

OKLAHOMA STATE UNIVERSITY ACADEMIC PROGRAM REVIEW EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: Physical Education

Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports): description of review process, program objectives, student outcomes assessment, and program recommendations. Please limit the summary to 1 or 2 pages.

Review Process

Physical Education is one of three undergraduate programs (the other two being Athletic Training and Health Promotion) within Health & Human Performance, which is in the School of Applied Health and Educational Psychology, housed in the College of Education. Our mandate is to train Physical Education teachers for careers in education. The Physical Education program is accredited by National Council for Teacher Education (NCATE) and National Association for Sport and Physical Education (NASPE). Although regional institutions in Oklahoma offer physical education teacher training, OSU is the only comprehensive institution in the state where students are able to experience the epitome of university life, as well as pursue the major of their choosing.

The review process was conducted by Dr. Patricia Hughes, Program Coordinator, with assistance from Dr. Erik Rabinowitz, the School of Applied Health and Educational Psychology's Assessment Coordinator.

Program Objectives

Goal 1 – Excellence, Professionalism and Collaboration: Demonstrate excellence and professionalism by abiding by ethical standards and working collaboratively and respectfully in our interactions with students, colleagues, professionals and the community.

Goal 2 – Service: Actively participate in university, professional, and community service.

Goal 3 – Diversity/Human Resources: Recruit, retain, and support quality faculty and students who represent a diverse set of capabilities, backgrounds, and interests and engage diverse constituencies through education, advocacy and outreach.

Goal 4 – Academic Excellence: Provide relevant, high-quality educational experiences for students in an intellectually free educational environment.

Goal 5 – Healthy life/Quality of Living: Promote and model a healthy lifestyle and educational environment for all.

Goal 6 – Research Excellence and Professional Development: Generate and disseminate knowledge through research and develop a research environment that provides research opportunities representative of a level-one research institution.

Goal 7 -- Resources: Influence mechanisms for appropriations and the acquisition of adequate resources to support the school's teaching, research, and service/outreach activities and to efficiently and effectively use and leverage these resources.

Goal 8 – Utilize technology to enhance teaching and research.

Student Outcomes Assessment

There are three points at which our majors, and all education majors, are assessed as to their suitability to become educators in the state of Oklahoma. Passing three state-mandated exams stands in the way for prospective teachers to become licensed by the state of Oklahoma.

The first checkpoint is students' ability to pass the Oklahoma General Education Test, and a passing score must be attained in order to take full admittance classes in the major (Adapted PE, School Health Methods, Measurement and Evaluation, and Administration). The second checkpoint is the Oklahoma Subject Area Test, which students take before they student teach. Oklahoma State Physical Education majors are demonstrating 100% pass rate. Over the

past several years, test results routinely reveal that students from OSU in the physical education program perform above the state means on this exam.

The third and final checkpoint is the OPTE (Oklahoma Professional Teaching Exam). The exam is a quantitative measure of the candidates' pedagogical content knowledge accepted as standard by state and national professional organizations. OSU physical education graduates have a 100% pass rate for each of the last two years also.

Program Recommendations

A. **Strengths**-- We have a 100% pass rate on the exit exam for licensure, and PE alumni report satisfaction with their major classes. The majority are employed in a related field upon graduation.

B. **Areas for Improvement**--

- 1) We need three more tenure-track faculty dedicated to Physical Education. Currently, the Physical Education program has only **one** full-time Physical Education Teacher Education faculty, Patricia Hughes, who is in her third year at OSU. She is currently the Program Coordinator, having a full teaching load, scholarly expectations to earn tenure, plus she is responsible for all paperwork relative to the program and 94 majors (including, but not limited to program reviews, assessment reports, requests for personnel, faculty search committee, Professional Education Council, program justification documentation, etc.). The program has been severely understaffed for a long period of time, and it is in a critical state. There is currently an active search in process for a tenure track Assistant Professor in Physical Education. This is a strong step in the right direction, and is evidence of OSU's commitment to this program. Filling an additional tenure track position in Physical Education should be a priority for the next year.
- 2) Due to #1, there is little continuity or institutional history. We are constantly reliant on transient faculty to teach our majors' classes, many of whom originally come to OSU to pursue graduate study, but end up with full teaching loads and no time to actually pursue graduate coursework. We need stability that is only possible with tenure-track faculty.
- 3) With additional faculty, we must begin making policies and procedures manuals, archiving reports. In a systemic way, while documenting program effectiveness, which is necessary to maintain our accreditation.
- 4) With additional faculty, we can begin to strengthen coursework to prepare students for successful graduate study.
- 5) With additional faculty, we can examine the possibility of adding an optional coaching endorsement for interested majors.
- 6) With additional faculty, we can examine the curriculum to determine whether the Health/Safety aspects of the licensing endorsement can be strengthened.

Dean Samula Iz Date 3-14-05
 (Signature)

Note: Complete one of these forms for each degree program

OVERVIEW

A. Description of the Departmental/Program Review Process (Briefly describe how the review was conducted and who was involved)

The program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology. At the program level, Dr. Patricia Hughes prepared the review documents, manages the annual assessment process, and prepared the self-study for continuing accreditation through the NCATE and NASPE. This self-study process served as a primary source for information to be included in this program review.

B. Recommendations from Previous Program Reviews. (Discuss actions taken to address the recommendations of program faculty from the last program review.)

Not Available

CRITERION I Program Centrality

A. Goals & Objectives of Degree Programs (List each degree option, its clientele, objectives, and expected student outcomes. For program clientele, briefly describe the students in the program, e.g., are they primarily full-time traditional college-age students in Stillwater or part-time nontraditional students in Tulsa? Expected student outcomes for the degree program are described in the program's Student Outcomes Assessment Plan)

Degree Program: Bachelor Science in Physical Education

Program Clientele: primarily full-time traditional college-age students in Stillwater

Program Objectives: The objectives of the Physical Education program are:

Goal 1 – Excellence, Professionalism and Collaboration: Demonstrate excellence and professionalism by abiding by ethical standards and working collaboratively and respectfully in our interactions with students, colleagues, professionals and the community.

Critical Success Factors/Assessments:

- Maintain program accreditation – NCATE and NASPE.
- Have regular performance reviews of faculty and students.
- Increase supervision and instruction of undergraduate classes by ranked faculty in program area by 30%.
- Participate in appropriate interdisciplinary programs and projects (PhD course delivery).
- Decrease faculty load by hiring three additional faculty to fill current program needs (impacts accreditation status).
- Develop evaluation procedures so faculty at all levels are observed regularly to provide composite of teaching effectiveness.

Objective 1.1 – Demonstrate synergy in using resources in collaborative activities.

Strategies:

- Encourage faculty and student collaboration in research teams with in and across areas and universities.
- Utilize OSU faculty across areas to enhance classroom instruction when appropriate.
- Establish team to increase rigor and contribute to a comprehensive vision of the program.

Objective 1.2 – Obtain program accreditation for all programs that have external accreditation agencies.

Strategies:

- List accrediting agencies and the location of their accreditation criteria by area

- Physical Education
NCATE and NASPE

Objective 1.3 – Conduct regular performance reviews for faculty and students in programs.

