recreation (Created Spring 2002/not offered)

Coaching Workshops

Basketball Camp Administration/Fundamentals (Summer 2002, Summer 2001)
Basketball Coaches Clinic (Fall 2002 Fall 2001)
Basketball Scouting and Video Analysis (Fall 2002)
Developing HS Running Attack (Summer 2002)
Developing HS Passing Attack (Summer 2002)
Developing the HS Lineman (Summer 2001)
Development of the Quarterback/Receiver (Summer 2001)
Development of a HS Football Program (Spring 2002)
Football Camp Organization/Observation (Summer 2001)
Legal Issues in Athletics/Physical Education (Summer 2001)
Offensive and Defensive Line Techniques (Spring 2002)
Offensive and Defensive Pressure Basketball (Summer 2002)
Pressure Basketball in the New Millennium (Summer 2001 & Spring 2002)
Play/Coach Championship Golf (Summer 2001)
Promotion/Marketing Athletic Programs (Summer 2001)
Sport Camp Organization and Observation (Summer 2002)
Tournament/Championship Plan (Summer 2001)

New Classes, that have gone through the Curriculum Process:

Introduction to Martial Arts Weapons (Spring 2002)
Best Practices for Teaching Physical Education
Coaching-100 WIAA Coaching Certification
Coaching – 463/663
Coaching – 706 Sport and Society
PEPROF – 461 Behavior Aspects of Physical Activity
PEGEN193 Intercollegiate Athletics
PEPROF251 Water Safety Instructor
PEPROF 291 Life Guard
Research in Health and Physical Activity
Sports Pedagogy: Teaching and Coaching Sport Skills

Additional Curriculum Information

Facilities Planning and Design for Sport and Recreation (Proposed)
Legal Aspects of Sport and Recreational Activity (Proposed)
Personal Health and Fitness for Life was revised and restructured. This course is offered to over 800 students each semester.

Proposals – Grants

Several Grants and Proposals were submitted
Submitted Classroom Modernization Proposal \$37,500 (Highest Priority)
Submitted Motion Analysis Lab Modernization Proposal (\$76,960.00) Highest Priority
Submitted Human Performance Laboratory Williams Center 188 Lab Modernization Proposal \$110,000 (2nd Priority)

Trek Proposal submitted and awarded (30 Bikes @ 750.00 each for a grand total of \$22,500.00). Graber donated 30 bicycle racks at 85.00 each for a total of \$2,550.00. Graber also donated a cycling trainer at an estimated value of \$125.00.

Major Goals: 2002/2003

- Goal 1 The Department of Health, Physical Education, Recreation and Coaching will be able to continually improve the quality of the curriculum by using solid creativity and with the enhancement of technology.**
- Rename the Non-License Program to “Health, Human Performance & Recreation”
 - Develop a Master’s Program in Exercise Science or Physical Education
 - Convert workshops to classes
 - Continually increase the use of technology in the classroom
 - Increase the number of instructors who use Blackboard and/or other web enhanced technology in their classes.
 - Creative Scheduling
 - Offer more Non-traditional classes
 - Offer a class in another state and/or country
 - Attend conferences to stay current.
 - Plan and develop a Polar Heart Rate Workshop for faculty, students and public school teachers and community members.
- Goal 2 The Department of Health, Physical Education, Recreation and Coaching will be able to provide continuous quality improvement for operations of the department and instruction.**
- A current and thorough Policy and Procedures Manual for the department will be written.
 - Continue to attend William Center Council Meetings
 - Hire a Graduate Assistant
 - Administrative Manager
 - Assign Faculty in charge of labs to develop and revise policies.
- Goal 3 The Department of Health, Physical Education, Recreation and Coaching will be able to continue to complete work for NCATE and DPI and to include solid assessments.**
- Information will be gathered from current students, graduating seniors, and for alumni.
 - Department Assessment plan will be revised:
 - Artifacts with rubrics will be developed. A Portfolio time line and assessment plan will be developed. A survey will be developed for graduating seniors and for the alumni.
- Goal 4 The Department of Health, Physical Education, Recreation and Coaching will be able to revise the evaluation process.**
- Merit, student evaluations, peer review, promotional & tenure guidelines

- Goal 5** **The Department of Health, Physical Education, Recreation and Coaching will be able to provide opportunities for multicultural experiences to students and faculty.**
- Student Teaching Experiences in Hungary, etc., On-line Courses for Jamaica, Professors Presenting in various countries and/or states.
 - Develop International Experiences
- Goal 6** **The Department of Health, Physical Education, Recreation and Coaching will be able to complete a thorough analysis of the department by completing an Audit and Review.**
- Goal 7** **The Department of Health, Physical Education, Recreation and Coaching will be able to complete a search for at least one tenure track position upon a approval from the Chancellor.**
- Goal 8** **The Department of Health, Physical Education, Recreation and Coaching will be able to analyze the graduation rate and make recommendations to increase retention.**
- Goal 9** **The Department of Health, Physical Education, Recreation and Coaching will be able to continue to be involved with quality and exciting teaching, research and service.**
- Submit at least one grant proposal
- Goal 10** **The Department of Health, Physical Education, Recreation and Coaching will be able to continually improve communication and working relationships within the department and between programs in the William Center. We will also continue to improve communication and public relations across the campus and with the community.**
- Williams Center Meetings
 - Williams Center Council Meetings
 - Serve on University Committees
 - Advisory Board
 - Invite Student Teaching and Field Experience Supervisors to an Awards Banquet when we honor the Seniors
 - Continue to work on the Marketing Plan
 - Improve the Department Web Page

3. Describe how the program contributes to meeting specific state and societal needs.

Job opportunities for teachers over the next 10 years should be excellent, attributable mostly to the large number of teachers expected to retire. Although employment of preschool, kindergarten, elementary, middle, and secondary school teachers is expected to increase about as fast as the average for all occupations, a large proportion will be eligible to retire by 2010, creating many vacancies, particularly at the secondary school level. Intense competition for good teachers is already underway

among employers in many locations, with schools luring teachers from other States and districts with bonuses and higher pay.

Overall school enrollments through 2010, a key factor in the demand for teachers, are projected to rise slowly, resulting in average employment growth for all teachers from preschool to secondary grades. However, projected enrollments vary by region. States in the South and West, particularly California, Texas, Arizona, and Georgia, will experience large enrollment increases, while States in the Northeast and Midwest may experience declines. Projected enrollments also differ by grade, with enrollments rising moderately in grades 9 through 12, while remaining fairly steady for all other grades over the 2000-10 period. <http://www.bls.gov/oco/ocos069.htm> U.S. Department of Labor

4. Explain any changes in goals and objectives that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix C as necessary.

Response to the previous audit and review report.

- Incorporate the nine National Association for Sport and Physical Education (NASPE) Standards for Beginning Teachers in Physical Education into the program's assessment plan, by March 1, 1999. This was initiated in 1998 and continues to be systematically integrated.
- Identify methods of collecting assessment data related to the NASPE standards, by March 1, 1999. This was done and will continue to be refined.
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- By March 1, 1999 develop a plan for sharing assessment data with faculty and students. This was done. An assessment plan was developed for the 2001 Reviews by the Department of Public Instruction and the National Council for the Accreditation of Teacher Education. The License Program in Physical Education was one of two programs in the College of Education that was ranked as exemplary. The other program was Special Education.
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- Provide more exposure to at-risk and special needs populations for student teachers. Report on progress by March 1, 1999. Progress has been made in student teacher placements. More improvement is needed.

- Eliminate the physical education minor. Accept no new students into the program after December 1999. This was accomplished.
- Explore the establishment of an external advisory board. Report by March 1, 1999. An advisory board was created. (see attached Advisory Board for License)
- Develop a computer lab for students. Report by March 1, 1999. A small lab with 7 computer stations was developed with a UW System Grant. In the process of the new addition to Williams Center, a new computer lab with 24 stations was created.
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- Explore means with the Dean to secure funding for the equipment room and other equipment needs. Report on progress by March 1, 1999. With the restructuring of the program and management of the building, it is not clear what occurred.
- Work with the library to strengthen the library journal and periodical collection appropriate to the discipline. Report on progress by March 1, 1999. Progress has been made in this area.

C. Trend Data

1. Respond to the following trend data for the program:

- a. Number of students enrolled each fall for each of the past five years. (Data provided from the University's fact book.)

Physical Education (License and Non-license)

1996-97	1997-98	1998-99	1999-00	2000-01
218	219	228	241	256

- b. Number of degrees granted each year for the past five years. (Data provided from the University's fact book.)

Physical Education (License and Non-license)

1997	1998	1999	2000	2001
49	55	41	34	46

- c. Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major. (Data provided from the University's fact book.) Undergraduate majors with a consistent pattern of

students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number. Many students choose to get a licensure in Adaptives or Health. Some students choose to complete a minor program.

Physical Education (License and Non-license)

1997	1998	1999	2000	2001
unavailable	136	133	144	152

d. Student placement information. (Data to be provided by the department/program.)

Graduation records from December 1996-May 2001 show that there were 225 Physical Education (license and non-license) graduates (39% female/ 61% male). 64% reported placement information to the university. Of those individuals reporting, 92% were employed. 85% reported placement in a related field.

Salaries for those graduating in December 2000 to August 2001 have ranged from \$15,215-\$48,000.

