Academic Program Review

Submitted by:

Exercise Science, Physical Education, Allied Health
and Sports Studies

Fall, 2015
# Table of Contents

**Preface**

**I. MISSION AND LEARNING OUTCOMES**
  A. Mission Statement
  B. Student Learning Goals/Objectives
  C. University and Academic Learning Goals
  D. Contributions to Core Curriculum
  E. Other University-wide programs

**II. FACULTY**
  A. Faculty Profiles
  B. Faculty Development and Evaluation
  C. Professional Service and Community Engagement

**III. CURRICULUM**
  A. Curriculum
  B. Course Profile
  C. Enrollment Trends
  D. Contributions to Core Curriculum (Optional)

**IV. STUDENT LEARNING**
  A. Pedagogy
  B. Advising
  C. Student Scholarship, Internships, Experiential Learning, Creative Work, Volunteerism
  D. Professional Development, Post-Graduation And Alumni Outcomes

**V. UNIVERSITY SUPPORT AND RESOURCES**

**VI. STUDENT LEARNING ASSESSMENT**

**VII. COMPARATIVE POSITION**
  A. Comparison with Direct Competitors
  B. Best Practices in Field
  C. Unique Features

**VIII. CONCLUSION**
A. Summary of Program Strengths and Weaknesses 26
B. Action Plan
   1. Vision Statement 26
   2. Improvement Using Current Resources 27
   3. Improvement Requiring New Resources 27

IX. DISCUSSION QUESTIONS 27

Appendix

P-1 John Carroll University Quick Reference 29
P-2 Degrees Awarded (PE & ExSC) 2005-20015 30
I-1 Unit Learning Outcomes (EPAS) 31
I-2 Program Learning Outcomes-Physical Education 32
I-3 Program Learning Outcomes-Exercise Science 33
I-4 CAS Alignment Chart-Physical Education 34
I-5 CAS Alignment Chart-Exercise Science 36
I-6 Physical Education Major: Alignment Chart 38
I-7 Exercise Science Major: Alignment Chart 40

II-1 Demographics: Full-Time, Part-Time and GA’s 42
II-2 PE 100 level courses: Part-Time and GA’s course load 45
II-3 Faculty Course Load: Full-Time, Part-Time 46
II-4 Faculty Vita 48

III-1 Three Year Course Rotation Plan 106
III-2 Physical Education Major Advising Sheets 107
III-3 Exercise Science Major Advising Sheets 110
III-4 Teaching Load: Credit Hours 113
III-5 Total Credit Hours x Seats 114

IV-1 Exercise Science Internship Placements 2002-2015 115
IV-2 PE 497 Exercise Science Internship Handbook 153
IV-3 Physical Education Alumni Questionnaire-NASPE 166
IV-4 Mean Data and Graph: PE Alumni Questionnaire 170
IV-5 Raw Data: PE Alumni Questionnaire 171
IV-6 PE Alumni: Strengths & Needs 172
IV-7 PE Alumni: Statements on Impact on Student Learning 174
IV-8 Exercise Science Alumni Questionnaire-ACSM 177
IV-9 Mean Data: Exercise Science Alumni Questionnaire 184
IV-10 Graph: Exercise Science Alumni Questionnaire 185
IV-11 Exercise Science Alumni: Strengths & Needs 186
IV-12 Raw Data: Exercise Science Questionnaire 189
IV-13 Exercise Science: Overview of Alumni Careers 192
IV-14 Exercise Science: Specific Alumni, Degrees, Careers 195
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI-1</td>
<td>Assessment System: Exercise Science, PE, Allied Health, Sports Studies</td>
<td>201</td>
</tr>
<tr>
<td>VI-2</td>
<td>PE 207: Performance-Based Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment w/Rubric</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>• PBA Raw Scores</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>• Rubric with Mean Score Data</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>• Graph of Mean Scores</td>
<td>230</td>
</tr>
<tr>
<td>VI-3</td>
<td>PE 497: Performance-Based Assessment: Philosophy Paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment with Rubric</td>
<td>231</td>
</tr>
<tr>
<td></td>
<td>• PBA Raw Scores</td>
<td>235</td>
</tr>
<tr>
<td></td>
<td>• Rubric with Mean Score Data</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>• Graph of Mean Scores</td>
<td>239</td>
</tr>
<tr>
<td>VI-4</td>
<td>PE 497 Internship Supervisor Evaluation Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Internship Placements</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>• Raw Scores from Internship Supervisor Evaluation</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>• Internship Supervisor Evaluation Form with Mean Scores</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>• Graph of Mean Scores of Internship Supervisor Evaluation</td>
<td>251</td>
</tr>
<tr>
<td>VIII-1</td>
<td>SWOT Analysis</td>
<td>252</td>
</tr>
<tr>
<td>G-3</td>
<td>The Mike Cleary Major in Sports Studies 2015-17 Bulletin</td>
<td>273</td>
</tr>
<tr>
<td>G-4</td>
<td>Syllabi for Physical Education &amp; Exercise Science Major Courses</td>
<td>277</td>
</tr>
<tr>
<td>G-5</td>
<td>Syllabi for PE 435: Writing Intensive course in Core</td>
<td>446</td>
</tr>
</tbody>
</table>
PREFACE

John Carroll University is a Jesuit Catholic university (one of twenty-eight in the United States), founded in 1886, and located in University Heights, Ohio. Our mission is to “inspire individuals to excel in learning, leadership, and service in the region and in the world.” Throughout our 127-year history, we have dedicated ourselves to providing Jesuit education not only to enrich the lives of graduates, but also to challenge them to enrich the lives of others in order to create a more just society. These aspirations are expressed in our shared Jesuit mission of forming “men and women for others.”

We form critical thinkers through a curriculum founded on Ignatian pedagogy. We support our faculty in their roles as scholar-teachers, believing that engaged researchers who invite students into their specialized areas of discovery offer an extraordinary learning experience. We ensure that every student has a faculty advisor and that classroom learning is extended through meaningful co-curricular programs.