Strategies:

- Continue utilizing student evaluations of faculty teaching
- Initiate faculty observations in classrooms by other faculty
- Establish criteria for faculty evaluation
- Use a variety of teacher evaluations for Appraisal and Development
- Evaluate course objectives in class syllabi and evidence as one indicator of teaching effectiveness
- Seek a variety of sources to provide input on teaching effectiveness

Objective 1.4 – Maintain high student passing rate for state-required competency examinations for certification and licensure.

List competency exams for preservice teachers in Oklahoma

OGET—Oklahoma General Education Test

OPTE – Oklahoma Professional Teaching Examination

OSAT – Oklahoma Subject Area Test

Objective 1.5—Decrease full time equivalency for faculty teaching loads, as required by accrediting agencies (NCATE)

Strategies:

- add one full-time tenure-track faculty member by 2005
- add one full-time dedicated tenure-track graduate faculty member by 2006
- add one full-time tenure-track faculty member by 2007

Goal 2 – Service: Actively participate in university, professional, and community service.

Critical Success Factors/Assessments:

- 50% faculty in leadership roles in national, regional, state or community organizations
- * 70% undergraduate student membership in national, regional or state professional organizations during program matriculation

Objective 2.1 – Actively participate in University service on the school, college and University level.

Strategies:

- Each faculty member will serve on at least one committee within the university per year.
- As appropriate, students will volunteer to serve on university committees.

Objective 2.2 – Actively participate in professional service.

Strategies:

- Teacher education faculty affiliated with Professional Education Unit will serve on residency year committees, at least one committee per faculty member per year on average.
- Faculty and students will attend discipline-specific conferences and participate in appropriate student organizations.
- Faculty will provide at least one in-service training for students and/or professionals in the field per year

- Increase the number of undergraduate students who actively participate in service through SAHEP-affiliated student organizations to 70%.

Assessments:

- Track student service through Physical Education club activities and other projects, such as Project Circle and I Wonder Fair.

Objective 2.3 – Actively participate in community service.

Strategies:

- Faculty will volunteer for school, community, or philanthropic organizations at one per year, on average.

Goal 3 – Diversity/Human Resources: Recruit, retain, and support quality faculty and students who represent a diverse set of capabilities, backgrounds, and interests and engage diverse constituencies through education, advocacy and outreach.

Critical Success Factors/Assessments:

- One doctorate awarded annually.
- Reinstate Masters degree program.
- Retain and graduate 80% of majors who are fully admitted.
- Increase diversity by 10% for physical education.
- 100% success rate when applying for promotion and/or tenure.
- Maintain graduation rate for majors.
- Provide competitive graduate student stipends.
- Increase support and funding for marketing and recruitment by 30% to increase diversity among students.

Objective 3.1 – Develop an effective program for recruitment and retention of a diverse undergraduate student population.

Strategies:

- Develop promotional brochure for physical education.
- Develop online presence to create a national/global awareness of programs and courses.
- Offer courses in sequence and with frequency the permit student matriculation to degree on time with appropriate flexibility in scheduling.
- Maintain enrollment of 70-100 undergraduate students in physical education.
- Actively seek students for program who represent diverse backgrounds and experiences.
- Identify relevant scholarships and encourage students to apply.

Program and degree	Enrolled students	Degrees granted per year
Physical Education <ul style="list-style-type: none"> • B.S. 	94	20

Assessments:

- Promotional brochure
- Number of undergraduate students
- Number of scholarships awarded to students

Objective 3.2 – Develop an effective program for recruitment and retention of a diverse graduate student population.

Strategies:

- Develop promotional brochures for physical education.
- Gain three assistantships in physical education.
- Increase amount of assistantships in physical education by 50%.
- Offer courses in sequence and with frequency the permit student matriculation to degree on time and with appropriate flexibility in scheduling.
- Use undergraduate classes as recruitment tool for graduate program.
- Develop website with an on-line recruiting component.
- Recruit graduate teaching assistants to teach lower division courses.
- Recruit graduate research assistants to assist with faculty research.
- Identify scholarships for students and encourage them to apply.

Assessments:

- Promotional brochure for physical education
- Number of scholarships awarded to students

Objective 3.3 – Develop an effective program for recruitment and retention of a diverse faculty and staff.

Strategies:

- Advertise at national conference in physical education to recruit diverse faculty
- Advertise in minority publications to recruit ethnically diverse faculty.
- Use professional networking to locate qualified applicants for advertised positions.
- Offer salaries comparable with other peer institutions
- Acquire core faculty to meet accreditation guidelines and/or teaching needs
- Support faculty research with funding for professional travel and development
- Enlist participation of faculty during on-campus interviews of candidates.
- Provide mentoring relationships for new faculty with tenured faculty.
- Develop guidelines for the assignment of summer school teaching.
- Provide workload credit for research and teaching activities.
- Provide new faculty with departmental handbook and operating policies that stipulate expectations.
- Provide all faculty members with their own office (as desired by NCATE).

Assessments:

- Faculty professional development increases
- Number of applicants for each position
- Number of mentoring relationships within the department.
- workload of faculty
- Adherence to guidelines of summer school teaching
- Number of offices.

Goal 4 – Academic Excellence: Provide relevant, high-quality educational experiences for students in an intellectually free educational environment.

Critical Success Factors/Assessments:

- Maintain National Association for Sport and Physical Education (NASPE) accreditation for teacher education.
- Provide high quality course work.
- Provide colloquia/brown bags/ Preparing Future Faculty experiences.
- Review program requirements, components, and competencies on a regular basis.
- Encourage faculty to improve their teaching skills.

Assessments:

- Student assessments of courses

- Peer observations of teaching

Objective 4.1 – Assess all courses and programs annually

Strategies:

- Continual improvement in all programs/courses by maintaining database of course revisions.
- Ensure that all faculty/teaching assistants participate in student evaluations of teaching for all courses taught.
- Develop requisite standards in all courses to ensure continuity and quality in course offerings.
- Stay current with local, state, and national needs by modifying curricula to meet the needs of changing times.
- Establish expected competencies for the program and each course within the program.
- Modify the undergraduate curriculum so that the majority of students can complete the degree in four years.
- Examine student satisfaction scores as measured by program area assessment exit interviews of undergraduates and assessment office follow-ups.
- Update exit interview questions.
- Provide exit interviews for graduate students.

Assessments:

- Student evaluations for teaching effectiveness completed for every class.
- A curriculum that can be completed in four years.
- Number of course revisions
- Student satisfaction scores

Objective 4.2 – Strive for teaching excellence.

Strategies:

- Participate in teaching effectiveness training.
- Observe peers who are excellent teachers teaching.
- Provide financial support for faculty to attend training aimed at improving teaching effectiveness.
- Recognize departmental members who have demonstrated excellence in teaching.

Objective 4.3 – Determine intellectual openness of courses and programs

Strategies:

- Assess each program cohort upon graduation for perceptions of intellectual openness of the program.

Assessment:

- Copy of exit interview questions.

Objective 4.4 – Determine student employability in the short and long term.