(See Appendix D for detailed trend data)

D. Demand for Graduates

1. Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:

a. Acceptance into graduate programs and employment; Acceptance into graduate programs and employment;

The number of students enrolled in the graduate (master's) program has increased from 34 in the Fall of 1998 to 63 in the Summer of 2001. By semester, the counts of graduates students enrolled are:

Term Description	Term Code	Number Enrolled
Fall 1998	1987	34
Spring 1999	1991	31
Summer 1999	1993	39
Fall 1999	1997	33
Spring 2000	2001	32
Summer 2000	2003	42
Fall 2000	2007	29
Spring 2001	2011	53
Summer 2001	2013	63

- b. Employment projections by the Bureau of Labor Statistics and/or state agencies;

According to the Supply and Demand Survey from the Wisconsin Department of Public Instruction, the percentage of current physical educators over 46 years old are as follows:

61 years or older	1-2%
56-60	6%
51-55	16%
46-50	22%

Assuming the current retirement for physical education teachers is 62 years of age, 45% of those currently teaching will retire over the next 16 years.

C. Other indicators of employment trends. The department has recently placed field study students in the following non-school agencies: Appleton Family YMCA in Appleton; Beaver Dam YMCA in Beaver Dam; Beloit Boys Club, Rock Valley Correctional Program and Beloit Brewers Baseball Club in Beloit; Amoco Corporation in Chicago, Illinois; Madison Avenue Health and Racquet Club in Fort Atkinson; Southwest Suburban Branch YMCA in Greenfield; Janesville Leisure Services-Senior Center, and Janesville Family YMCA in Janesville; Lake Geneva YMCA in Lake Geneva; UW-Hospital Sports Medicine and Fitness Center, Cuna Mutual Insurance, Market Square Fitness Center, and Wisconsin Women's Intercollegiate Athletic Conference in Madison; Mayville Park and Recreation in Mayville; Tri County YMCA in Menomonee Falls; Central Branch YMCA and 411 YMCA Fitness Center in Milwaukee; Green County Family YMCA in Monroe, Oconomowoc Parks and Recreation in Oconomowoc; Quad Graphics in Pewaukee; South Wood County YMCA in Port Edwards; S. C. Johnson Wax in Racine; Rosemont Horizon in Rosemont, Illinois; Twinbrook YMCA in Schaumburg, Illinois; Sheboygan YMCA in Sheboygan; Sentry Insurance Company in Stevens Point; Quad Graphics in Sussex; Two Rivers Recreation Department in Two Rivers; United Conveyor Corporation in Waukegan, Illinois; GE Medical Systems Fitness Center, and Waukesha Athletic Club in Waukesha; and Whitewater Parks and Recreation Department, and UW-Whitewater Intramural Sports in Whitewater.

E. Accreditation

1. Identify the role of program accreditation for employment of graduates or program continuation.

The University of Wisconsin-Whitewater is regionally accredited by the North Central Association. The College of Education has been accredited by the Wisconsin Department of Public Instruction and the National Council for the Accreditation of Teacher Education. The HPERC Department has made significant contributions to each of the visits by these accrediting organizations.

2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation. Accreditation is not required for graduates' employment. It is

necessary for a licensed graduate to receive a license from the Department of Public Instruction. In the most recent review the Department of Public Instruction stated the Physical Education Program was exemplary.

(See Appendix E - most recent accreditation report)

F. Location Advantage

1. Explain any advantage the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

The University of Wisconsin-Whitewater is a 400-acre campus that includes academic/auxiliary building, a nature preserve and arboretum, and 43 acres set aside for baseball, football, soccer, softball, track, and tennis.

A focal point of the campus is a two-block mall which links classroom and administrative buildings with the multipurpose University Center. North of the mall are residence halls, the Student Health Center, the Williams Physical Education and Recreation Center, Kachel Field House, and the 12,500 seat Perkins Stadium.

Whitewater, located in the southeastern portion of the state, is a friendly, picturesque city of 12,000 people. UW-Whitewater is near rural recreation areas such as Kettle Moraine, yet within driving distance, of less than two hours, from the metropolitan centers of Milwaukee, Madison, and Chicago.

The majority of the population in Wisconsin resides in the southeastern corner of the state. The demographic situation provides additional opportunities for both licensure and non-teaching graduates competing for a larger number of positions in the area of the state in which they obtained their undergraduate training, and served as student teachers in the public schools and/or field study students in non-school agencies. The opportunities for teaching graduates are further enhanced because in the populous southeastern corner of Wisconsin, only the University of Wisconsin-Whitewater provides undergraduate teacher preparation in physical education and it is the only school in the University Wisconsin System that offers a minor in the area of recreation accredited by the Wisconsin Department of Public Instruction.

G. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs and/or elements that contribute to the program having a competitive edge. Factors to discuss may include:
 - a. The program's content or special emphases;
 - b. Its focus on a specific population;
 - c. The expertise of the faculty and staff in specific areas;
 - d. The availability of practicum or internship experiences; and/or

- e. The lack of duplication of the program at other institutions in the University of Wisconsin System.

The North Central Association regionally accredits the University of Wisconsin-Whitewater. The College of Education is fully accredited locally by the Wisconsin Department of Public Instruction and nationally by the National Council for the Accreditation of Teacher Education. This holds true for both the undergraduate and graduate programs.

Within the University System, nine of the thirteen universities have undergraduate entitlements for majors and/or sub-majors (including minors) in Health, Physical Education and/or Athletic Coaching as does UW-Whitewater. However, in the populous southeastern corner of Wisconsin, only the University of Wisconsin-Whitewater provides undergraduate teacher preparation in physical education. The University of Wisconsin-Milwaukee has phased out teacher preparation in physical education within the past several years.

There are a total of thirty-three public and independent colleges and universities in the State of Wisconsin that are locally accredited by the Wisconsin Department of Public Instruction. The University of Wisconsin-Whitewater is one out of thirteen that holds a major for the licensing of teachers in physical education for the elementary and secondary levels. They are also the only one out of this number that has a minor offered in the area of recreation and, in addition, are also the only one out of twelve that offers a minor in the area of athletic coaching. Seven of the thirty-three schools in the state offer a concentration in athletic coaching, three of which are in the University of Wisconsin System.

Also, within the University of Wisconsin System, only four of the thirteen universities have national accreditation by the National Council for the Accreditation of Teacher Education (NCATE). The four universities are: The University of Wisconsin-LaCrosse, the University of Wisconsin-River Falls, the University of Wisconsin-Platteville, and the University of Wisconsin-Whitewater. Demographically, the UW-Whitewater is the only university that is NCATE-accredited in the entire eastern portion of the state, along with residing in the southeastern portion of the state, which is the highest in population.

The Health, Physical Education, Recreation, and Coaching faculty have a long history of commitment to students and strive to meet their needs through individual advising and continuous revision of programs. Most faculty hold doctorates, and academic staff hold a minimum of a master's degree. All faculty and academic staff members assume leadership roles in their profession in addition to consultations and presentations at state, regional, national, and international conferences. Most have published research articles, abstracts, and books and are actively engaged in the College of Education and university community.

The individual faculty members and academic staff of the Department of Health, Physical Education, Recreation, and Coaching are the most important strength and provide significant evidence of program quality. The program strength of the faculty and academic staff has emerged significantly since the merge of the two Departments of Health, Physical Education, and Recreation and the Department of Coaching in July 1992.

Faculty members and academic staff are frequently recruited for positions that include responsibilities in the coaching of intercollegiate athletics. It is particularly difficult to recruit and retain faculty members and academic staff with a particular expertise or doctoral degrees for positions that include coaching responsibilities.

The Department of Health, Physical Education, Recreation, Coaching has also maintained relationships with the Departments of Curriculum and Instruction, Educational Foundations, Safety Studies, and Special Education. Students in the Department of Health, Physical Education, Recreation, and Coaching frequently take courses in these departments, either as electives or as part of the requirements for licensure to teach physical education in the public schools.

Faculty members and academic staff in the Department of Health, Physical Education, Recreation, and Coaching also teach courses in the Departments of Curriculum and Instruction, and Educational Foundations. The department also offers courses in health and physical education, which are required for elementary education majors in the Department of Curriculum and Instruction.

The program content or special emphasis is to provide society with professionals in the health, physical education, recreation, and coaching fields. There are expanding opportunities for careers in health promotion, corporate fitness, health and fitness clubs, hospitals, sports management, coaching, and recreation programs. These careers require preparation in health, physical education, recreation and coaching that are often different from the preparation of physical education teachers for the public schools. Thus, the programs in health, physical education, recreation, and coaching must support both the interests of students leading to licensure to teach physical education in the public schools and the parallel interests of students leading to careers in health, physical education, recreation, and coaching outside of the public schools.

The University of Wisconsin-Whitewater provides an extensive rate of practicum experiences from the Department of Health, Physical Education, Recreation, and Coaching throughout the southeastern portion of the State of Wisconsin. The department has recently placed student teachers in the following school districts: Beloit, Delavan-Darien, Fort Atkinson, Janesville, Jefferson, Lake Geneva, Milton, Milwaukee, Mukwanago, Orfordville, Palmyra-Eagle, Sun Prairie, Wales (Kettle Moraine), and Waukesha. Students have also been placed for a pre-student teaching experience in the Oconomowoc School District.