Our success is evidenced by extraordinarily strong retention rates, high persistence rates, and high four-year graduation rates. Our alumni make a difference, whether they rise to prominence or work with integrity and dedication in their careers and communities.

Operating on a semester calendar, John Carroll University is a four-year, not-for-profit University which offers both undergraduate and graduate degrees through the College of Arts and Sciences and the John M. and Mary Jo Boler School of Business.

As of fall 2014, the university offered 45 bachelor degree programs and 21 master’s degree programs. There were 642 bachelor and 201 master’s degrees awarded for the 2014 academic year. The overall fall 2014 enrollment for the university was 3700, 3125 undergraduates, and 575 post-bac and graduate students. (Appendix P-1)

Exercise Science, Physical Education, Allied Health and Sport Studies (EPAS) is an academic program situated within the College of Arts & Sciences. In 2014-15 the program was located in the Division of Science, Health and Mathematics as an independent academic program. As of fall, 2015 we are located in the Division for Social Sciences, Education and Global Studies in a newly established unit, the Department of Counseling and Exercise Science. The EPAS title and independent program officially began fall 2014. The following is a brief historical overview of EPAS within the academic structure of John Carroll. The original home for the program was as the Department of Physical Education which began prior to 1970. The department at that time offered activity classes, a minor in Physical Education and teacher certification through the Department of Education. There were 6 tenured faculty members who had teaching and coaching responsibilities throughout the 1970’s and when the major was approved. In spring, 1979, the Physical Education major was approved by the Board of Trustees and became effective in fall, 1979. From 1979 forward the career goals and paths of our majors began to switch from strictly a teaching/coaching perspective to careers in fitness, strength and conditioning, athletic training, and other allied health professions. In response to the students’ goals, the department title was changed to Physical Education and Exercise Science in fall, 1993. We offered a teaching track and a fitness specialist track, which eventually became the exercise science major. In September, 1995, the Department of Physical Education and Exercise Science merged with the Department of Education, and was renamed the Department of Education and Allied Studies.
Physical Education and Exercise Science remained a distinct academic division within this unit for 19 years. During this time, the major in exercise science continued to be selected by students pursuing careers in wellness and allied health careers. One critical decision was made at this time that hurt enrollment of students who chose to pursue a career in athletic training. Our major had a highly successful Athletic Training Internship Program that led to NATA certification. The NATA eliminated the Internship Program in favor of CAAHEP Accreditation (now CAATE accreditation.) With administrative approval, our program completed all requirements to achieve this accreditation, including placing all requirements and coursework into the undergraduate bulletin. The process was stopped during the search for a full-time faculty member in athletic training. We had a high quality undergraduate student athletic training internship program that could not pursue accreditation status without the required faculty member. Throughout this time the major in exercise science continued to expand as did the types of careers our majors selected to pursue after graduation. In summer 2014, the Department of Education and Allied Studies was disbanded and re-organized into 3 separate academic units: 1) The Department of Education and School Psychology; 2) The Department of Counseling; and 3) The Program in Exercise Science, Physical Education, Allied Health and Sports Studies (EPAS.) The “program” status was necessary since there were less than 5 faculty and/or administrators in the unit. Throughout 2014-2015, EPAS operated as an independent academic program with a Program Director who is a tenured, full-time faculty member, and an Administrator who has teaching and administrative responsibilities. In fall, 2015, EPAS merged with the Department of Counseling and become the Department of Counseling and Exercise Science and will be under the administration of the Associate Dean for Social Sciences, Education and Global Studies. Within this new organizational structure, EPAS will maintain its independence as a stand-alone program with the Program Director overseeing all administrative aspects of the program. The department will maintain a role in faculty evaluations and tenure and promotion. The merger of the two programs provided an immediate benefit to EPAS since department status allowed for the appropriate administrative structure within which to hire 2 new tenure-track faculty for the 2015-16 academic year.

The EPAS program offers a broad-range of courses to fit the recreational, academic and professional interests of students. There is a full-range of PE 100 level activity courses; a Physical Education major which leads to Multi-Age Licensure, an Exercise Science major, and a Sports Studies major, approved spring, 2014. The graduates of each of the majors are awarded a Bachelor of Arts degree. The graduates from the overall program have a diverse range of careers, and graduate school opportunities available to them. The most common careers for our majors include: Strength and Conditioning/Fitness Instructor; Physical Therapy, Occupational Therapy, Exercise Physiology, Nutrition, Athletic Training, Nursing, Teaching, Coaching, and Recreation Director. (Appendix IV-13 and Appendix IV-14)

There are approximately 140 students enrolled in the major programs, across the 4 classes with the majority of the students pursuing an exercise science degree. Appendix P-2 provides a graph of degrees awarded for Physical Education (PE) and Exercise Science (ExSc) from 2005-2015 and displays the growth in interest in the exercise science major over time (2005=3; 2015= 28) due in large part to the multiple, and diverse, career opportunities available after graduation and the high need for professionals in the allied health professions, and lifestyle wellness careers. The data also identifies the lower, but relatively consistent enrollment in the physical education major (2005=5; 2015=3) which is normally aligned with the coursework in education for the Ohio Resident Educator Multi-Age License. The Physical Education and Exercise Science programs are competitive within the university in relation to the overall number of degrees
awarded in the College of Arts and Sciences (CAS) for 2014, ranking #4 overall in Bachelor of Arts degrees awarded in the Arts and Classics, and #7 overall in all degrees awarded in the CAS based on data from the Fact Book 2014-2015, p 59, and graduation data maintained within the program.

This Academic Program Review will provide an overview of the PE 100 level courses and how they serve the needs of the students, but will focus on the Physical Education major and the Exercise Science major relative to assessment, meeting the university learning goals, and preparation for careers and/or graduate school. Sports Studies was introduced as a major in fall, 2014 and although some undergraduates have expressed interest in the major, the university’s official beginning of the major is fall 2015 with the incoming freshman class. This major will be discussed relative to future plans and visions for programs but has not been included within the body of the report since the official first class will enter fall, 2015.