Strategies:

- Conduct exit interviews with all graduates
- Include questions on the alumni survey of employment.
- Maintain a webpage of graduates and their employment history with contact information so present students can check current conditions.
- Maintain contact with recent graduates, to the extent possible, to be knowledgeable about employment status.

Assessments:

- Exit interview results

Objective 4.4 – Demonstrate and model numerous teaching/interacting techniques

Strategies:

- Offer courses in a manner in which diverse learning styles are met
- Provide discussion classes at all levels to promote critical inquiry.
- Model a variety of teaching styles
- Continue to require preservice teachers to teach lessons to peers and in public schools, when possible, that reflect a variety of teaching techniques, reflection, and reteaching.
- Continue to require preservice teachers to complete 45 hours of observation of teaching in the public schools, as well as provide reflections of perceived teaching effectiveness.

Assessments:

- examination of course syllabi for teaching techniques
- review of lessons taught for different teaching styles
- copies of practicum hours submitted by students

Objective 4.6 – Improve the quality of graduate education within the department.

Strategies:

- Require Ph.D. students to submit research at one state, regional, or national conference before graduation.
- Require graduate students to submit at least one manuscript for publication before graduation.
- Increase by 25% (over 5 years) writing and speaking component of graduate classes.
- Increase by 25% (over 5 years) emphasis on research competencies.
- Evaluate and modify as necessary expected competencies achieved through coursework provided.

Goal 5 – Healthy life/Quality of Living: Promote and model a healthy lifestyle and educational environment for all.

Critical Success Factors:

- Educate stakeholders about unique aspects, demands and contributions of physical activity.

Objective 5.1-- Vigorously support a healthy environment and lifestyle for students.

Strategies:

- Move classes, offices, and students back into the Colvin Center.
- Promote open communication between students.
- Provide students with in-depth knowledge of components of healthy lifestyles.
- Encourage students to participate in physical activity on a regular basis.
- Provide student- faculty interaction in informal group settings.

Assessments:

Objective 5.2 – Vigorously support a healthy environment and lifestyle for faculty.

Strategies:

- Move classes, offices, and faculty back into the Colvin Center.
- Encourage faculty to maintain or improve health-related components of their lives.
- Encourage faculty to communicate with each other intradepartmentally and interdepartmentally.

Assessments:

- Number of interdepartmental activities and meetings.

Goal 6 – Research Excellence and Professional Development: Generate and disseminate knowledge through research and develop a research environment that provides research opportunities representative of a level-one research institution.

Critical Success Factors:

- * Two publications annually, on average, in physical education.
- One conference presentation made annually by each tenure-track faculty in physical education.
- Provide financial support for faculty and graduate students to attend professional development conferences and to present research papers, at least two national conferences per year.
- Submit one research funding proposal in physical education biennially.
- * Secure funding for seminars in physical education.
- Disseminate evidenced-based practice to the wider community.
- Hire faculty with strong research skills.
- Allow workload to reflect adequate time for research.
- Increase by 30% funding for faculty and graduate student research.
- Increase by 10% the number of faculty who obtain fellow or equivalent status within national professional organizations.

Assessments:

- Research funding proposals submitted
- Funds secured for seminars
- Examination of resumes of new hires, evidencing strong publication history

Objective 6.1 – Increase productivity in research and other scholarly activities.

Strategies:

- Provide financial support with costs associated with publication.
- Increase by 10% annually the number of manuscripts submitted for publication each year.

Assessments:

- Number of manuscripts submitted for publication.

Objective 6.2 – Support faculty in professional development and growth.

Strategies:

- Identify important certifications in Physical Education.
- Provide financial support for faculty to obtain appropriate certifications.
- Provide support for faculty to participate in collaborative research with colleagues at other universities.
- Encourage eligible faculty to participate in the Big 12 Faculty Fellowship Program.

Assessments:

- Certifications held by faculty.
- Number of faculty participating in Big 12 Fellowship Program.

Objective 6.3 – Provide training in the generation and dissemination of research and knowledge

Strategies:

- Provide faculty and graduate students with grant-writing training.
- Increase emphasis on writing skills for undergraduate and graduate students.
- Involve physical education faculty in Colloquy.
- Integrate graduate students into faculty research.

Assessment:

- Evidence of course opportunities for writing.

Goal 7 Resources: Influence mechanisms for appropriations and the acquisition of adequate resources to support SAHEP's teaching, research, and service/outreach activities and to efficiently and effectively use and leverage these resources.

Critical Success Factors:

- **Improve visibility of physical education and physical activity on campus for the purpose of assisting President Schmidly in his vision for OSU to become the healthiest university in the nation (O'Collegian, November 12, 2003).**
- Maintain and improve physical facilities for teaching and research.

Assessments:**Objective 7.1 – Develop a marketing/visibility plan.****Strategies:**

- Develop and disseminate promotional brochure for the department.
- Update program websites on a regular basis.
- Educate stakeholders about unique aspects, demands and contributions of physical activity.
- Establish favorable local, regional and national program recognition.
- Develop interdisciplinary university-wide physical activity day/health fair to promote health and physical activity of all students, faculty, staff, and administration at OSU.
- Have physical education majors speak to local public school students.
- **Actively advocate having physical education mandated for grades K-12 in Oklahoma.**
- Report departmental accomplishments through a variety of outlets (webpage, College of Education newsletter, e-mail, etc.)
- Develop website for Physical Education student majors' club.

Objective 7.2 -- Participate in university and college programs and activities.**Strategies:**

- Encourage faculty to attend graduation ceremonies.
- Encourage faculty to attend COE social functions.
- Encourage faculty to attend fall convocation.
- Encourage faculty to include alumni in planning events and student organization events.

Objective 7.3 – Maintain and improve physical facilities for teaching and research.**Strategies:**

- Students, faculty and staff move back into Colvin Center
- Secure and maintain non-traditional teaching space in addition to classroom space (i.e., gymnasiums)
- Implement policies for purchasing, restoring, and maintaining equipment necessary to support the program.
- Maintain and improve laboratory facilities for classes within the department.
- update computer systems in labs and for faculty on a regular basis
- Replace technology equipment as needed.

Goal 8 – Utilize technology to enhance teaching and research.

Critical Success Factors/Assessments:

- Secure funding to improve technology capabilities and usage in department.
- All faculty in department will use technology in their classes or laboratories.

Objective 8.1 -- Increase technology competencies among faculty**Strategies:**

- Effectively utilize technology personnel in College of Education.
- Take advantage of training for faculty to develop personal websites and web-based courses.

Assessments:

- Number of faculty offering web-based components of courses

Objective 8.2 – Increase technology competencies among students**Strategies:**

- Increase by 100% over the next five years the amount of web-based instructional materials for students.
- Provide course assignments that require students to use technology.

Assessments:

- Number of web-based instructional materials.
- Number of course assignments that require students to use technology.

Objective 8.3 -- Integrate more technology into teaching and research**Strategies:**

- Provide faculty with up-to-date computers, printers, and software.
- Offer incentives for faculty to utilize course websites for students to retrieve course materials.
- Maintain research technology in labs and other areas and upgrade as necessary.