The department has also placed students seeking Special Physical Education licensure at the following locations: Bethesda Home in Watertown, Central Center for the Developmentally Disabled in Madison, Christian League for the Handicapped in Fontana, Lakeland Hospital and Rehabilitation Center in Elkhorn, St. Coletta's in Jefferson, Southern Center for the Developmentally Disabled in Union Grove, Wisconsin School for the Deaf in Delavan, Wisconsin School for the Visually Handicapped in Janesville, and UW-Whitewater Department of Recreation and Wheelchair Athletics in Whitewater.

H. Community Impact

1. Discuss the impact that the program has on the community and/or region. Factors to discuss may include:
 - a. The involvement of students and/or faculty in the region;

The Department of Health, Physical Education, Recreation, and Coaching frequently responds to requests for off-campus courses, demonstrations, clinics, lectures, and teaching/learning situations from local schools, community groups, cooperative education services associations, business and industry. In addition, offerings such as first aid, cardiopulmonary resuscitation, water safety instruction, life guarding training, adaptive aquatics instruction, and skin and scuba diving certification are provided for participants from both the campus and surrounding communities. The frequency and success of these various programs provide important evidence of extensive outside interest in the programs of the department.

The department has an important relationship with the public schools for the placement of field study students and student teachers. The department has a particularly important relationship with the public schools in neighboring communities where licensure students are placed for pre-student teaching experience. The closely surrounding areas of Milton, Edgerton, Janesville, Elkhorn, and Delavan have been utilized for the field study program. The department has placed student teachers in the following school districts: Beloit, Fort Atkinson, Janesville, Jefferson, Lake Geneva, Milton, Milwaukee, Mukwonago, Sun Prairie, Wales (Kettle Moraine) and Waukesha.

The department also has placed students seeking special physical education licensure at the following locations: Bethesda Home in Watertown, Central Center for the Developmentally Disabled in Madison, Christian League for the Handicapped in Fontana, Lakeland Hospital and Rehabilitation Center in Elkhorn, St. Coletta's in Jefferson, Southern Center for the Developmentally Disabled in Union Grove, Wisconsin School for the Deaf in Delavan, Wisconsin School for the Visually Handicapped in Janesville, UW-Whitewater Department of Recreation and Wheelchair Athletics in Whitewater, Janesville School District in Janesville, and Fort Atkinson School District in Fort Atkinson.

DEPT. OF HPERC ADAPTIVE SKI PROGRAM:

The Dept. of HPERC continued its collaboration with an adaptive ski organization, Southeastern Wisconsin Adaptive Ski Program (SEWASP) during the years 1998-99, 99-00, 00-01, and 01-02 to design, pilot, and implement a 10-week, 3-credit, winter course of Adaptive Skiing. After a program of intensive training in Colorado, HPERC instructors taught UW-Whitewater students and disabled persons learning to adaptive ski at a nearby ski resort, Alpine Valley, which hosts the program each winter. In the course *ADAPTIVE SKIING*, students from UW-Whitewater learn to assist and teach interested children and adults of all ages and varying disabilities to adaptive ski and perhaps later to compete in adaptive skiing events. Elementary and Middle School students from the Southeast region of Wisconsin have come from schools in Milwaukee, East Troy, Lake Geneva, Whitewater, and the Lakeland School in Elkhorn.

The Department of HPERC Coaching, Health, Athletics, Recreation, & Physical Education MAJOR / MINOR CLUB is called C.H.A.R.P.E. :

C.H.A.R.P.E. is a student-led organization within the UWW Dept. of HPERC that is affiliated with the Wisconsin Association for Health, Physical Education, Recreation, and Dance (WAHPERD), and the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). One to two HPERC faculty/staff serve as its advisor. Membership varies from year to year, ranging from 25-40 students.

C.H.A.R.P.E. members and advisors have attended WAHPERD conferences throughout Wisconsin. In 1998, a group of students traveled to the conference in Oshkosh, Wisconsin. In 1999 and 2000 student members attended the same convention in Waukesha. In 2002, a group will attend the WAHPERD convention in Green Bay, WI.

- b. The utilization of the program by consumers (i.e., performances and/or services); and/or

DEPT. OF HPERC ADAPTIVE SKI PROGRAM:

Participation in the UW-Whitewater Adaptive Skiing course has averaged the following annually:

- UW-Whitewater Physical Education major students: 12
- Elementary and Middle School students in SE region: 30
- UW-Whitewater instructors: 2

C.H.A.R.P.E. :

C.H.A.R.P.E. members have served in volunteer positions at St. Coletta of Wisconsin, Jefferson, WI., a community for people with developmental challenges. They have also volunteered in Adapted Physical Education at Lakeland School of Walworth County, and for the School for the Blind in Janesville, WI. Some students helped with fundraising for travel to conventions by volunteering for a local Family Day, and at Great America theme park.

- c. Support by regional constituencies.

DEPT. OF HPERC ADAPTIVE SKI PROGRAM:

The UW-Whitewater Adaptive Skiing program training for Dept. of HPERC instructors was funded by a private grant, and is supported by the Southeastern Wisconsin Adaptive Ski Program (SEWASP).

I. Strategic Planning

1. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.
 - Continue to revise the Physical Education Major
 - Rename the Non-License Emphasis to Health, Human Performance and Recreation.
 - Develop new courses and present them to the Curriculum Committee

PE General Courses: Horseback Riding, Biathlon Class, Triathlon Class, Mountain Biking, Cycling for Fitness, Pilates, Step Aerobics, Marathon Class, Roller Blading, Ping Pong, Bike & Boulder, Outdoor Adventure
Convert workshops to classes: Cycling for Fitness, Pilates, Step Aerobics, Marathon Class, and Introduction to African Dance.

PE Professional Courses:

- Develop classes to be offered to enable students the opportunity to travel to another state and/or country. (Example: Scuba Diving in Cancun, Mexico & Bike & Boulder in Utah)
- Develop additional opportunities for students to have international experiences.
- Continue to develop classes to be offered on line and for additional classes to be WEB Enhanced.
- Continue to pursue the opportunities with Jamaica to offer graduate courses to their faculty.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the faculty and staff responsible for the program.

Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.

Four of the approximately seven faculty (equivalency) responsible for teaching the courses in the physical education license program have doctorate degrees. One of the faculty members has a doctor of chiropractic degree and all of the academic staff have master's degrees.

2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.

See Appendix F.

3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program. One position in the physical education program has just been approved for a search. The adapted physical education courses are currently being taught by an adhoc instructor. Someone with an expertise in kinesiology is needed because of the sciences background required in Physical Education. The courses in the area of special needs require staff expertise in supervision of field experiences. Another area of needed expertise is in the area of outdoor adventure education for continued program development in outdoor adventure education.

See Appendix F-1

B. Teaching and Learning Enhancement

1. Summarize faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Factors to discuss may include:
 - a. Participation in on-campus and off-campus teaching enhancement activities;
Faculty and staff in the physical education program are active in both on campus and off campus activities for teaching and learning. Included in these activities are university events sponsored by the Learn Center, UW-System workshops and conferences, national and international events.
See Appendix H for details.
 - b. Involvement in academic advising and efforts to maintain or improve advising performance;
Faculty members in the license program share the load for advising all undergraduates in the program. With 185 majors in the program and only 4 faculty members assigned to this area the advising load is rather heavy.
Faculty and staff also participate in the campus and college programs for advising during the year and summer to improve retention.
 - c. Work with undergraduate students on research projects;
The faculty are helping several students on research projects.
See Appendix H.
 - d. Initiatives in student-learning based outcomes; The syllabi for the courses are written with measurable objectives and are outcome based for student learning.
 - e. New course development; and/or
During the spring semester of 2002 and the academic year of 2002/2003 the following courses were offered: Bicycling for Fitness, Marathon Training, Beginning Mat Pilates, Backpacking in the Outdoors, Dimensions of Team Building and Problem Solving, Swing, Latin, and Club Partner Dance, Hiding Wisconsin Trails, Research in Health, and Physical Activity and Introduction to African Dance.
 - f. Involvement with interdisciplinary course development and/or delivery.
The Adaptive Ski Program (Collaboration between HPERC and Student Services)

C. Research and Other Scholarly/Creative Activities

1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

See Appendix H

D. External Funding

1. Summarize the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

Proposals – Grants

Several Grants and Proposals were submitted

Submitted Classroom Modernization Proposal \$37,500 (Highest Priority)

Submitted Motion Analysis Lab Modernization Proposal (\$76,960.00) Highest Priority

Submitted Human Performance Laboratory Williams Center 188 Lab Modernization Proposal \$110,000 (2nd Priority)

Trek Proposal submitted and awarded (30 Bikes @ \$750.00 each for a grand total of \$22,500.00)

Graber donated 30 bicycle racks at 85.00 each for a total of \$2,550.00. Graber also donated a cycling trainer at an estimated value of \$125.00. Co-submitted grant for \$500,000 with athletic for Drug Mentoring Program

E. Professional and Public Service

1. Summarize the professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as:
 - a. Service involvement in professional organizations at state, regional, national, or international levels;
 - b. Editing or reviewing for professional publications within the discipline;
 - c. Non-compensated consulting or intervention activities related to the discipline; and
 - d. Roles and memberships in university, college and departmental committees.
(See Appendix H.)