The 2014-15 and 2015-16 years have been, and are, transition years for the EPAS program and therefore titles, etc., have changed. Reference throughout this academic program review (APR) is related completely to the major programs in Physical Education (PE) and Exercise Science (ExSc.) But the program title did change in fall, 2014 to Exercise Science, Physical Education, Allied Health and Sports Studies (EPAS.) All efforts have been made to speak of the unit as EPAS but the discussions and analysis of the data is related to the two majors: PE and ExSc, except where indicated. In addition, with the 2015-17 Bulletin, the course prefix has changed. This should not be a problem in reading the document, but in examining syllabi, the fall 2015 courses will have a different prefix then spring 2015, and the 2015-17 Bulletin will contain the new prefix. In 2014-15 all courses had the prefix: PE. In 2015-16 the following key can be used: PE = all 100 level activity courses; EPA = all coursework that can be used in the exercise science, physical education and sports studies majors; SPS = all courses specific to the sports studies major.

I. MISSION AND LEARNING OUTCOMES

A. Mission Statement

The Exercise Science, Physical Education, Allied Health, and Sport Studies (EPAS) Program is grounded in a vision and mission of leadership and service to others that is organized around, and implemented through, knowledge of the science of human movement and human behavior, relevant skills and application experiences, and evidence of dispositions for careers in professions dedicated to the science of human movement, the study of human behavior and the respect for the dignity of the human person.

The mission statement was developed in summer, 2014 and assures that EPAS is committed to the value and importance of physical activity in the lives of all people. The program provides a comprehensive curriculum that encourages the development of knowledge, skills and dispositions across the continuum either as a participant in the physical activity curriculum, or as a major candidate pursuing a career focused on the well-being of others through physical activity, fitness and wellness, coaching, allied health and sports.

Each of the major programs Physical Education (PE) and Exercise Science (ExSc) is grounded in broad-based curriculums that provide depth of knowledge in the scientific foundations of human movement and human behavior as preparation for graduate school and multiple career...
opportunities, as well as a breadth of knowledge within the humanities, social sciences, philosophy and religion, integrated into the majors’ curriculum. The EPAS program is grounded in the dignity of the individual and promotes goals and outcomes related to the maximum achievement of individual potential.

B. Student Learning Goals/Objectives

The EPAS program provides a robust curriculum that meets the needs of students who wish to pursue a career directly after graduation, or choose to enter a graduate school or professional program of choice. The program’s focus for Physical Education and Exercise Science is on the scientific foundations of human movement and how this knowledge base impacts all professional careers of choice, e.g., teaching, fitness, physical therapy, coaching and so on. In addition to our curriculum, students are advised on an individual basis of the potential for additional coursework based on career goals, e.g., DPT, OT.

The program has Unit Learning Outcomes (Appendix I-1) for the whole unit, and specific Program Learning Outcomes for each major (Appendix I-2: Physical Education; Appendix I-3: Exercise Science.) The Program Learning Outcomes for PE and ExSc are the same outcomes but as necessary have different Performance Based Assessments to accommodate for the preparation of an educator. There is no difference in course content, professional preparation, and professional performance expectations for our majors regardless of career choice.

An alignment map (Appendix I-4: Physical Education; Appendix I-5: Exercise Science) show the relationship between the University Learning Outcomes, the Program Learning Outcomes, and the Curriculum for each major. The Performance-Based Assessments (PBA) provide the foundation for the alignment and will be discussed in a later section.

C. University and Academic Learning Goals

The vision and mission of the EPAS program is grounded within the curriculum, teaching, advising, and internship experiences to develop leaders in service to others. Exercise Science, Physical Education, Allied Health and Sports Studies prepare for professions that are committed to leadership and service-through-action, at all times. These professions are committed to the creation of environments to promote lifestyle wellness, enhance potential, challenge capacity, and empower individuals regardless of circumstance. The EPAS coursework is robust in the multiple intellectual challenges the students have throughout the curriculum through the traditional format such as tests, quizzes, papers and presentations. But, the courses have multiple authentic measures such as the PBA’s, practicum and internship experiences, that serve as authentic measures of the University Learning Goals, e.g., “Intellect, Character, Leadership and Service.” Through the coursework, the PBA’s, and the authentic experiences in the field the majors are given the opportunity to live out the University Learning Outcomes in alignment with the Unit and Program Learning Outcomes. Appendix I-6 (Physical Education) and Appendix I-7 (Exercise Science) provide charts of the individual courses, and the specific course PBA’s, aligned to the University Learning Outcomes, and the Unit and Program Outcomes.

D. Contribution to Core Curriculum

The University Core Curriculum in place during the 2014-15 year is composed of 5 Academic Divisions: 1) Basic Requirements; 2) Humanities; 3) Social Sciences; 4) Science, Math, Psychology; and 5) Philosophy and Religion, and 5 additional requirements: Writing Intensive
Diversity (D.), Literature (L.) and International (R and S.) Exercise Science and Physical Education coursework was not included in the 5 academic divisions at the time the core was developed therefore there has been no contribution to the 5 academic divisions of the core.

Physical Education and Exercise Science has participated in the Core Curriculum through the Writing Intensive (W) course. PE 435: Ethics in Exercise Science, Physical Education and Sports Studies is a required course within the major, and fulfills the core Writing Intensive requirement for our majors. (Appendix G-5) One faculty member in Physical Education & Exercise Science has been actively involved with the oversight of the Core as a member of the Core Curriculum committee from 2008-2014.

The Integrative Core Curriculum beginning fall, 2015 does not have a specific requirement for a course from the EPAS academic discipline in the major divisions that identify specific departments. But, there are ways for majors in EPAS to fulfill some of the core requirements through required, or related, EPAS coursework. The Advanced Writing component will be continued with the EPA 435 Ethics course; The PE 430: Research and Measurement in Exercise Science, Physical Education and Sports Studies course will be divided into 2 courses: EPA 130: Statistics in Exercise Science and Allied Health to fulfill the Quantitative Analysis (QA) requirement of the Integrative Core; and EPA 430: Measurement, Assessment and Exercise Prescription as an advanced QA course. The Advanced Communication course will be one of the EPAS and SPS courses at the junior/senior level.