Expected Student Outcomes:

B. Linkage of the Program to Institution's Mission (Use the mission “Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates / enhances economic development through instruction, research, outreach, and creative activities” or the final version of the OSU mission).

The mission of the College of Education

The College of Education, a community of scholars, prepares and develops professionals who facilitate life long learning and enrich quality of life for individuals in diverse settings. The college leads in the generation of knowledge in our professional areas and advances professional development through teaching, research, and outreach.

The mission of the School of Applied Health and Educational Psychology
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The School of Applied Health and Educational Psychology fosters the development, integration, and application of knowledge, theory, skills, and experiences to promote social, physical, psychological, educational, and environmental health.
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The mission of the program in Physical Education
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Consistent with the mission of the Professional Education Unit at OSU, our task in Physical Education Teacher Preparation (PETE) is to “prepare and develop professional educators who facilitate lifelong learning and enrich quality of life for people in public school and other educational settings.
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CRITERION II Program Curriculum and Structure

A. Program Structure (Attach copies of the current degree requirements sheet)

Distance Education (List the courses offered by electronic or other distance delivery methods)

NA

Articulation Agreement (Identify the articulation (2+2) agreements the program has with community colleges)

NA

Multidisciplinary programs (Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions)

None at present

CRITERION III Program Resources

A. New facilities and major equipment (Describe major changes in facilities and major equipment added in the past 5 years)

The major change in facilities and equipment for the program in Physical Education has been the modification and renovation of the Colvin Recreation Center. However, that renovation yielded only minimal change (painting, carpeting, and new windows) for the academic programs housed in the Colvin Center. Additions include a new computer lab and multi media carts in every classroom.

Physical Education also utilizes computers and other electronic equipment to a greater extent in 2005 than was true in 2000.

B. Academic and administrative efficiencies (In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)

The curriculum was examined for efficiency in delivery, and as a result, most of the classes are only offered once per year now. Additionally, the degree requirements were modified to reflect the duplication of learning that occurred in HHP 4793 (Adapted Physical Education); SPED 3202 (Education of Exceptional Learners) was deleted from degree requirements.

C. External funding. If applicable, complete Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years. (*Describe the changes in external funding during the past 5 years.*)

CRITERION IV Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)

Program: Physical Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2003-2004	55	19
2002-2003	36	12
2001-2002	51	17

2001-2002	Headcount	SCH (Credit hours)
Frank A. Kulling	42	167
Steven Edward	57	171
Cheryl Bracken	177	434
Sarah Price	99	293
Melody Phillips	128	384
5 faculty members' total headcount 503 = 1 to 101 faculty ratio	503	1449

2002-2003	Headcount	SCH (Credit hours)
Patricia Hughes	103	308
Frank A. Kulling	17	68
Steven Edward	69	207
Doug Smith	151	453
Cheryl Bracken	162	417
Sarah Price	91	242
Melody Phillips	44	156
7 faculty members' total headcount 637 = 1 to 91 faculty ratio	637	1851

2003-2004	Headcount	SCH (Credit hours)
Patricia Hughes	148	390
Frank A. Kulling	26	52
Steven Edward	66	198
Doug Smith	223	669
Cheryl Bracken	245	574
Sarah Price	103	352
Melody Phillips	121	333
7 faculty members' total headcount 932 = 1 to 133 faculty ratio	932	2568

B. Faculty ratio and class size. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)

4 faculty members' total enrollment 94 = 1 to 23.5 faculty ratio present ratio

C. 5 year average number of degrees conferred and majors. Refer to the OSRHE productivity spreadsheet. (Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education)

Conferred					
<i>PROGRAM / TERM</i>	<i>YEAR</i>				
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Physical Education - BS					
Summer	1	4	0	3	0
Fall	33	17	8	7	11
Spring	21	18	14	6	11
TOTAL	55	39	22	16	22

If the five year average for any degree program does not meet State Regents' minimum productivity requirements for graduates and/or headcount enrollment provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program.

CRITERION V Quality

A. Program faculty qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned	
			Highest	Highest in Teaching Area
			Type	Type
Kurt Baze	Adjunct	50%	M.S.	M.S.
Cheryl J. Bracken	Adjunct	100%	M.S.	M.S.
Steven Edwards	Regular	50%	Ph.D.	Ph.D.
Judith K. Favor	Adjunct	50%	M.A.	M.A.
Merrilyn Hartman	Adjunct	50%	Ed.D.	Ed.D.
Patricia L. Hughes	Regular	100%	Ph.D.	Ph.D.
Frank A. Kulling	Regular	50%	Ed.D.	Ed.D.
Sarah L. Price	Regular	0%	Ph.D.	Ph.D.
Melody Phillips	Regular	0%	Ph.D.	Ph.D.
Douglas Smith	Regular	50%	Ph.D.	Ph.D.

B. Evidence of regional / national reputation and ranking

See attachment

C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

D. Assessment of student achievement of expected learning outcomes for each degree program (this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.

B.S. Degree in Physical Education

There are three points at which our majors, and all education majors, are assessed as to their suitability to become educators in the state of Oklahoma. Passing three state-mandated exams stands in the way for prospective teachers to become licensed by the state of Oklahoma.

The first checkpoint is students' ability to pass the Oklahoma General Education Test, and a passing score must be attained in order to take full admittance classes in the major (Adapted PE, School Health Methods, Measurement and Evaluation, and Administration). The second checkpoint is the Oklahoma Subject Area Test, which students take before they student teach. Oklahoma State Physical Education majors are demonstrating 100% pass rate (2002-2003 we had 13/13 with mean score of 267 of 300, and 2003-2004 19/19 with mean score of 267 again.) Required score to pass is 240.

"Over the past several years, test results routinely reveal that students from OSU in the physical education program perform above the state means on this exam. However, when scores are looked at more closely, there seems to be a pattern of slightly lower scores in the areas of 1) physical development and motor learning, and 2) cognitive and personal development that what is expected." (Price, NCATE Program Report, p. 32)

The third and final checkpoint is the OPTE (Oklahoma Professional Teaching Exam). The exam is a quantitative measure of the candidates' pedagogical content knowledge accepted as standard by state and national professional organizations. The exam has a minimum pass rate of 240 out of a possible 300 points. OSU physical education graduates have a 100% pass rate for each of the last two years also (02-03 had 12/12 pass, with a mean score of 253, and 03-04 saw 11/11 pass with a mean score of 248.) The NCATE Program Report only reports the past two years' rates, but, as everyone knows, two years does not constitute a trend.

D. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. (To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)

The Physical Education students score well on the state-mandated examinations and, as noted above, have 100% pass rates on both the Oklahoma Subject Area Exam and Oklahoma Professional Teachers Exam. The lowest area in both years was in constructed response (writing). One current goal is to have our students do more writing that is critiqued, so that our students will become more competent. A Writing-Across-the-Curriculum rubric is being considered university-wide.

Over the past several years, test results indicate that students from OSU in the physical education program perform above the state means on the Subject Area exam. When scores are examined more closely, there is a pattern of slightly lower scores in the areas of 1) physical development and motor learning, and 2) cognitive and personal development. (Price, NCATE

Program Report, p. 32) Program faculty are beginning discussions in regard to strengthening the classes offered within and outside our area in regard to weaknesses evidenced by our majors' performance on these specific competencies.