F. Sources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include:
 - a. The number of students per faculty member;

Total SCH and FTE 1997-2002

1997-98	1998-1999	1999-00	2000-2001	2001-2002	
9993.5	10,106.5	10,223	11585	12,394.5	Undergraduate SCH
104	131	105	98	237	Graduate SCH
10,097.5	10,237.5	10,328	11,683	12,631.5	Total SCH
17.24	17.65	17.25	17.5	18.25	FTE

Total SCH/FTE 1997-2002)

1997-98	1998-1999	1999-00	2000-2001	2001-2002	
283.44	281.19	284.12	310.17	334.22	Fall Semester
302.26	298.84	314.61	357.43	357.92	Spring Semester
585.7	580.03	598.73	667.6	692.14	Total SCH/FTE

- b. The amount budgeted to student help, capital, supplies/services, etc.

2002/2003

Student Help Regular	\$7,100.00
Capital	00.00
Supplies/services	\$23,040.00

G. Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

FACILITIES AND EQUIPMENT:

WILLIAMS CENTER ADDITION:

Construction of this 14.5 million dollar Physical Education, Recreation, Fitness, and Athletics complex began in June of 2000, and was completed in September of 2001.

➤ CLASSROOMS:

- 6 modern classrooms were built to replace the previous 3. Each includes a computer teaching station and AV Control System. The classroom equipment is Level III Technology for the UW System.
- NEEDS:
 - Bulletin boards are needed in each of the classrooms.
 - Additional chairs and tables or desks are needed to accommodate larger enrollments, especially for Rm. 183 B/C; these have been requested.
- *TrophyRoom (classroom) received Air Conditioning in 1999*
- Dance Studio (classroom) received Air Conditioning in Winter 2001

➤ COMPUTER LAB:

- A new, 24-station computer lab has been built to replace the 7-station lab.
 - Software needs: *Adobe Acrobat, Adobe Primera, Adobe Photoshop, Dreamweaver, Flash 5.*

Additional qualified student help is needed to maintain lab hours after 5 PM.

Current funding is derived from an IT grant, which will run out at the end of the Spring 2003 semester.

➤ WEIGHT ROOM:

This new 12,000 sq. ft. facility replaced the former 5,000 sq. ft. space, and added \$250,000 of new equipment. It can accommodate over 200 persons at one time, and can accommodate HPERC activity classes while other activities are also in progress without having to shut the area down. Beginning Weight Training is taught here.

➤ GYMNASIUMS:

- Gyms 2 and 3 were remodeled in Summer 2000:
 - Gym 2 was converted from a dedicated Gymnastics Gym to a dedicated activity gym used by HPERC for Stress Management, Yoga, Self- Defense, Martial Arts, Wrestling, and Pilates activity classes.
 - Gym 3 was converted to an 11,000 sq. ft. dedicated Gymnastics Gym with permanent seating and considerably more equipment. Equipment can remain

standing without having to move it for classes and specialized activities. Gym 3 is used by HPERC for Fundamentals of Apparatus, Fundamentals of Tumbling, Techniques of Teaching Gymnastics, Self Defense, Yoga, and Pilates classes. Gym 3 received a new exercise floor in Fall 2002.

- Gym 4 was remodeled in Spring 2001.
 - Gym 4 became a dedicated Volleyball activity space, increasing its floor area by 5,000 sq. ft. by adding space that was the previous Weight Room. A brand new wooden floor was constructed for half of the gym area that supported the former Weight Room. HPERC classes meet in Gym 4 for team and individual sports, soccer, speedball, and aerobic dance.
- Roseman Gym: This teaching space is in need of modernization, and UW-W FP&M is processing requests from several unit users:
 - Floor needs to be replaced.
 - Floor requires daily cleaning.
 - Heating, cooling, and ventilation needs to be modernized.
- MOTION ANALYSIS LAB:

This newly renovated space accommodates 12 students, and replaces a previous space that was half its size with no accommodation for students. It has a new ceiling and lighting:

 - Peak Performance System is in place.
 - SOFTWARE NEEDS: 3-D camera for motion analysis compatible with Peak Performance software.
 - EQUIPMENT NEEDS: Touch Panel AV Control System for projecting images from computer, video, and other digital sources.
- HUMAN PERFORMANCE LAB:
 - Computer upgrades are in place: Includes portable stations with wireless computer systems to enable students to conduct stress testing at several stations. This gives many students the opportunity to analyze the activity of the heart during exercise.
 - Lab received Air Conditioning in Winter 2001.
- SWIMMING POOL:
 - EQUIPMENT NEEDS:
 - Cordless microphone, with in-house sound system: Was ordered and will arrive in November of 2002
 - New kickboards arrived September 2002. Additional kickboards and paddles will be ordered in Fall 2003.

HPERC classes using the Swimming Pool area are Beginning Swimming, Intermediate Swimming, Swim for Fitness, Lifeguard Training, and Water Safety Instructor.
- DLK FIELDHOUSE:

This 57,000 sq. ft. facility is the newest and largest in the UW System. It has a 200-meter track, 4 internal multi-purpose courts with dividable curtains, 4 batting cages, golf putting green and

hitting cage for golf classes, and an in-house sound system. It is used for a multitude of HPERC activity classes, especially when unfavorable weather prevents outdoor class activities.

- DANCE STUDIO:
 - The dance studio is in need of modernization: Lab Modernization request for equipment and remodeling was submitted in December of 2001 for \$37,500. Fundamentals of Rhythms, Techniques of Teaching Dance, and a variety of social and ethnic dance classes are taught here.

- OUTDOOR FIELDS:
 - SPACE NEEDS:
 - Cricket field.
 - Ropes Course or Climbing Wall.

 - Tennis Courts: 16 older tennis courts were replaced by 12 new, updated lighted courts during Summer 2002. HPERC Tennis classes are taught here.

- EQUIPMENT ROOM:
 - This space is totally new, somewhat larger than the previous equipment room, and allows for a better flow of equipment, as well as more efficient storage.

- EQUIPMENT:
 - DONATIONS:
 - A private individual donated protective padding and protective gear for the Martial Arts and Self-Defense classes.

 - 30 Hybrid bicycles were donated to HPERC by *TREK BICYCLE CORP.*, valued at \$750.00 each, for a total value of approximately \$22,500.00. Graber Products, Inc. of Madison donated one movable bike trainer valued at \$250.00, and 30 bike storage racks with attached locks, valued at \$85.00 each. The total contribution was estimated at \$25,300.00. Twenty helmets were purchased from Bicycle Wise, in Whitewater, at a reduced cost of \$15 each, regularly priced at \$30 each. UWW Academic Support Services made the purchase. The bicycles are used in the HPERC course, *Bicycling for Fitness*, and will also be used as other cycling courses are created.

 - NEEDS:
 - Hydrostatic Tank for measurement of body composition.

- LOCKER ROOMS:
 - Faculty locker rooms have been relocated and modernized.
 - Student general locker rooms were remodeled in 2001 and include new lockers.

- GENERAL ADMINISTRATIVE OFFICE SPACE:
 - The Dept. of HPERC received new office space for the Dept. Chair, and two Office Assistants, with a nearby workroom. Administrative space has increased by about 200 sq. ft., and is in the same general location rather than being scattered throughout the area. The workroom is dedicated to HPERC, not being shared with other departments as it was in the past. Three glass display cases were acquired for the Dept. of HPERC.

Appendix A: Program AR(s)

New Academic Report

PHYSICAL EDUCATION K-12 EMPHASIS (BSE)

LICENSURE REQUIREMENT - 36 CREDITS

EDFD 212 Ed. Psych or EDFD 481 Human Abilities & Learning	3
EDFD 222 Child Dev	3
EDFD 423 Measurement & Eval.	3
EDFD 243 Ed. In a Pluralistic Society	3
PEPROF 400 Methods of Teaching P.E	3
AND SECNDED 466 Literacy Strategies/Content	3

SELECT 2 CREDITS FROM COURSE EDFNDPRC 210

O & P Observation & Participation –	3
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STUDENT TEACHING

SELECT 6 CREDITS FROM PEFIELD 411 Elem. Student Teaching	6
AND	
SELECT 6 CREDITS FROM PEFIELD 412 Mid. Student Teaching	6
OR	

SELECT 6 CREDITS FROM PEFIELD 414 Sec. Student Teaching

SELECT 3 CREDITS FROM COURSE PEPROF 492 Field Experience	<u>3</u>
PEPROF 442-410 Seminar - Recommend as a 2 credit elective	36

(to be used as Major credits under Electives- concurrent with student teaching)

MAJOR - 54 CREDITS

Core Fund. (8 credits)	Credit
1. PEPROF 165 Intro to P.E.	2
2. PEPROF 173 Fund. of Tumbling	1
3. PEPROF 177 Fund. of Track/Field	1
4. PEPROF 200 Fund. of Rhythms	2
5. PEPROF 212 Fund. of Apparatus	1
6. PEPROF 215 Fund. of Weight Train/Phy Fit	<u>1</u>
	8

Professional Course (17 credits)

2. PEPROF 240 Theory of Team & Individ.	3
3. PEPROF 271 Structure & Function	4
4. PEPROF 281 First Aid & CPR	2
5. PEPROF371 Kinesiology	3
6. PRPROF 47 Physiology of Exercise	3
7. HEALTHED 181 Cont. Health	<u>2</u>
	17

Team Sports (2)

SELECT 1 TEAM SPORT COURSE FROM EACH GROUP BELOW:

GRP A:	PEPROF 171 Flag Football/Team Handball	1
	PEPROF 178 Soccer/Speedball	1
GRP B:	PEPROF 172 Basketball	1
	PEPROF 174 Volleyball	1
	PEPROF 210 Softball 210	<u>1</u>
		2

Individual Sports (2)

SELECT 2 CREDITS FROM COURSES

PEPROF 175	Badminton/Bowling	1
PEPROF 176	Golf/Archery	1
PEPROF 213	Tennis	<u>1</u>
		2

Lifetime (1)

SELECT 1 CREDIT FROM LIFETIME COURSES LISTED IN THE CATALOG AS PEGENRL (Excluding 192 University Requirement and 193 Athletic Participation). See Catalog for a listing of available courses.