The Integrative Core Curriculum is a new academic undertaking for the whole university as of fall, 2015. EPAS faculty may become involved with teaching courses in the Integrative Core due to the addition of 2 new EPAS tenure-track faculty in fall, 2015. We will explore the Jesuit Heritage area, such as Social Justice, and Creative and Performing Arts, as well as a linked or integrated course. Multiple factors will influence this possibility: 1) the new faculty need time for course development, building relationships with other faculty, and assessing course dynamics; 2) the new faculty are on the tenure-track and need to judiciously select additional responsibilities; 3) the need for full-time faculty to teach within the EPAS unit is a priority at this point; 4) the part-time faculty have commitments beyond our program but have areas of expertise that could serve our majors and the larger community quite well in the core 5) the increase in the size of the exercise science and sports studies programs will entail the addition of new courses, new sections, and advising responsibilities; and 6) the potential to expand into new programs, e.g., graduate program in Athletic Training, Exercise Counseling, nutrition and wellness, as well as building of community relationships throughout the greater Cleveland area in health and wellness. The EPAS unit places a high priority on faculty being involved in community-wide activities, such as faculty forum meetings, committees, speaker sessions, and in general, the building of faculty relationships across the campus. Involvement in the integrative core is a viable opportunity that will be evaluated and discussed for the good of the new faculty, the part-time faculty, our students, the overall unit, and the university at large.

E. Other University-wide programs

Physical Education & Exercise Science has had indirect involvement in other University-wide programs through a supportive role in university initiatives to meet the individual needs of a diverse student body as well as to enhance the mission of the university. The small number of full-time personnel (2) has limited direct involvement. Examples of ways in which EPAS interacts throughout the curriculum include: 1) Through the advising of EPAS students multiple
program opportunities are discussed as to whether or not a program will fit within a specific course of study, meet a major’s specific short-term and long-term goals, and will enhance personal development. Individual discussions such as this are held with each student at every advising session regarding appropriate coursework, including relevant minors. 2) The scheduling of PE 409: Kinesiology, and PE 407: Exercise Physiology, is coordinated with Biology to accommodate biology majors pursuing an allied health profession; 3) Population & Public Health, the Leadership minor, and the Entrepreneurship minor, each accept PE & ExSc coursework to fulfill minor requirements; and 4) Collaboration with Education on coursework related to education and licensure requirements. The primary focus for PE & ExSc majors has been fulfilling pre-requisite coursework, beyond the major, for a graduate program, such as DPT, OT, Nursing, and Athletic Training, or completing the required education coursework for licensure. We have had numerous students enroll in honors courses due to the topic, one exercise science major pursued the Policy and Public Health interdisciplinary major along with EPAS, and the Leadership and Entrepreneur minors have been popular choices with our majors. The EPAS program director will become part of an Entrepreneurship Learning Community beginning fall 2015 to learn more about this content and the dynamics for introducing it into the EPAS coursework.

The professions related to EPAS are service professions, and therefore, we are striving to have a more formal introduction to the concept of service learning within the EPAS coursework. To realize this goal we have met with Sr. Katherine Feely and will align with the Center for Service and Social Action and coordinate a pilot of the EPA 201 practicum through their office during fall, 2015. The potential for full execution for all students in EPA 201 in spring, 2016 will depend on the pilot. We were mindful of service learning when we revised our major course of study that begins with the 2015 freshmen class. We have included 2 practicums within this revision, the first one will be associated with EPA 201, and the second one will be associated with EPA 408: Organization and Administration (Sports Studies majors) or EPA 407: Exercise Physiology (ExSc majors.) The culminating experience for each ExSc major is an internship in an area of professional choice, or a pre-student teaching/student teaching experience for licensure for PE majors.

II. FACULTY

A. Faculty Profiles

The EPAS program has undergone multiple program changes over its history that impacted the full-time faculty numbers. Since 2004, the core faculty for Physical Education and Exercise Science has been one full-time associate professor, one administrator, one tenure-track assistant professor (2010-2012), one emeritus associate professor, and multiple long-term part-time faculty and graduate assistants. (Appendix II-1)

The PE 100 level activity courses, including PE 203, have been taught by part-time faculty and graduate assistants from fall, 2012 to spring, 2015 (Appendix II-2.) As demonstrated by the PE 100 level graph, and Table II-1, over the past 3 years the program has made a focused effort to hire part-time faculty with master’s degrees to teach the PE 100 level classes, and reduce the reliance on the graduate assistants. Fall, 2015 will be the first semester with no GA’s teaching the PE 100 level courses. The graduate assistants are responsible and professional but the goal is to expand on course content, increase the variety of offerings, and do so with professionals in the field. Our good fortune has been the hiring of qualified part-time faculty for teaching
assignments in the major program as well as teaching assignments in the activity courses.

The major courses in Physical Education and Exercise Science, e.g., 200, 300 and 400 level courses, have relied upon an academically qualified part-time faculty for the PE and ExSc major coursework. We have maintained consistency over many years with some part-time faculty, as well as the more recent opportunity of being able to hire JCU full-time employees in athletics as part-time faculty in both majors’ courses and activity courses. The academic expertise of our part-time faculty has allowed the overall program to maintain the robust nature of the coursework, assure rigor in student expectations, and maintain continuity across the scope and sequence of the curriculum. Appendix II-1 provides the demographics of the full-time, part-time and graduate assistants who have taught within some aspect of the program from fall, 2012 through spring 2015, and Appendix II-3 provides information on teaching loads within the major for full-time and part-time. Appendix II-4 includes a current vita on all full-time and part-time faculty teaching in the program between fall, 2012 and spring, 2015. Table II-1 provides an overview of the course load for each group of faculty, as well as the total credit hours generated each semester for the GA’s, part-time faculty and full-time faculty. As evidenced by Table II-1, the teaching load within the major program has been weighted towards the part-time faculty due to the limited number of full-time personnel but the academic preparation of the part-time faculty, years of experience, expertise, and their commitment to the overall program have made this a positive for the students. The addition of 2 full-time tenure-track faculty, fall, 2015, with strong academic preparation in exercise science, in-depth research productivity, and the potential to engage our students in career-related academic preparation and hands-on experiences will continue the quality of the present program and provide a significant foundation for visioning, planning, implementation, and growth of our program as we move forward.