E. Feedback from program alumni / documented achievements of program graduates

(Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality)

CQ5. How closely is your current position related to your undergraduate studies at OSU?

	1998		2002	
	n	%	n	%
Not at all related	0	0.0	3	21.4
Slightly related	0	0.0	0	0.0
Moderately related	1	11.1	1	7.1
Highly related	8	88.9	10	71.4

It would seem that OSU graduates are preferred over those from Oklahoma regional universities. Despite the low-paying jobs of teachers in Oklahoma, OSU alumni seem to be loyal to Oklahoma. Of 24 alumni reporting, the majority have stayed in Oklahoma—14. Texas has employed four, and the rest are scattered across the U.S., with Kansas the only state employing more than one of our grads (2).

CQ6. In general, how well did your OSU undergraduate program prepare you for your current position? *

	1998		2002	
	n	%	n	%
Not at all	0	0.0	0	0.0
Not very well	0	0.0	0	0.0
Adequately	4	44.4	5	45.5
Very well	5	55.6	6	54.5

*Does not include alumni who said their current position was “not at all” related to their major.

CQ11. How satisfied are you with the quality of instruction you received in your major?

	1998		2002	
	n	%	n	%
Not satisfied at all	0	0.0	0	0.0
Somewhat dissatisfied	0	0.0	0	0.0
Somewhat satisfied	4	40.0	4	28.6
Very satisfied	6	60.0	10	71.4

CQ13. How satisfied are you with your overall educational experience at OSU?

	1998		2002	
	n	%	n	%
Very dissatisfied	0	0.0	0	0.0
Dissatisfied	0	0.0	0	0.0
Neutral	0	0.0	1	7.1
Satisfied	3	30.0	1	7.1
Very satisfied	7	70.0	12	85.7

Readers will notice that Physical Education alumni were more pleased with their major studies than they were with their overall experience at OSU. Note, however, that the measurement choices were not the same for the two questions, so an exact comparison cannot be made.

CQ8. Since you completed your OSU undergraduate degree, have you completed a graduate or professional school program, or are you currently enrolled in such a program?

	1998		2002	
	<u>n</u>	%	<u>n</u>	%
Yes, currently enrolled	0	0.0	4	28.6
Yes, completed a degree	0	0.0	0	0.0
No	10	100.0	10	71.4

Of the four students enrolled in graduate school, three were in master's programs, and one was enrolled in a doctoral program. Our graduates (keep in mind a very small sample!) did not feel that their undergraduate studies prepared them as well for further studies as for their teaching careers, however. See below.

CQ10. In general, how well did your OSU undergraduate program prepare you for your graduate or professional school program?

	1998		2002	
	<u>n</u>	%	<u>n</u>	%
Not at all	0	0.0	1	25.0
Not very well	0	0.0	0	0.0
Adequately	0	0.0	2	50.0
Very well	0	0.0	1	25.0

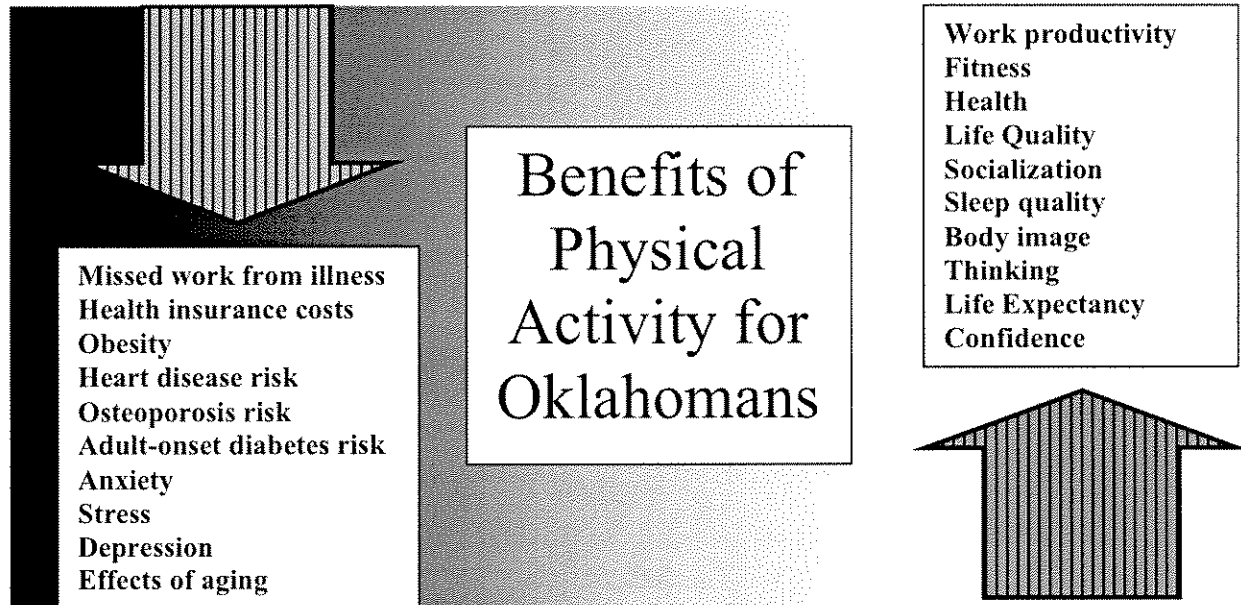
It appears that Physical Education faculty are not doing as good of a job at preparing the students for graduate studies. It is unknown which field students pursued, but it may be that faculty need to re-examine coursework which may pave the way for graduate competencies: the area that comes to mind is reading research, being able to interpret research, and writing skills. Further investigation is necessary. Note, however, a very small sample size—with only four people responding, no generalizations can be made.

F. Other Program Evaluations (Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.)

NCATE review will occur this year, but none has been done in the past 5 years.

CRITERION VI Program Demand/Need

- A. Occupation Manpower Demand (If applicable)**
Advisory Committee Membership
Advisory Committee Recommendations
School Response to Recommendations
Other sources and documents indicating demand



B Societal Needs for the Program

Economic impact

- The Center for Disease Control listed physical activity as the first priority in their top ten Priorities for Action for the United States.
- Activity rate is falling. In 2000, Oklahoma rated 3rd highest of all states in percentage of adults reporting no leisure-time physical activity (34%).
- Schools in Oklahoma are not required to provide any minimum amount of physical education per week; it is left up to each school district to decide.
- In 2000, 56% of adults in Oklahoma are overweight, and 21% are considered obese.
- Obesity rates have doubled in children and tripled in adolescents over the past 20 years.
- Oklahoma rated third highest state for deaths due to heart disease, 20% higher than the national norm.
- Medical costs to treat obese children are approximately 30% higher than those of normal weight.
- Where fitness centers are implemented in industry, the return on investment can be 4 to 1, due to fewer sick days, reduced medical costs, and lowered insurance premiums (see Pfizer, for example).
- Past physical education graduates from OSU have had an excellent teaching placement rate.