1

Aquatics (1)

Select 1 credit from one of the following

PEGNRL 150	Beginning Swim	1
PEGNRL 151	Intermediate Swim	1
PEGNRL 158	Skin & Scuba	1
PEGNRL 159	Canoeing	1
PEGNRL 190	Swim Fitness	<u>1</u>
		1

Note: Each major must demonstrate at least an intermediate level of swimming by completing PEGNRL 151 or show proficiency through a swimming test. (Successful completion of the swimming test DOES NOT replace the 1 credit minimum requirement for Aquatics). PEPROF 251 or 291 may be used

Techniques Courses (15)

PEPROF 314	Tech. of Dance	3
PEPROF 324	Tech. of Gymnastics	3
PEPROF 330	Move/Elem.	3
PEPROF 340	Team and Individ.	3
PEPROF 380	Percept. Motor	<u>3</u>
		15

Adapted Courses (3)

PEPROF 475	Adapted P.E.	3
PEPROF 478	P.E. for Exceptional Child	<u>3</u>
		3

Electives (5)

SELECT 5 Credits APPROVED BY ADVISOR **5**

SWIMMING PROFICIENCY

PEGNRL 151 Intermediate Swim (1) OR
PEGNRL 251 Water Safety Instructor (3) OR
PEGNRL 291 Lifeguarding or Proficiency Test (3)

WRITING PROFICIENCY

All students are required to complete a writing proficiency exam.

Appendix C: Audit and Review Evaluation Report from Last Review

AUDIT AND REVIEW EVALUATION FROM 1997-98

Program: Physical Education

Major X

Minor X

Program Strengths:

1. The program is strongly in alignment with the University's Strategic Plan with curriculum and learning opportunities that support diversity, non-traditional learners and experientially-based service learning.
2. The program enjoys NCATE and NCA accreditation through the College and University. The program is also certified by DPI.
3. The program has a sound strategic plan for responding to the needs of students.
4. The program has set goals and is taking steps to meet them.
5. The program has scheduled its courses to address the needs of non-traditional students.
6. The program has actively supported experiential learning initiatives with its student teaching initiatives and field placements in non-school agencies.
7. Students are encouraged to attend national and state conferences.
8. The department has worked strongly with Disabled Student Services to provide field study experiences and ensure the success of every student in existing courses.
9. The faculty have kept abreast of advancing technology, incorporating it into course work.
10. Total scholarly output is strong (16 book chapters, 42 articles, 72 presentations)
11. The program has shown significant growth in the number of majors over the last five years.
12. Job placement for graduates is good.
13. This program is the only NCATE accredited program in southeastern Wisconsin to offer undergraduate teacher preparation in Physical Education.
14. The program is actively engaged in community outreach through field study, off-campus courses, demonstrations, clinics, community groups, cooperative education, etc.

Program Weaknesses:

1. While an explanation is offered, average credits to degree are still higher than the university average.
2. There is no Advisory Board for the program.
3. Some faculty and staff still require computer hardware and software as well as training in the use of that hardware and software in order to meet their professional needs.
4. The scope of professional journals and periodicals available in the library collection does not adequately support the program.
5. There seems to be a lack of funding for the repair, update, and purchase of new equipment (e.g., for the Equipment Room, the Peak Motus Motion Measurement System, etc.).
6. There is a need for instructional classrooms, an exercise science lab, a new weight training facility, a new gymnastics facility, a state-of-the-art fitness center, and locker room updating.
7. No employer or alumni surveys are available for program assessment.

Specific Actions Required:

1. Incorporate the nine National Association for Sport and Physical Education (NASPE) Standards for Beginning Physical Education Teachers into the program's assessment plan by March 1, 1999.
2. Identify methods of collecting assessment data related to the NASPE standards by March 1, 1999.
3. Begin collecting assessment data by May 1, 1999.
4. By March 1, 1999, develop a plan for sharing assessment data with faculty and students.
5. Acquire modern health equipment (e.g., heart monitors, a Peak Motus System, etc.). Report on progress by March 1, 1999.
6. Explore the development of an outdoor adventure-based course. Report on progress by March 1, 1999.
7. Provide more exposure to "at-risk" and special needs populations for Student Teachers. Report on progress by March 1, 1999.
8. Eliminate the Physical Education minor. Accept no new students into the program after December 1999.
9. Explore the establishment of an external Advisory Board. Report on progress by March 1, 1999.
10. Develop a computer lab for students. Report on progress by March 1, 1999.
11. Equip classrooms with modern presentation and computer equipment. Report on progress by March 1, 1999.
12. Explore means with the Dean to secure funding for the Equipment Room and other equipment needs. Report on progress by March 1, 1999.
13. Work with the library to strengthen the library journal and periodical collection appropriate to the discipline. Report on progress by March 1, 1999.

Recommendation:

Continuation subject to minor concerns.

Appendix D: Trend Data included from the University's Fact Book

Undergraduate Headcount Distribution by Major (Fall)

Physical Education					
96-97	97-98	98-99	99-00	00-01	01-02
218	219	228	241	256	256

Source: Fact Book (Undergraduate Headcount Distribution by Major & Undergraduate Fall Enrollment by Major/Emphasis)

Physical Education (NL/L)					
96-97	97-98	98-99	99-00	00-01	01-02
unavailable	78/141	72/156	64/177	70/186	unavailable

Source: Fact Book (Undergraduate Fall Enrollment by Major/Emphasis)

Undergraduate Headcount Distribution by Minor (Fall)

Coaching					
96-97	97-98	98-99	99-00	00-01	01-02
137	136	144	156	227	unavailable

Source: Fact Book (Undergraduate Headcount Distribution by Minor)

Health					
96-97	97-98	98-99	99-00	00-01	01-02
88	86	43	99	107	unavailable

Source: Fact Book (Undergraduate Headcount Distribution by Minor)

Recreation & Leisure					
96-97	97-98	98-99	99-00	00-01	01-02
37	32	31	16	25	unavailable

Source: Fact Book (Undergraduate Headcount Distribution by Minor)

Physical Education					
96-97	97-98	98-99	99-00	00-01	01-02
5	3	1	discontinued	discontinued	discontinued

Source: Fact Book (Undergraduate Headcount Distribution by Minor)

Number of Graduate Students (Curriculum and Instruction - MS)

Phys/Health Education					
96-97	97-98	98-99	99-00	00-01	01-02
13	6	5	4	unavailable	unavailable

Source: Fact Book (5-year Enrollment History of Graduate Students by Program)

- e. Number of degrees granted each year for the past five years. (Data provided from the University's fact book.)

Total Number of Degrees Granted (This data shows discrepancies between sources)

Physical Education					
96-97	97-98	98-99	99-00	00-01	01-02
40*	54*	44*	36*	52*	45*
<u>49</u>	<u>55</u>	<u>41</u>	<u>34</u>	<u>46</u>	<u>unavailable</u>

Source for items marked with *: Fact Book (Average Completed Credits to Degree)

Source for underlined items: Fact Book (Undergraduate Degrees and Percentages by Major)

Physical Education (NL)					
96-97	97-98	98-99	99-00	00-01	01-02
21*	32*	25*	24*	36*	Unavailable*
<u>23</u>	<u>32</u>	<u>22</u>	<u>23</u>	<u>23</u>	unavailable

Source for items marked with *: Fact Book (Average Completed Credits to Degree)

Source for underlined items: Fact Book (Undergraduate Degrees and Percentages by Major)

Physical Education (L)					
96-97	97-98	98-99	99-00	00-01	01-02
19*	22*	19*	12*	22*	Unavailable*
<u>26</u>	<u>23</u>	<u>19</u>	<u>11</u>	<u>23</u>	<u>Unavailable</u>

Source for items marked with *: Fact Book (Average Completed Credits to Degree)

Source for underlined items: Fact Book (Undergraduate Degrees and Percentages by Major)

- f. Average number of total credits completed by those earning degrees for each year for each of the past five years when the program was an undergraduate major. (Data provided from the University's Fact Book.) Undergraduate majors with a consistent pattern of students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number.