Table II-1 provides a picture of the student growth in the major program during 2014-2015, a trend that will continue in 2015-2016, based on the initial enrollment of 49 incoming freshmen in the fall, 2015 EPAS cohort advising section. The increase in enrollment has required additional part-time faculty to accommodate an increase in course sections, during the past year and in fall, 2015, EPA 202, 230, and 201 have each increased the course offerings. These courses are entry-level for freshmen and sophomores but are predictive of an increased enrollment in all major courses over the academic careers of these freshmen and sophomores.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Load (Hrs.) Fa’12</th>
<th>Hrs. x Seats</th>
<th>Course Load (Hrs.) Sp’13</th>
<th>Hrs. x Seats</th>
<th>Course Load (Hrs.) Fa’13</th>
<th>Hrs. x Seats</th>
<th>Course Load (Hrs.) Sp’14</th>
<th>Hrs. x Seats</th>
<th>Course Load (Hrs.) Fa’14</th>
<th>Hrs. x Seats</th>
<th>Course Load (Hrs.) Sp’15</th>
<th>Hrs. x Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA’s (100 level)</td>
<td>6</td>
<td>87</td>
<td>7</td>
<td>131</td>
<td>7</td>
<td>93</td>
<td>9</td>
<td>160</td>
<td>2</td>
<td>19</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>Part-Time (100 level)</td>
<td>14</td>
<td>140</td>
<td>14</td>
<td>179</td>
<td>14</td>
<td>149</td>
<td>11</td>
<td>141</td>
<td>19</td>
<td>242</td>
<td>18</td>
<td>258</td>
</tr>
<tr>
<td>Full-Time (Major)</td>
<td>15</td>
<td>211</td>
<td>18</td>
<td>471</td>
<td>18</td>
<td>270</td>
<td>18</td>
<td>336</td>
<td>15</td>
<td>366</td>
<td>15</td>
<td>363</td>
</tr>
<tr>
<td>Part-Time (Major)</td>
<td>21</td>
<td>661</td>
<td>13</td>
<td>467</td>
<td>19</td>
<td>583</td>
<td>19</td>
<td>607</td>
<td>19</td>
<td>625</td>
<td>27</td>
<td>748</td>
</tr>
<tr>
<td>Total Course Load</td>
<td>56</td>
<td>52</td>
<td>58</td>
<td>853</td>
<td>57</td>
<td>943</td>
<td>55</td>
<td>991</td>
<td>62</td>
<td>1111</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The JCU full-time faculty load is 12 credit hours with reductions in load based on administrative responsibilities and research productivity. The one full-time tenured associate professor serves as the Program Director for EPAS, has a course load of 6-9 credit hours per semester, and advises all majors, and potential majors (~125 per semester.) The full-time Administrator in EPAS teaches 9 credit hours per semester, supervises the part-time faculty in the PE 100 level activity courses, serves as the Coordinator of Practicums and Internships, and has responsibility for the organization and oversight of the internships for our seniors, and the development of the new practicum beginning in fall, 2015.

The part-time faculty have been affiliated with the professional program for a long time (Appendix II-1) which has served to establish continuity in coursework, and sustainable opportunity for growth in the program. The part-time faculty normally will teach between 3-8 credit hours per semester within the professional curriculum. Each part-time faculty member maintains the appropriate academic degrees and qualifications for the courses they are assigned to teach. The overall faculty (full and part-time) has expertise in a diverse range of areas, such as: Development and Learning, Exercise Physiology, Ethics, Higher Education, Chiropractic Medicine, Athletic Training, Coaching, Teaching, and Sport Management and Administration of Athletics. These faculty areas of expertise accommodate the student learning outcomes that we have established as significant for the preparation of our majors for their chosen fields of study. Appendix II-3 provides a table that lists the specific course responsibilities for each full and part-time faculty member in the major programs over the past 3 years.

B. Faculty Development and Evaluation

The Program Director is involved with faculty development opportunities to enhance personal as well as professional development. She will be engaged in a learning community with other faculty during 2015-16 to learn how to create an entrepreneurial community of learning within the classroom.

During summer 2015 she created a faculty development opportunity for any full or part-time faculty to be tutored in the use of Canvas Learning System. Two professionals from IT worked with 4 faculty on how to use this system. One part-time faculty followed up with a one on one sessions over the summer.

The program director has begun to meet with faculty one on one this summer, 2015 to engage in the development of syllabi that include our mission statement, learning outcomes relevant to the specific course, and specificity regarding expectations within the syllabus. The meetings also discussed the specific course PBA’s and how these could be enhanced, or modified, to increase clarity, rigor, alignment with learning outcomes, or other areas of need. These meetings will continue into the fall and spring semesters.

The evaluation process and faculty development are primarily done on an individual basis. Each faculty member, full and part-time is required to submit student evaluations at the completion of the semester. These student evaluation forms are completed in compliance with the university
policy, e.g., a student in the course distributes the evaluation forms; the faculty member is not present in the room during the evaluation process; the evaluations are collected by the student, placed in an envelope, sealed, and delivered by the student to the program secretary. Faculty are given access to their evaluations after final grades have been submitted to the Registrar. Normally, the program director will read through the evaluations and address areas of concern, if any, with the individual faculty members. The program director, throughout the 2014-15 academic year has begun to meet with individual part-time faculty to engage in a discussion along many lines, such as, areas of need for them personally and professionally, resources needed, concerns with students, and to discuss their classes and how we can be of help. Since each of these people have been with the university for a number of years, and many working in other areas of athletics, there is ongoing formative evaluations occurring, more so than a summative process. For the most part, the part-time faculty are professional, independent, and motivated by their own professional expectations and standards. The new full-time faculty tenure-track faculty will participate in various types of professional development, observation, and evaluation throughout their tenure process. This will include university-wide new faculty meetings, teaching observations, meetings with the EPAS Program Director, discussions with faculty within Counseling and Exercise Science, student course evaluations, an annual self-evaluation required by the university, a chair evaluation in response to the self-evaluation, and annual evaluations of teaching, scholarship and service with the Tenure and Promotion committee.