Sources: Oklahoma State Department of Health, www.health.state.ok.us/program
 U.S. Dept. of Health and Human Services, www.aspe.hhs.gov/health/prevention/

C Graduate student applications and enrollment changes. Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. (Comment on the number of applications, acceptances, and enrollments, and changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)

This program review is only for undergraduate Physical Education, so graduate information is not needed. In regard to undergraduates, because there are five checkpoints in In order for the majors to become certified Physical Education/Health/Safety teachers (minimum GPA of 2.5, passing the Oklahoma General Education Test, passing the Oklahoma Subject Area Test, acceptable portfolio, and passing the Oklahoma Professional Teachers Exam), it is not necessary for program faculty to set further criteria.

CRITERION VII Program Duplication

A. Identify other degree programs at OSU with similar titles or functions (include degree programs in the department if the department has more than one degree program at a degree level (e.g., BS and BA)). NONE

B. For similar programs, describe how each degree program fulfills unique student needs (A program may be unique because of the subject matter treated, the students served, the educational methods employed, the effect of the achievements of the program on other institutions or agencies, etc.)
Not applicable

Summary and Recommendations

Note-information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

A. Strengths-- 100% pass rate on the exit exam for licensure, PE alumni report satisfaction with their major classes

B. Areas for Improvement--

- 1) Strengthen coursework to prepare students for successful graduate study. As noted previously, Physical Education students need to improve writing skills.
- 2) Need for more faculty dedicated to Physical Education. Currently, the Physical Education program has only one full-time pedagogy faculty, Patricia Hughes, who is in her third year at OSU. She is currently the Program Coordinator, responsible for a full teaching load, scholarly expectations to earn tenure, plus she is responsible for all paperwork relative to the program and 94 majors (including, but not limited to program reviews, assessment reports, requests for personnel, faculty search committee, Professional Education Council, program justification documentation, etc.). The program has been understaffed for a long period of time, and it is in a critical state. Support faculty have not shared in the responsibility of running the program, and our majors are routinely taught by transient faculty, not always fully qualified or knowledgeable about physical education teacher education.
- 3) Examine the possibility of adding an optional coaching endorsement for interested majors.
- 4) Examine curriculum to determine whether the Health/Safety aspects of the licensing endorsement can be strengthened

C. Recommendations for Action

- 1) We need three more tenure-track faculty dedicated to Physical Education. Currently, the Physical Education program has only **one** full-time Physical Education Teacher Education faculty, Patricia Hughes, who is in her third year at OSU. She is currently the Program Coordinator, having a full teaching load, scholarly expectations to earn tenure, plus she is responsible for all paperwork relative to the program and 94 majors (including, but not limited to program reviews, assessment reports, requests for personnel, faculty search committee, Professional Education Council, program justification documentation, etc.). The program has been severely understaffed for a long period of time, and it is in a critical state. As a result, one or two faculty members shoulder the burden of administrative work for a major (coursework revision, club advising, course-of-study supervision and substitutions, program reviews, committee work, etc.), as well as the responsibilities for a program within teacher education (portfolio reviews, student teaching placements and supervision, accreditation, and residency year supervision) For many years, overworked program faculty have left OSU because of the huge administrative burden of one or two people running a large and healthy program, which is typically at the expense of research, publication, and mental health. Support faculty (Edwards, Kulling, and Smith) have not shared in the responsibility of program administration. If the sole tenure-track faculty person were to leave, there would be NO faculty for 100 majors. Both full-time temporary faculty who teach full-time are leaving in May. We are currently interviewing for one tenure-track position. We are first in line for an additional position funded through the Provost's Office for 2006-2007, which is a long time away, in terms of wear and tear on the current faculty.

D. Five-Year Goals for the Program

- 2) Due to #1 above, there is little continuity or institutional history. We are constantly reliant on transient faculty to teach our majors' classes, many of whom originally come to OSU to pursue graduate study, but end up with full teaching loads and no time to actually pursue graduate coursework. We need stability that is only possible with tenure-track faculty.
- 3) With additional faculty, we must begin making policies and procedures manuals, archiving reports. In a systemic way, while documenting program effectiveness, which is necessary to maintain our accreditation.
- 4) With additional faculty, we can begin to strengthen coursework to prepare students for successful graduate study.
- 5) With additional faculty, we can examine the possibility of adding an optional coaching endorsement for interested majors.
- 6) With additional faculty, we can examine the curriculum to determine whether the Health/Safety aspects of the licensing endorsement can be strengthened.
- 7) With additional faculty, one or two faculty member will not be serially professionally sacrificed.

Appendix A

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
Start-up funds for new faculty research	Patricia Hughes	College of Education, Oklahoma State University					974
For bullying prevention research	Patricia Hughes and the Oklahoma State Department of Health	Centers for Disease Control					10.995

2004

- Jacobson, BH, Oney, B, Redus, B, Edgley, B, **Kulling, F**, & Gemmel, H. (2004). Comparison of perceived backpack comfort using two rating systems. *Perceptual and Motor Skills*. 99: 171-178.
- Altena, T. S., Michaelson, J. L., Smith, B. K., Ball, S. D., Giles, B.L., **Edwards, S. W.** and Thomas, T. R. (2004) Lipoprotein subfraction changes after short term continuous or intermittent exercise training. (in progress)
- Wilber, B. L. & **Edwards, S. W.** (2004) Activity correlates of walking behavior in college students. *Medicine and Science in Sports and Exercise*, 36: (5), S62.

2003

- Hughes, P. P.**, Sherrill, C., Myers, B., & Rowe, N. (2003). Self-defense and martial arts evaluation for college women: Preliminary Validation of Perceptions of Dangerous Situations Scale (PDSS). *Research Quarterly for Exercise and Sport*, 74(2), 153-164.
- Paulsen **Hughes, P.**, Marshall, D. D., and Sherrill, C. (2003). Multidimensional analysis of fear and confidence of university women relating to crimes and dangerous situations. *Journal of Interpersonal Violence*, 18(1), 33-49.

2002

- Altena, T. A., **Edwards, S. W.** & **Kulling, F. A.** (2002) Physiological differences in response to treadmill and elliptical modalities. *Medicine and Science in Sports and Exercise*. 34: (5), Sxxx.

2001

- Ransone, JW, Park, DH, **Kulling, FA**, & Hellgren, EC (2001). The effects of exercise on blood cholesterol profiles between American and Korean Students. *Medicine and Science in Sports and Exercise*. (33)5: S214
- Park, DH, Ransone, JW, **Kulling, FA**, & Purdie, RB (2001). Effects of Exercise at the lactate threshold and 70% lactate threshold on high Density lipoprotein cholesterol subfractions. *Medicine and Science in Sports and Exercise*. (33)5: S229
- Hart, CL, **Kulling,FA**, Tatum,GW, & Martin, LG (2001). Graded exercise test performance during acute mild altitude exposure (1829 M) *Medicine and Science in Sports and Exercise*. (33)5: S291
- Evetovich, T.K., T.J. Housh, D.J. Housh, G.O. Johnson, **D.B. Smith**, and K.T. Ebersole. The effect of concentric isokinetic strength training of the quadriceps femoris on electromyography and muscle strength in the trained and untrained limb. *Journal of Strength and Conditioning Research* 15:439-445, 2001.
- Ebersole, K.T., T.J. Housh, G.O. Johnson, T.K. Evetovich, and **D.B. Smith**. Electromyographic responses to passive leg extension movements. *Isokinetics and Exercise Science* 9:11-18, 2001.
- Perry, S.R., T.J. Housh, G.O. Johnson, K.T. Ebersole, A.J. Bull, T.K. Evetovich, and **D.B. Smith**. Mechanomyography, electromyography, heart rate, and ratings of perceived exertion during incremental cycle ergometry. *Journal of Sports Medicine and Physical Fitness* 41:183-188, 2001.