Average Completed Credits

Physical Education					
96-97	97-98	98-99	99-00	00-01	01-02
unavailable	136	133	144	152	156

Source: Fact Book (Average Completed Credits to Degree)

Physical Education (NL)					
96-97	97-98	98-99	99-00	00-01	01-02
unavailable	137	127	138	133	unavailable

Source: Fact Book (Average Completed Credits to Degree)

Physical Education (L)					
96-97	97-98	98-99	99-00	00-01	01-02
unavailable	134	127	138	133	unavailable

Source: Fact Book (Average Completed Credits to Degree)

In looking at the total credits earned by the undergraduates in the Physical Education program, the average credits exceed 120 credits. The high number of completed credits to a degree are a reflection of the variety of options available and/or required by some degrees (i.e., Adaptive Physical Education, Coaching Minor, Health Minor or Licensure). Most students attempt to gain a multi-categorical portfolio to better prepare themselves for gainful employment.

g. Student placement information. (Data to be provided by the department/program)

Placement Figures

December 1996-May 1997			
Program	% Reported	% Reported Grads Placed	% Reported in Related Field
Physical Education (K-12 Lisc.)	68%	92.31%	100%
Physical Education (NL)	38%	75%	40%

(Source: Career Services report dated May 14, 1998)

December 1997-May 1998			
Program	% Reported	% Reported Grads Placed	% Reported in Related Field
Physical Education (K-12 Lisc.)	77%	94.12%	93.75%
Physical Education (NL)	50%	93.75%	93.33%

(Source: Career Services report dated June 1, 1999)

December 1998-May 1999			
Program	% Reported	% Reported Grads Placed	% Reported in Related Field
Physical Education (K-12 Lisc.)	84%	100%	100%
Physical Education (NL)	68%	94.12%	87.5%

(Source: Career Services report dated June 15, 2000)

December 1999-May 2000			
Program	% Reported	% Reported Grads Placed	% Reported in Related Field
Physical Education (K-12 Lisc.)	75%	88.89%	75%
Physical Education (NL)	54%	76.92%	80%

(Source: Career Services report dated March 9, 2001)

December 2000-May 2001			
Program	% Reported	% Reported Grads Placed	% Reported in Related Field
Physical Education (K-12 Lisc.)	59%	100%	100%
Physical Education (NL)	65%	100%	80%

(Source: Career Services report dated May 16, 2002)

College of Education	
Program	% Placed
Elementary Education	97%
Secondary Education	96%

(Source: Career Services, 5/2001-12/2001, report dated March 2002)

Salary Report for December 2000, May and August 2001 Graduates

(Source: Career Services, 5/2001-12/2001, report dated March 2002)

Elementary Education (K-8)	\$28,994 (avg.)	\$15,215 (low)	\$48,000 (high)
Secondary Education (7-12)	\$30,106 (avg.)	\$21,000 (low)	\$49,000 (high)
Health/Recreation Services	\$25,019 (avg.)	\$21,840 (low)	\$30,000 (high)

Appendix H: Committees

Academic Affairs and Curriculum	Karen Barak, Ann Garvin, Jody Landish, Guoli Liang, Dianne Jones, and Penny Portman
Academic Staff Assembly	Nancy Farmer, Wendy DeMore

Academic Staff Promotions	Steve Brown
Budgeting Committee	Steven Albrechtsen, Virginia Hicks, Willie Myers
COE Field Experience Committee	Karen Barak
COE NCATE-DPI HPERC Liaison	Brenda Clayton
COE of Education International	Brenda Clayton
COE of Education Salary	Bruce Bukowski
College Promotions	Bruce Bukowski
COE Curriculum Committee	Ann Garvin
COE Scholarship	Ann Garvin
COE Awards	Ann Garvin
COE Personnel	Dianne Jones
Fund Raising	Anne Garvin, Connie Kirk, Willie Myers, and Debbie Thompson
Equal Opportunity	Dianne Jones
Graduate Committee (Masters)	Steve Albrechtsen, Bruce Bukowski, Brenda Clayton, Virginia Hicks
Graduate & Research	Bruce Bukowski, Dianne Jones, Guoli Liang, Jody Landish, Penny Portman, Paul Rohr
Health and Human Performance	Steve Albrechtsen, Karen Barak, Ann Garvin
Recreation Board	Nancy Farmer, Connie Kirk, Paul Rohr
Healthy Campus Initiative	Steve Brown, Virginia Hicks, Yvette Kell, Sherry Pottebaum
HPERC Ad Hoc SCH Production	Ann Garvin, Bruce Bukowski
Library Committee	Ann Garvin
HPERC Tenure Faculty Review	Karen Barak
Intercollege Athletic	Dianne Jones
Marketing	Nicole Bendt, Virginia Hicks, Connie Kirk, Willie Myers,

	Deb Thompson
Merit Review	Steve Albrechtsen, Bruce Bukowski and Virginia Hicks
NCATE-DPI (HPERC)	Brenda Clayton, Dianne Jones, Connie Kirk, Virginia Hicks, Willie Myers
Physical Education Licensed Board	Brenda Clayton, Bruce Bukowski, Dianne Jones, Guoili Liang, Sherry Pottebaum, Penny Portman, Denay Trykowski, Willie Myers
Scholarship & Awards	Brenda Clayton, Ann Garvin, Paul Rohr, Denay Trykowski (Chair)
Social/Special Events	Nancy Farmer (Chair), Willie Myers, Debbie Thompson, Paul Rohr
Student Affairs	Paul Rohr
Student Evaluations	Bruce Bukowski, Karen Barak, Connie Kirk
Technology-	Dianne Jones, Guoili Liang
Undergraduate Research Council	Karen Barak
University Personnel Rules	Penny Portman
University Strategic Budget and Planning	Brenda Clayton
University Faculty Senate	Brenda Clayton
University Promotions	Kris Russell

Appendix H

Selected Activities for the HPERC Faculty and Academic Staff as of July 1st, 2001 through June 30, 2002.

Steve Albrechtsen

Scholarly Activities:

- “Opportunities and responsibilities for leisure education in the global society of the technological millennium”. World Leisure Congress – Kuala Lumpur, Malaysia, Oct. 21-25, 2002. (Paper to be published in the conference proceedings.)
- “Future Trends: Status of health profiles worldwide and effects of technology and bio-technology.” Invited for presentation at the International Sports Science Conference on Health Promotion, Wellness and Leisure: Major Components of Quality of Life. Hong Kong, China October 5-6, 2002. Paper to be published as a chapter in a book.
- “Earth, wind and fire: Protection from altitude, cold and sun.” Presented at the annual Mid States Camping Conference of the American Camping Association. St. Charles, ILL. April 6, 02.
- “Technology and leisure in the new millennium: Implications to active and healthy lifestyles. In Physical Fitness and Activity in the Context of Leisure Education.” Frank H. Fu and Hillel Ruskin (Editors). Hong Kong, China: Dr. Stephen Hui Research Center for Physical Recreation and Wellness, 2001
- Contributed to the development of an International Position Paper entitled “Physical Fitness and Activity in the Context of Leisure Education.”
- Currently participating in the development of an international position paper on the topic of health promotion, wellness and leisure that will be published following the conference in Hong Kong.
- Wrote two Lab Modernization Reports
- Chaired the Health, Human Performance and Recreation Board
- Developed and Presented a new undergraduate major for HHPR
- Developed and Presented a new Masters Program to the COE Graduate Committee
- Audit & Review Chair – Health, Human Performance and Recreation

Karen Barak

Conferences & Workshops:

- American Camping Ass. Wisconsin Section Fall Workshop: Topics: Safety and Security, Insurance Costs, & International Staffing 11/15/01
- Wisconsin Park and Recreation Association Conference & Trade Show 11/11/05/01
- Association for Experiential Education, 11/1/01
- American Camping Association Midstates Conference 04/06-08,02
TIR Blackboard Workshop: Digital Dropbox
- Canoeopia: Canoe and outdoor trade show 03/09/02
- ACA Wisconsin Section Board Retreat Training 12/04/01
-

Research and Creative Activity:

- Reviewer: (Blind Review Process)
- Association of Experiential Education’s Journal of Experiential Education – Two Articles

- Pre-Press Book for AEE: Body Stories by Lisa West Smith
- Contributor to: “Leisure Education in the Schools” project, undertaken by American Association for Leisure and Recreation (AALR). Review and revision of 1986 and 1991 position statements and related materials. Lisa Pesivino University of Chicago Editor. Submitted to Board April 02.
- Editor of “Outdoor Leisure Education (OLE) Position Statement” for World Leisure and Recreation Association Education Commission. Final Draft subcommittee, 10/20/01.
- Encyclopedia of Leisure and Outdoor Research (projected publication 2003). “Programming.” Chief Editors J. Jenkins University of Newcastle, Australia and J. Pigram, University of New England, Australia. Routledge Publishing: London.
- Encyclopedia of Leisure and Outdoor Research (projected publication 2003). “Quality of Life.” Chief Editors J. Jenkins University of Newcastle, Australia and J. Pigram, University of New England, Australia. Routledge Publishing: London.
- Community Professions in Physical Education – Web Enhanced via Blackboard

Presentations:

- American Camping Association Leadership Conference
Co-Presented Outdoor Living Skills
American Camping Association Midstates Conference “The Arts and Crafts of Tie Dying”

Service:

- UW-W College of Education Retreat: Undergraduate Research Program: NCUR
- Taught Canoeing Skills and Canoeing Merit Badge to Stoughton Boy Scouts Preparing for Boundary Waters Expedition Adventure Trip
- Chair to Publication Advisory Committee for AEE
- World Leisure and Recreation Association Research Commission Board Member Education Commission – Chair for Outdoor Leisure Education Committee
- Wisconsin Park and Recreation Association Foundation: Board Member
- NCUR Proposal Review Committee

Marketing Activities:

- Numerous activities including developing a database for the graduating seniors and wrote and printed the letter to the HPERC Grads Celebration
- Photographer for Student Scholarship Golf Outing,
- Worked with Project Assist to meet needs of multiple students

Other:

- Obtained several certifications
- Audit and Review Chairperson - Recreation

Bob Berezowitz

- NCAA Football Selection Championship Div. III
- AFCA Rating Committee
- Search Committee: Head Men’s Basketball and News and Publication
- Consultant-Coach at Evansville H.S.