C. Professional Service and Community Engagement

The size of the full-time program faculty through 2014-15, precludes many individuals being involved in committee work throughout the university, or in the community. The Program Director has maintained a continuous role in leadership and service within the university throughout her tenure: Coordinator of Women’s Athletics (1970-1990,) Coach (1970-1990,) Chair of Physical Education & Exercise Science (1984-95,) Associate Chair Education and Allied Studies (1995-97,) Chair, Education and Allied Studies (2000-08,) NCATE Coordinator, responsible for the self-study report, and NCATE accreditation process (2000-08,) member of the original Academic Policies Task Force (APTF) that created the 9 Learning Outcomes included in the university assessment system, Vice-President and President of the AJCU Deans and Chairs of Education, and the co-director, with Deb Delisle, Superintendent of Cleveland Heights-University Heights, of the Executive Committee of the JCU/CH-UH Task Force to develop an integrated relationship between the university and the local school district which resulted in a Memorandum of Understanding between the 2 units. This affiliation was robust in outcomes that benefitted the school district and the university, such as: site-based courses; student-teaching relationships; licensure programs for teachers; ongoing professional development for teachers; the establishment of the Garity Professional Development School; and the preparation and Ohio Board of Regents approval of the Teacher Leader Licensure Program. The Program Director served on the Committee on Academic Policies and the Core Curriculum Committee from 2008-20014, and refined and submitted the Sports Studies major proposal to the faculty in April, 2014, which was approved by a faculty vote and instituted in fall, 2015. She has been involved with the Cohort Advising program initiated in fall, 2013 for the purpose of aligning incoming freshmen with an advisor in the pre-identified college major. The program director has direct responsibility for advising all potential majors, and all majors, in EPAS. In fall, 2015, the Administrator will begin to advise students interested in the Sports Studies major. The new full-time faculty will be introduced to the advising process during 2015-16 and should be assigned advisees in their second year on the faculty.
The transition to an independent academic program, the hiring of 2 new full-time faculty, and the addition of the sports studies major, will provide additional opportunities to develop internal relationships through campus professional development, and external relationships with the community, allied health agencies, and health agencies over time.

One significant way in which the exercise science program has been involved with the community, and professionals within the allied health and exercise science profession per se has been our internship program. Appendix IV-1 provides a table of all internship experiences for our majors beginning in 2002. These internships verify to the professional community the quality of our academic program through the work of our majors within their professions and businesses. The internships have provided networking opportunities for our majors, created a substantive base for future internships, and have been an excellent resource for expanding our majors’ content knowledge through practical experiences.

The Mike Cleary Major in Sports Studies recently developed an affiliation with the John McLendon Minority Scholarship Foundation and will work with this group in areas related to diversity initiatives in athletics for students, players, coaches, and administrators. In August, 2015, a John Carroll contingent was present at Pro Football Hall of Fame when the McLendon Foundation awarded the Bud Selig award to Mr. Bill Polian for his work on behalf of the development of high level minority coaches.

III. CURRICULUM

A. Curriculum

The curriculum for the Physical Education and Exercise Science majors has been developed to assure that the students have breadth and depth of core knowledge necessary for a professional in physical education and/or exercise science. A prominent trend today has majors pursuing specific paths toward many types of careers in the allied health professions rather than the traditional physical education or exercise science careers of 20 years ago. The faculty support a curriculum that is rigorous, timely, and appropriate for the career aspirations of the students, but have also maintained a responsibility to educate for the core knowledge of the profession, as well as to prepare the majors to have the intellectual capacity to pursue multiple types of careers that have moved into prominence throughout the last 20 years. We have a deep commitment to provide our students with breadth and depth within their respective fields of study. There is a core body of knowledge (43 semester hours) required by all majors to assure that each student is academically prepared to enter a graduate program in the area of choice. The PE major is 46 semester hours (Appendix III-2) but also includes an additional 31 semester hours of Education coursework including a full semester of student teaching. The ExSc major is 55 semester hours (Appendix III-3) and includes coursework related to assessment, diagnosis and rehabilitation of injuries, nutrition, and a required internship. Where the coursework diverges for the 2 majors provides each an opportunity to introduce increased specificity into their knowledge-base, and have an in-depth experience in their potential professional area of work and/or study.

The map of the PE and ExSc assessment systems (Appendix VI-1) identifies how the curriculum has been sequenced throughout the four years to assure that the course of study develops a knowledge base that is logical, moves from general to specific knowledge, depends upon a continual development of foundational knowledge, and culminates in application-based
coursework in the final year. The entry stage and admission stage focus the coursework on survey, and foundational knowledge courses that allow a student to actively think about careers in relation to their strengths and areas of need. The admission stage also has the students enrolled in 2 semesters of anatomy and physiology as the primary gateway course to focus on the scientific foundations of human movement. Most students complete this coursework in the sophomore year, but some begin in the junior year. Whenever a student begins the anatomy courses there is a minimum of 2 years to complete the remainder of the curriculum. Kinesiology and exercise physiology are offered in the Formative stage and require the completion of anatomy and physiology as a pre-requisite to assure the foundational knowledge about the human body. The formative stage offers coursework with increased hands-on experiences for the students, with the labs associated with exercise physiology, the teaching experiences in methods, and the diagnosis and rehabilitation labs in care and prevention. The summative stage has a focus on engaging in learning through situated learning experiences that require ongoing reflection, problem-solving and critical thinking, and ethical decision-making, e.g., the ethics course, disabilities practicum, and the internship or student teaching.