Conway, P. T., **Edwards, S. W.**, Ransone, J. & Edgley, B. M. (2001). Effect of two near maximum lifts compared to eight lifts in relation to strength development. *Medicine and Science in Sports and Exercise*, 33: (5), S326.

2000

Jacobson, BH, Ransone, J, & **Kulling, FA** (2000). Heat related illness and relative fluid weight. *Medicine and Science in Sports & Exercise* (32)5: S86

Kulling, FA, Cassetty, J, & **Edwards, SW** (2000). The effect of two Different rest periods between sets in a resistance training Program Involving young women. *Medicine and Science in Sports & Exercise* (32)5: S152

Evetovich, T.K., T.J. Housh, J.P. Weir, D.J. Housh, G.O. Johnson, K.T. Ebersole, and **D.B. Smith**. The effect of concentric isokinetic leg extension training on the mean power frequency of the mechanomyographic signal. *Muscle and Nerve* 23:973-975, 2000.

Ebersole, K.T., J.R. Stout, J.M. Eckerson, T.J. Housh, T.K. Evetovich, and **D.B. Smith**. The effect of pyruvate supplementation on critical power. *Journal of Strength and Conditioning Research* 14:132-134, 2000.

Ebersole, K.T., T.J. Housh, J.P. Weir, G.O. Johnson, T.K. Evetovich, and **D.B. Smith**. The effect of leg angular velocity on mean power frequency and amplitude of the mechnomyographic signal. *Electromyography and Clinical Neurophysiology* 40:49-56, 2000.

1999

Jacobson, BH, **Kulling, FA**, & Dugan, WB (1999). Influence of hiking poles on energy expended during load carriage and inclined walking. *Medicine and Science in Sports & Exercise* (31)5: S112

Kulling, FA, Hardison, BH & **Edwards, SW** (1999). Changes in muscular endurance from different rest periods between sets in a resistance training program. *Medicine and Science in Sports & Exercise*. (31)5: S116

Evetovich, T.K., T.J. Housh, G.O. Johnson, J.P. Weir, **D.B. Smith**, and K.T. Ebersole. Mean power frequency and amplitude of the mechanomyographic signal during maximal eccentric isokinetic muscle actions. *Electromyography and Clinical Neurophysiology* 39(2):123-127, 1999.

Ebersole, K.T., T.J. Housh, G.O. Johnson, T.K. Evetovich, **D.B. Smith**, and S.R. Perry. MMG and EMG responses of the superficial quadriceps femoris muscles. *Journal of Electromyography and Kinesiology* 9:219-227, 1999.

Pierce, D. & **Edwards, S. W.** (1999) The attentional style of inter- collegiate athletes based on gender and type of sport. *Medicine and Science in Sports and Exercise*, 31 (5), S94.

BOOKS and CHAPTERS IN BOOKS

2004

Sherrill, C., and **Hughes, P. P.** (2004). Les Autres Conditions and Amputations. In Sherrill, C., *Adapted Physical Activity, Recreation, and Sport*, 6th ed. Boston: McGraw-Hill.

Sherrill, C., and **Hughes, P. P.** (2004). Deaf and Hard-of-Hearing Conditions. In Sherrill, C., *Adapted Physical Activity, Recreation, and Sport*, 6th ed. Boston: McGraw-Hill.

2003

Kulling, F.A. (2003). Exercise physiology. in DeLee, J.C., and Drez, D., and Miller, M.D. (Eds.) *DeLee, & Drez's Orthopaedic Sports Medicine Principle and Practice*, 2nd ed. (pp615-624). W. B. Saunders, Co., Philadelphia.

Edwards, S. W. Study Guide to Accompany the Fire Chief's Handbook (2003), Tulsa, OK: PennWell Corporation. ISBN: 0-87814-899-X

ABSTRACTS

2003

Hughes, P. P. (2003). A new role for adapted physical educators? *14th International Symposium for Adapted Physical Activity: Inclusion, coexistence, human value for all through adapted physical activity* [Abstract]. International Federation of Adapted Physical Activity.

Hughes, P. P., & Sherrill, C. (2003). Victimization experiences and fear and confidence among college women with and without impairments. *14th International Symposium for Adapted Physical Activity: Inclusion, coexistence, human value for all through adapted physical activity* [Abstract]. International Federation of Adapted Physical Activity.

2000

Hughes, P. P., & Marshall, D. D. (2000). Sexual and physical violence: Do women's perceptions fit the facts?, *Research Quarterly for Exercise and Sport*, 71(1), A-39.

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF

EDUCATION

BACHELOR OF

SCIENCE

DEGREE

PHYSICAL EDUCATION

MAJOR

(TEACHER EDUCATION)

OPTION

For students matriculating:

Academic Year. 2003-2004

Total hours. 122

Minimum overall grade-point average 2.50

Other GPA requirements, see below.

General Education Requirements 40 Hours

Area	Hrs.	To Be Selected From
English Composition and Oral Communication	9	ENGL 1113 or 1313; and 1213 or 1413 or 3323. (See Academic Regulation 3.5 in <u>Catalog</u> .) SPCH 2713
American History and Government	6	HIST 1103, 1483, or 1493; and POLS 1113
Analytical and Quantitative Thought (A)	5	MATH 1715; or MATH 1483 or 1513 and STAT 2013
Humanities (H)	6	6 hours any (H) and (I) designated course-see International Dimension below. One course may need to be lower division.
Natural Sciences (N)	8	Biological Sciences 4 hours; and Physical Sciences 4 hrs.
Social and Behavioral Sciences (S)	6	PSYC 1113 and 3 hours to be selected from (S) designated courses.
International Dimension (I)	--	3 hours designated (I). Students are encouraged to meet the requirement in their selection of (H) course work.
Scientific Investigation (L)	--	Any course designated (L). Students are encouraged to meet the requirement in their selection of (N) course work.

College/Departmental Requirements 12 Hours

A minimum grade of "C" or "P" in each course.
 EDUC 1111; 11 hrs. electives

Other Requirements:

Sixty hours must be completed at a senior college and must include 40 hours upper-division coursework.

Required for graduation and recommendation for Licensure/Standard Certification: (1) 2.50 overall GPA; (2) 2.50 GPA in Major Requirements; and (3) 2.50 GPA in Professional Core Requirements. The student must earn minimum grades of "C" or "P" in each course in the Major Requirements and Professional Core Requirements, and must earn grades of "P" in all sections of student teaching for recommendation for Licensure/Certification. The student must earn minimum grades of "C" or "P" in the College/Departmental requirements.