Steve Brown

- CHARPE Supervisor
- Author: “Incorporating Olympic Lifts Into Your Program. The Point After II: The Official Publication of the Wisconsin Football Coaches Association”
- Electronic Media: developed Nutrition Guide CD-ROM for student-athletes
Strength and Conditioning Manual CD-ROM for student-athletes
- Consultant: Training Programs in Strength and Conditioning
Track at Parkview High School, Orfordville, WI and Brodhead High School Football Program

Conferences and/or workshops:

- Wisconsin Cross Country Coaches Association Clinic, UW-Whitewater O-Line/D-Line Football Clinic, M-F Athletic Functional Training Workshop, Chicago, Wisconsin Football Coaches Association Clinic, Madison

Presentations at conferences and/or workshops:

- “Strength Training for Basketball” – Whitewater High School , Girls BB Camp and Boys BB Camp.
- “Stability Ball Training” UW-Whitewater Cross Country Camp
- “Warhawk Power”: UW-Whitewater Strength and Conditioning presented to Health for Life Course
- “Strength and Conditioning Management” presented to Theory of Coaching Course, Beloit College
- “Developing the High School Wrestler” presented to Coaching of Wrestling Class
- “Strength Training” for HS Athletes Broadhead High School
- “Innovative Strength Training for the Young Runner”- Presented to Wisconsin Cross Country Coaches Association Clinic, Brookfield
- “Training Linemen – Developing Athletes” present to UW-W O-Line/D-Line Football Clinic
- “Warhawk Power”: Training For Football presented to Development of High School Football Program Course
- “Incorporating the Olympic Lifts Into Your Program” – Wisconsin FB Coaches Association Clinic, Madison
- Strength Training Presentation presented to a Graduate Class-Exercise and Health
- “Developing the HS Wrestler” presented to Coaching of Wrestling Course.

Bruce Bukowski

Scholarly Activity:

- Stinson & Bukowski, Southeastern Asian students’ perceptions of and participation in “A comparison of academic athletic eligibility in interscholastic sports in American high Schools”. United States Sports Academy Sport Journal.
- Physical education teachers’ perceptions of block scheduling in secondary physical education. The Journal of Physical Education, Recreation and Dance.
Scholastic sports. International Sports Journal
- Every Teacher a Teacher of Reading? Pre-Service Physical Educations’ Attitudes Toward Literacy Instruction.” The Action in Education Journal ((Under Review)
- “ Grant Awarded - “The Academic Game Plan – Excellence Fund \$2000.00

- Electronic Media:
Coaching defensive linemen for youth football. Coaches Choice Monterrey, California.
Teaching video that is being marketed and sold nationally.
- Invited Works:
Coaching as a profession. A presentation made to 75 middle school students in Whitewater.
- Presented half-day workshops
Janesville Parker High School, Hartford Union High School, Milwaukee Riverside High School.
- Reviewer 2001 Annual Meeting of the Mid-Western Educational Research Association.
- Attended Wisconsin Football Coaches Association State Clinic, Madison's BB Position
- Volunteer for Badger State Games
Volunteer for WIAC Conference
- Organizer and Reader for the Department Writing Exam Chair and member of the Athletic Dept.
Assistant Trainer Position
- Interviewed the two final candidates for the Head Women

Brenda Clayton

- Coordinated the HPERC NCATE Report, Wrote the Physical Education Report
- UWS International Grant
- UWS Curriculum Revision Grant
- Submitted a request a sabbatical to do research and it was awarded
- On-Site Visit to Budapest Hungary – Developed agreement for Student Teacher's to complete part of their student teaching in Budapest.
- Mentored two faculty members
- Revised the Academic Report for License Program
- Submitted at least two presentations for a national and international convention
- HPERC NCATE/DPI Licensure Coordinator
- Created Student Teaching Opportunities in Hungary, Jamaica, Sweden, and Australia
- Chair of the Physical Education Licensed Board
- Assumed Responsibility as International Coordinator for HPERC
- Developed and Submitted a Masters Program in Health, Physical Education and Coaching
- Audit & Review Chair-Physical Education

Ann Garvin

- Submitted new class proposals and workshops
- Awarded \$1000.00 from the College of Education research fund
- Scholarship & Creative Achievement Recognition

Conferences and/or workshops attended:

- Diet and Exercise for Health and Performance/ Baltimore, MD
- American Society for Clinical Nutrition
- American College of Sports Medicine May 28-June 1, 2002

Scholarship and Creative Activity:

Reviewed:

- “Feeling State Responses to Resistance Training and Cycling in Sedentary Women for *International Journal of Sport Psychology*
- Contemporary Nutrition, McGraw-Hill
- Collaboration and Reviewer of Creative Supplementation in Female Rowers and Weight Gain/UW Sports Medicine.

Articles:

- “Facilitation Health Behaviors: A Challenge of Health Education Online Journal of Teaching Excellence” University of Wisconsin-Platteville
- “Insulin Sensitivity and Weight Training in Post-Menopausal Women” *Medicine and Science in Sports and Exercise*
- “The Effects of Single and Multiple-Set Upper Body Strength Training in Pre-Menopausal Women”, Abstract in *Medicine and Science in Sports and Exercise*.
- “Affective Responses to Cycling without Resistance as a Control in Exercise Psychology Research”, Abstract in *Medicine and Science in Sports and Exercise*.

Presentations:

- University of Wisconsin-Madison, Kinesiology Department: “Solomon Four-Group Design and Exercise Psychology Research
- ACSM Presentation May 28-June 1, 02
 - “Affective Responses to Cycling without Resistance as a Control on Exercise Psychology Research”
 - “The Effects of Single and Multiple-Set Upper Body Strength Training In Pre-Menopausal Women
- Nutrition for Peak Athletic Performance Presentation – Duluth, Minnesota June 28, 02
- Approved research project by IRB May 3,02 The Interaction of Physical Activity and Eating Disorders

Consultant:

- Nutritional Consultant, UWW Children’s Center
- Nutrition Consultant for John Douglas UWM Swim Coach
- Delta Zeta – Epsilon Kappa – Nutrition and Supplements
- Statistical Consultant Dr. T. Scerpella, Syracuse, New York

Search:

- UWW Children’s Center Interviewer for College of Education Admission
- Women’s Head Basketball Coach
- Nurse Practitioner UWW Health
- Search for Teacher UWW Children’s Center

Nancy Farmer

- Submitted new class proposal

Conferences and Workshops attended:

- National Wellness Conference, Stevens Point
- Reiki Level I Training
- American Red Cross Instructor Update Workshops

Service:

- First Annual Graduating Seniors' Reception
- Annual Intra-department Williams Center Holiday get-together.

Search Committee:

- Instructor/Women's Gymnastic Coach
- Mentored Todd Skrivseth and Sherry Pottebaum for Contemporary Health

Virginia Hicks

- Started as the new Chair on July 9th, 2002
- Met individually with all of the faculty and the majority of the academic staff at the beginning of the year to share ideas on various programs/classes.
- Attended a two day workshop for the UW System Chairs in Madison
- Met with the COE Dean, some previous HPERC Chairs and one Chair outside of the department to develop an understanding of the administrative responsibilities necessary for successful operations of the HPERC Department.
- Developed New Workshops

Search Committee:

- Head Men's Basketball/Academic Staff
- Assistant Women's Basketball/Academic Staff

International Trip:

- Assisted Dr. Kenney & Dr. Morgan on the Jamaica Study Tour
- Developed a list of contact people at the college level and/or school level who are interested in physical education programs.
- Met with administrative leaders and shared educational information at G. C. Foster College, Northern Caribbean University, Bethlehem Moravia College and Mile Gully School.
- Work is in progress with the development of collaborative efforts in the area of physical education especially with G.C. Foster (college for Physical Education Majors).
- Plans are being developed for a masters program to offer G.C. Foster faculty & 1500 Graduates since the opening of G.C. Foster in 1980.
- There will be at least one student teacher traveling to Jamaica next year.

Other:

- Initiated the development of the UWW Health Coalition Committee
- Presented to the COE Graduate Committee of the importance of the HPERC to Develop a separate Masters Degree in Health, Physical Education, Recreation and Coaching with various emphasis such as Human Performance, Physical Education, and others.
- Presentation – Feeling Fit and Fitting In to a Freshman Leadership Course
- Submitted a proposal in the Fall of 2001 to Trek Bicycles for thirty new bicycles and it was awarded 30 @ \$750.00 = \$22,500.
- The HPERC Department was also awarded with thirty bicycle racks with one trainer from Graber.
- Submitted three presentation proposals to a national and international conference

- Reviewed Text: McGraw Hill Text to be used for Personal Health and Fitness for Life.
- Submitted one External Grant
- Will present at the First Adult Fitness and Weight Control Camp July 25-28
- Wrote the Annual Report and Coordinated the Merit
- Presentation to the Chancellor and Interim Provost “HPERC Overview”
- Graduation Marshall
- Initiated the Marketing Displays and Signage for the department
- Chaired the Review Process for Ann Garvin, Sherry Pottebaum, Paul Rohr, Nancy Farmer, Denay Trykowski, and Connie Kirk Volunteer for Badger State Games (Summer of 2002)
- Volunteer for WIAC Conference Swim Meet and Track Meet
- Presenter to new freshmen on June 17, 2002

Plans for the Summer for the Chair:

- Develop a Policy and Procedures Manual
- Develop a Risk Management Policy & Procedures including Waiver Policies.
- Write Recommendations for the Merit Process
- Write Recommendations for the Workshop Process
- Develop the Spring Schedule 2003 – Develop Template for Scheduling
- Continue Work with Jamaica
- Teach three classes and supervise Independent Studies
- Advising at some of the Previews
- Take a Blackboard Class
- Prepare to teach Adaptive Classes
- Develop and submit Staffing Proposal
- Develop Cycling Workshops

Dianne Jones

Conference Presentations:

- WAHPERD Convention, Appleton, Wisconsin “Hey coach, one teaching style does fit all!” (Presented with Jim Zomcheck, coaching minor student)
- Blending style and substance with technology” Illinois Technology Conference for Educators
- “Blending style and substance with technology” AAHPERD Convention, San Diego.