The required major core curriculum (43 semester hours) for PE and ExSc majors is focused on the traditional content knowledge required of someone entering the PE and ExSc profession, such as anatomy and physiology, exercise physiology, kinesiology, development, assessment, and methods, but is also responsive to society’s changing needs related to the health and wellness of country’s population. The curriculum provides coursework related to lifestyle wellness, lifestyle disabilities, working with individuals with disabilities, health and nutrition, a specific course on ethics and ethical situations that students may encounter in their professional lives, and a research methods course to prepare students to maintain currency with the literature, adopt research-based practices, and use the skills as a professional.

Appendix III-1 provides an overview how the courses for the PE and ExSc majors have been offered over the past 3 academic years, the semesters they are offered, and their rotation within a student’s 4 year plan. The 2015-16 academic year has been included as the culmination of a 4 year cycle. All courses are offered every year. Some courses, such as PE 200, 202, 208 and 230 are offered every semester. The remainder are offered either as a fall course or a spring course. It is possible for a student to begin the exercise science major as a first-semester junior and complete all the coursework in 2 years. This is based on the assumption that most other degree requirements have been fulfilled, such as the core curriculum.

B. Course Profile

The PE and ExSc program has offered an average of 17.5 major courses within a semester over the past 6 semesters, including lab courses (Appendix III-4.) The full-time faculty, on average, have taught a slightly smaller % of the courses than the part-time faculty, e.g. fall 2012-fall, 2014: FT = 47.8% to PT = 51.2%, but in spring, 2015 there was a large difference in teaching loads, e.g., FT = 35% to PT = 64 %. The disparity in teaching % is due to increased enrollment in the major and therefore an increase in course sections and/or an increase in lab sections. A clearer picture of the gradual increase in the enrollment of students in the majors is obtained by looking at the credit hours per course x the number of students enrolled. When the courses taught are examined by number of students enrolled in the major courses, e.g., credit hours x course enrollment, the difference between full-time and part-time course responsibilities becomes more apparent. Table III-1 provides an overview of the total credit hours generated, by full-time and part-time faculty in the majors courses and the percentages attributed to full-time and part-time.
Table III-1
Credit Hours Generated (Hrs. x Seats Taken)
Full-Time/Part-Time Faculty: Majors Courses

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hrs. x Seats</td>
<td>Hrs. x Seats</td>
</tr>
<tr>
<td>Fall, 12</td>
<td>211</td>
<td>661</td>
</tr>
<tr>
<td>Spring, 13</td>
<td>471</td>
<td>467</td>
</tr>
<tr>
<td>Fall 13</td>
<td>270</td>
<td>583</td>
</tr>
<tr>
<td>Spring, 14</td>
<td>408</td>
<td>607</td>
</tr>
<tr>
<td>Fall, 14</td>
<td>366</td>
<td>625</td>
</tr>
<tr>
<td>Spring, 15</td>
<td>363</td>
<td>748</td>
</tr>
</tbody>
</table>

The 2014-15 Fact Book does not include credit hour data specific to Physical Education & Exercise Science, since it is a program. Data for a program is combined within a department total, e.g., Education and School Psychology. The credit hours generated for 2014-15 in Physical Education & Exercise Science across PE 100 level courses (560) and majors courses (2102) equals 2662 credit hours for 2014-15 (Table II-1.) The addition of 2 new tenure-track faculty in fall, 2015 should alter the full-time/part-time percentages in some way but the need for the part-time faculty will remain due to the increased enrollment, the planned addition of assessment coursework in exercise science, and the planned, gradual addition of the Sports Studies courses. PE 205/L Anatomy & Physiology is used as a “barometer for enrollment” for PE & ExSc. This course enrollment provides an estimate of resource needs for the junior and senior years for our majors since it is required to move forward in the course of study. EPA 205/L averaged 35.7 students over the past 3 fall semesters, e.g., 2012, 2013, 2014, and as of now it has a fall, 2015 enrollment of 35 students.

C. Enrollment Trends

The PE & ExSc major courses have experienced enrollment increases the past 3 academic years rather than under-enrollment (Appendix III-5.) The increase in careers associated with lifestyle wellness, lifestyle disabilities, strength and conditioning, allied health professions, and in general, a personal interest in health has contributed in a positive way to the increase in the major courses as well as some courses that are open to anyone, such as PE 200: Current Health Issues and PE 230 Nutrition. There are 49 students enrolled in the 2015 freshmen advisory cohort for Exercise Science and Sports Studies incoming freshmen class. This is a combination of PE, ExSc and Sports Studies but it is the largest cohort of freshmen for our program.

D. Contribution to Core Curriculum (Optional)

Physical Education and Exercise Science was not directly included in the outgoing University Core Curriculum but does offer one writing intensive (W) course for the majors, PE 435: Ethics in Athletics, Physical Education and Exercise Science. (Appendix G-5) The Integrative Core Curriculum does not have a specific requirement for exercise science in any form at present but we will discuss some possibilities beginning in 2015-16.

IV. STUDENT LEARNING
A. Pedagogy

Physical Education and Exercise Science professional courses offer a variety of pedagogical approaches across courses being offered. Overall, each course has an element of the lecture throughout a semester. In addition, there are multiple authentic and situated experiences that allow the students to engage in hands-on learning, collaborative learning, and integrative and reflective practice. A consistent element of our curriculum and the pedagogy used is that we must provide the students with multi-factored, integrative opportunities, e.g., opportunities to know the knowledge, to demonstrate that knowledge in the development and implementation of skills, and to develop personal dispositions that will serve them in their professions.