Prior to enrollment in the student teaching experience, the student must demonstrate proficiency in a foreign language at the novice high level from among those languages identified by the Oklahoma Commission for Teacher Preparation.

Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) and any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.

Major Requirements 43 Hours

A minimum GPA 2.50 with a minimum grade of "C" in each course.

HHP 1812
 HHP 1822
 HHP 1832
 HHP 1842
 HHP 2602
 HHP 2603
 HHP 2653
 HHP 2663
 HHP 2712
 HHP 3114
 HHP 3223
 HHP 3623
 HHP 3663

Full admission required:
 HHP 4723
 HHP 4733
 HHP 4793

Professional Core Requirements 27 Hours

Minimum GPA 2.50 with a minimum grade of "C" or "P" in each course


EDTC 3123
 EPSY 3413
 HHP 1753
 HHP 3430 (1 hr.)
 HHP 3753
 HHP 3773
 SPED 3202

Full admission required:
 HHP 4643

Student Teaching:
 HHP 4480 (3 hrs.) Elementary
 HHP 4480 (3 hrs.) Secondary


 DEAN

ED-7


 DEPARTMENT HEAD

OSU-NCATE Physical Ed, Section II, Assessment #2C, OPTE Data

OPTE Data for Physical Education

School Year

School Year	Final Score	Learners and the Learning Environment	Instruction & Assessment	The Professional Environment	Constructed Response: Critical Analysis Module	Constructed Response: Student Inquiry Module	Constructed Response: Teacher Assignment Module
2002 - 2003							
KMB	246	261	252	213	262	219	262
KRC	260	261	232	289	281	259	262
CAF	252	245	252	267	262	259	224
JMH	244	259	264	242	256	180	204
HLH	273	261	266	278	300	259	300
CMH	244	245	245	245	224	219	281
KEH	250	261	252	256	262	219	224
RBM	252	252	252	262	283	193	265
KKR	246	222	252	289	262	219	224
DR	258	238	266	267	262	259	262
DWS	251	250	263	270	266	193	229
SES	261	269	245	300	262	219	262

Total # passed	Total % passed						
12	100%	83%	92%	92%	92%	33%	58%

Range 244-273

Mean 253

OSU-NCATE Physical Ed, Section II, Assessment #2C, OPTE Data

Physical Education Program

School Year

2003 - 2004	Final Score	Learners and the Learning Environment	Instruction & Assessment	The Professional Environment	Constructed Response: Critical Analysis Module	Constructed Response: Student Inquiry Module	Constructed Response: Teacher Assignment Module
AJC	246	238	259	256	224	219	262
MTE	241	230	239	245	262	259	224
CRG	246	261	266	224	224	199	262
TRH	260	261	252	267	262	259	262
SJJ	244	252	228	242	231	264	265
TNM	255	266	252	290	231	228	229
SMM	240	261	218	191	262	280	262
AND	244	269	211	289	224	199	262
BLR	260	279	258	290	266	228	194
JRS	248	261	239	289	224	219	224
ZLW	250	230	266	289	224	199	262

Total # passed Total % passed

11 100% 73% 55% 82% 36% 36% 64%

Range 240-260

Mean 248

Program of Study

PHYSICAL EDUCATION 4-YEAR PLAN TEACHER EDUCATION

Freshman Year

<p><u>Fall</u> EDUC 1111 Orientation to Education</p> <p>ENGL 1113 or 1313 Composition I or Critical Analysis and Writing I HIST 1103, 1483 or 1493 Survey of American History, American History to 1865, or American History Since 1865 MATH 1513* College Algebra HHP 1753 Introduction to Physical Education HHP 1832 (Fall only) Pedagogy of Sports Skills HHP 2602 First Aid</p>	<p><u>Spring</u> ENGL 1213 or 1413 Composition II or Critical Analysis and Writing II POLS 1113 American Government</p> <p>BIOL 1114 Introductory Biology</p> <p>HHP 1812 Pedagogy of Outdoor Activities HHP 1822 (Spring only) Pedagogy of Rhythm and Movement HHP 2603 Total Wellness</p>
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Sophomore Year

<p><u>Fall</u> SPCH 2713 Introduction to Speech Communication “S” course—3 hours Humanities “H”—3 hours SPED 3202 Education of Exceptional Learners HHP 1842 (Fall only) Pedagogy of Fitness and Wellness HHP 2653 Applied Anatomy HHP 2712 (Fall only) Psychomotor Development</p>	<p><u>Spring</u> PSYC 1113 Introductory Psychology</p> <p>Physical Science (N)—4 hours STAT 2013* Elementary Statistics HHP 3430 (1 hour) Early Laboratory and Clinical Experience in Physical Education HHP 2663 Care and Prevention of Athletic Injuries Elective—3 hours <i>Take and pass OGET</i></p>
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Junior Year

<p><u>Fall</u> HHP 3114 Physiology of Exercise HHP 3223 (Fall only) Motor Learning</p> <p>HHP 3623 (Fall only) School Health Programs HHP 3663 Biomechanics</p> <p>HHP 3753 (Fall only) Methods in Teaching Elementary Physical Education</p>	<p><u>Spring</u> Elective—3 hours HHP 3773 (Spring only) Methods in Teaching Secondary Physical Education HHP 4643 (Spring only-FA) Methods in School and Community Health Education HHP 4793 (Spring only-FA) Adapted Physical Education EPSY 3413 Child and Adolescent Development</p>
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Senior Year (must have Full Admission to Professional Education)

<p><u>Fall</u></p>	<p><u>Spring</u></p>
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<p>HHP 4723 (Fall only-FA) Measurement and Evaluation in Health and Physical Education</p> <p>HHP 4733 (Fall only-FA) Administration and Program Design in Physical Education and Athletics</p> <p>EDTC 3123 Applications of Educational Technologies</p> <p>Humanities “H” & “I”—3 hours</p> <p>Elective—4 hours</p> <p><i>Take and pass OSAT</i></p>	<p>HHP 4480 Internship in Health and Human Performance—3 hrs. (FA) Elementary</p> <p>HHP 4480 Internship in Health and Human Performance—3 hrs. (FA) Secondary</p> <p><i>Take and pass OPTE</i></p>
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*MATH 1715 may be taken in place of 1483 or 1513 and STAT 2013

FA = Full Admission

Sixty hours must be completed at a senior college and include 40 upper-division hours.

The student must have 122 total hours with: (1) 2.50 graduation/retention GPA; (2) 2.50 GPA in Major Requirements; and (3) 2.50 GPA in Professional Core Requirements. The student must earn minimum grades of “C” or “P” in each course in the College/Departmental Requirements, Major Requirements, and Professional Core Requirements and must earn grades of “P” in all sections of student teaching for recommendation for Licensure/Certification.

Prior to enrollment in student teaching, student must fulfill foreign language requirement.

THIS PLAN IS ONLY A GUIDELINE. PLEASE REFER TO YOUR DEGREE REQUIREMENT SHEET FOR SPECIFIC REQUIREMENTS.