▪ *Presentation at Professional Meetings:*

- UWW Title III Instructional Technology Workshop. “A pedagogical approach to incorporating technology into your teaching: Special emphasis on digitizing video”
- College of Education Retreat: Portfolio Panel Discussion

Interview for Professional Journal:

- *Women in Higher Education*, “How to Conduct a Student Interest Survey on New Sports”.
- *Title IX Compliance Bulletin for College Athletics*, “Conducting an Effective Student Survey Requires more than just asking Questions”.

Research & Creative Activity:

- IRB application “Investigation of Students’ Learning Styles”
- IRB application, “Investigation of Athletes/Coaches DISC Behavioral Style

Attendance at Conferences Specific to Research and Creative Activity:

- Eight Sessions
- Wrote the NCATE Coaching Minor Report
- Developed a Coaching Assessment Plan
- Accepted Grant Proposals
(2) Title III Training and Conference Support Grant
- Developed and Submitted new class proposals
- HPERC Coaching NCATE/DPI Coordinator
- Moved Several Courses to Blackboard
- Created numerous PowerPoint Slides and incorporated Numerous Digitized Films
- Offered Several Web-based Courses
- Offered Several Distance Education Courses
- Developed Several On-Line Assessments for Coaching Classes
- Developed the game “Who Wants to be a Coach” in Coaching – 100
- Attended and participated in 22 sessions at UW-W to enhance teaching skills
- Honor: Selected as the first faculty member for the UW-Whitewater Technology Showcase
- NASPE Coaches Council Executive Committee
- Develop several Coaching Classes
- Assisted with the Backpacking Class
- Presented to a Graduate Class “Exercise & Health”
- Reviewer for the NASPE Presentations at the AAHPERD Convention
- Resource Person for Sexual Harassment Awareness in Williams Center
- Grievance Appeals Panel
- Submitted Proposal Presentation to AAHPERD
- Participated in numerous campus activities
- Audit & Review Chair-Coaching

Constance Kirk

- Wrote the NCATE-DPI Health Report
- Working on a grant
- Submitted and Developed a New Workshop

Conferences and Workshops

- Presented A Day Long Workshop: Soular Powered Health & Fitness-Spirited Steps to Dynamic Wellness on May 8 UWW Campus
- HPERC NCATE/DPI Coordinator.
- Proposal submitted for entire overhaul of Health Education Minor (In Progress) Health Education Minor for licensure and Health Promotion Minor (replacing the old L& S Health Minor)

Presenter:

- Soular Powered Workshop Staff of Winnebago Mental Health Institute in Oshkosh. WI.
- Keynote speaker for Worksite Wellness Program in Ft. Atkinson Memorial Health Services, May 22
- Author of a new Book: Soular Powered Health & Fitness-Spirited Steps to Dynamic Wellness

- Developed the First Adult Fitness and Weight Control Camp July 25-28
- Audit and Review Chair – Health

Guoli Liang

- Team member of Electronic Portfolio Grant – VIVA Grant – Univ. of Wisconsin System
- Team Member of Technology Leadership Cadre Grant University of Wisconsin System

Research, Grant & Presentation Experiences:

Presentations:

- “Comparison US and China National Physical Education Standards Beijing, China First US and China Physical Education Conference
- PE Master Lesson Plan Database Website, ED-MEDIA 2002 World Conference on Educational Multimedia, Hypermedia & Telecommunications, June, Denver, Colorado
- PE Master Lesson Plan Database Website, WAHPERD Conference, Green Bay, WI.

Grant Proposals:

- “A Virtual Physical Education Network Community, Grant Proposal for The Improvement of Postsecondary Education, Department of Education, US
- “ A Virtual Physical Education Network Community Grant Proposal for The Improvement of Postsecondary Education, Department of Education, USA
- ‘A Virtual Physical Education Network Community for Toyota USA Foundation Proposal

Other:

- Attended the International Conference: Society of Information Technology and Teacher Education Nashville, Tennessee (Grant Ideas)

Jim Miller

Conferences Attended:

- ABCA National Convention – Orlando, FL.
- WBCA

Awards:

- WIAC Coach of the Year
- UWW – Distinguished Alumni Award

Marketing Strategies:

- Baseball Related

Willie Myers

- Wrestling Sports Committee for NCAA
- National Qualifying Formula Subcommittee for NCAA
- State Judge – Wisconsin Christian Speech Contest
- Regional Judge – Wisconsin Christian School Science Fair
- Wisconsin Fellowship of Christian Athletes

- Teacher, Men's Ministry (Advisory Committee) Faith Community Church Men's Ministry

Sherry Pottebaum

- NCATE/DPI Poster Coordinator for Health
- UW-W Health Coalition
- Consultant for Personal Health and Fitness for Life

Penny Portman

Developed and submitted new class proposal

- Early Childhood Conference UW-Parkside, AAHPERD
- Review six manuscripts for *The Physical Educator*
- Serving on the Editorial Board for *The Physical Educator*

Scholarly Activities:

- "Attitudes on Physical Activity by 9th Graders in their Last Semester of Physical Education" *The Physical Educator* (In Press)
- "An Integrative Approach to Teaching" *Childhood Today* (Under Review)

Presentations:

- "Equity in the Gym; Early Childhood Conference – National AAHPERD Convention – San Diego, California
- "Physical Activity for 3-8 year olds- Early Childhood Conference, UW-Parkside

Consultation:

- Utah State Department of Education – Title IX in Physical Education
- Hamilton – Sussex School District –Early Childhood Instructors

Paul Rohr

- Enrolled in several technology
- Assisted with the Computer Lab Set-Up
- Assisted with the Human Motion Analysis Lab

Kris Russell

- Developed and submitted new class proposal
- Conference Attended: American Volleyball Coaches Association National Workshop San Diego, California

Awards:

- WIAC Conference Coach of the Year
- AVCA Midwest Region Coach of the Year

Reviewed the following books:

- Kluka, Darlene A., Winning Edge Series: Volleyball. McGraw-Hill, Boston
- Howard, Robert E. An Understanding of the Fundamental Techniques of Volleyball, Allyn and Bacon, Boston.

Presentations:

- Developing your athlete's overhead passing technique and Developing a Middle attack (Skills and Drills)

Workshops & Non-Credit Continuing Education

- Four Summer Volleyball Camps
- High School Volleyball Coaches Clinic

Debbie Thompson

- Developed and Submitted new class proposals
- Provided First Aid and CPR Classes to Faculty
- Swim Work Shop
- Assisted with the first annual awards celebration for the HPERC Seniors

Denay Trykowski

Conferences:

- Chicagoland Swing Dance – August of 2002
- Northeast Wisconsin Rebels-Midwest Swing Dance Challenge- April of 2002
- Numerous Dance Workshops

Other:

- Developed and Submitted Workshops
- Chancellor's Excellence Award for guest choreographer, partner showcase \$1,850.00
- Academic Staff Professional Development Grant \$761.00
- Presented three performances for UW-W dept. of Theatre/Dance and the Dance Odyssey Concerts
- Co-wrote Dance Studio Modernization Proposal for \$37,500.00
- Coached two students for a Waltz Routine which was performed by them at the International Dinner in April of 2002.

Stan Zweifel

- Developed and Submitted new workshops
- Author of the following book: Analyzing Defensive Game Film
- Created eight videos for Coaches: Five on "Receiver Play", Three on "Analyzing Game Film"
- Presented at Muskego H.S. FB Clinic
- Consultant to the Wisconsin Football Coaches Association
- Provided a Workshop at Waunakee, WI "Motivating The High School Athlete"

External Funding Copied Copied Copied Copied Copied

Proposals – Grants

Several Grants and Proposals were submitted

Submitted Classroom Modernization Proposal \$37,500 (Highest Priority)

Submitted Motion Analysis Lab Modernization Proposal (\$76,960.00) Highest Priority

Submitted Human Performance Laboratory Williams Center 188 Lab Modernization Proposal \$110,000 (2nd Priority)

Trek Proposal submitted and awarded (30 Bikes @ \$750.00 each for a grand total of \$22,500.00)

Graber donated 30 bicycle racks at 85.00 each for a total of \$2,550.00. Graber also donated a cycling trainer at an estimated value of \$125.00.

Co-submitted grant for \$500,000 with athletic for Drug Mentoring Program.

Copies needed

- 1 complete package to the department
- 1 complete package to the Dean's Office
- 9 complete packages for Undergraduate Programs, 13 for Graduate Programs, and 20 if combined to:

Lisa Rowland, Associate Vice Chancellor's Office

Hyer Hall - Room 420

NO Later than October 15, 2002