Faculty use multiple measures to assess developmental knowledge, skills and dispositions of the students. The common method of teaching might be the lecture, and the common assessment might be the test. But, the primary measure for meeting the learning outcomes will be the authentic, situated learning experiences that are organized throughout a course, and through the Performance-Based Assessment (PBA). These learning challenges provide the student with an opportunity to apply the content, e.g., the lecture notes, in a setting that mimics their eventual real-world professions. The overall plan is developmental, progressive and sequential such that as the students move from Entry to Admission they are building a substantive, foundational knowledge, that can be challenged, reinforced, and expanded through the more challenging experiences in the formative and summative stages of the learning process when we hope to replicate actual experiences of the profession. Table VI-1 provides an overview of some courses that offer multiple types of pedagogy and authentic, situated experiences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Types of Pedagogy</th>
<th>Authentic, Situated Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 205/L &amp; PE 206/L: Anatomy &amp; Physiology I &amp; II</td>
<td>Lecture, Hands on Labs, Library: Small group, or individual, meetings w/instructor</td>
<td>Skeleton knowledge development, one bone at a time, Construction of disarticulated skeleton and Cranium, Dissection labs, Autopsy viewing: County Coroner’s Office (as possible)</td>
</tr>
<tr>
<td>PE 201/L &amp; PE 304/L: Care &amp; Prevention of Athletic Injuries I &amp; II</td>
<td>Lecture, Hands-on Labs</td>
<td>Training Room Labs: Taping of various joints in the human body, Assessment of Injuries, First response to injuries, Rehabilitation of injuries</td>
</tr>
<tr>
<td>PE 310: Methods, Materials &amp; Resources in PE and Exercise Science</td>
<td>Lecture, Small group discussions, Teaching pairs: Lesson/Unit plan construction</td>
<td>Plan, develop, implement, and assess individual teaching experiences</td>
</tr>
<tr>
<td>PE 407: Exercise Physiology</td>
<td>Lecture, Labs</td>
<td>Learn to use equipment that assesses physiological responses to exercise, Learn to collect data on individuals within an exercise situation; Development of appropriate exercise plans based on data collected</td>
</tr>
<tr>
<td>PE 408: Organization &amp; Administration of</td>
<td>Lecture, In-Class individual and</td>
<td>Dynamics of a professional interview: Mock interviews, Planning, preparation of a Charity Sporting Event</td>
</tr>
<tr>
<td>Athletics, PE, and Exercise Science</td>
<td>group activities</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>PE 411: Physical Education in Early Childhood Education</strong></td>
<td>Lecture, Planning, On-Site Teaching of Motor Skills @ Gearity PDS</td>
<td>6-7 weeks: Plan, implement and assess the development of fundamental motor skills of 1st or 2nd grade children</td>
</tr>
<tr>
<td><strong>PE 420: Disabilities: Learning, Movement and Program Development</strong></td>
<td>Lecture, Lesson Planning, Assessment, On-Site Teaching @ Gearity PDS</td>
<td>10 weeks: One on One teaching situation, e.g., PE 420 students work children with a disabilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of individual motor skill development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Program Planning, goal setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation, modification, planning, etc.</td>
</tr>
<tr>
<td><strong>PE 432: Motor Learning</strong></td>
<td>Lecture, Small group activities, Problem-Solving situations</td>
<td>Research: on one area of brain, identify role in voluntary motor development, learning and behavior; Apply findings to assignment on motor skill learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan, implement and assess the learning of a motor skills by college-age peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application of course content throughout this learning experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires the use of students’ knowledge from multiple courses</td>
</tr>
<tr>
<td><strong>PE 433 (Elective): Theoretical Principles of Strength &amp; Conditioning</strong></td>
<td>Lecture, Preparation of Progressive Fitness Plans</td>
<td>Fitness assessment data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning, Preparation and Implementation of progressive strength and conditioning programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpretation of results, modification of plans, etc.</td>
</tr>
<tr>
<td><strong>PE 497: Internship &amp; Seminar</strong></td>
<td>Small group discussion, Internship (100 hours, minimum), Applied research question</td>
<td>Full-time internship with a certified person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of a research question from the internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct research and develop culminating paper that enhances internship knowledge and experience.</td>
</tr>
<tr>
<td><strong>ED 444D: Student Teaching</strong></td>
<td>Pre-Student Teaching, Student Teaching</td>
<td>Fall Semester: Pre-Student Teaching: 1 full day a week with Cooperating Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 weeks at elementary school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 weeks at high school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Semester: Student Teaching: 14 week experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 weeks at elementary school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 weeks at high school</td>
</tr>
</tbody>
</table>

The teaching effectiveness of the one full-time faculty member is assessed through the student course evaluations and the annual faculty self-evaluation process conducted during the fall semester. In preparation for the annual self-evaluation the faculty member tabulates the student evaluations and develops a descriptive as well as reflective discussion of effectiveness in teaching. For the most part, the student evaluations are positive, affirming in how the course is prepared and delivered to them, and the final ratings are usually Excellent or Very Good.

The part-time faculty are required to have student evaluations completed at the end of each semester. The evaluations are distributed by a student, collected and returned to the department secretary by the same student. Faculty, full and part-time, have evaluations returned to them once final grades have been submitted. Normally, the Program Director will look through the
evaluations. The part-time faculty, have been teaching within the program for many years, and some are affiliated with John Carroll in a full-time capacity as well. Each one respects their role as an educator and are totally invested in preparing the students for graduate school and careers in their chosen professions. Each part-time faculty works within their teaching area of expertise, knows the current best practices, knows the research, and knows the entry-level knowledge, skills and dispositions that our students need to become successful within the field. This professional attitude is identified and informally assessed each time we have a meeting, discuss courses, and plan curriculum.

The new full-time tenure-track faculty maintain an ongoing formal evaluation process throughout their tenure-track time period. They have a minimum of one teaching observation each semester by someone in the Counseling and Exercise Science department, will submit their annual self-evaluation in the fall, and each spring will submit an annual dossier to the tenure committee detailing teaching, scholarship and service for the year. The tenure committee prepares an annual tenure report that goes to the Dean and the faculty member. The third year in-depth evaluation includes the development of a dossier reflective of teaching, scholarship and service patterns and outcomes over the three years. This dossier is submitted to the Committee on Academic Deans (COAD.) The tenure-track faculty receive annual written responses from the Dean related to progress toward tenure throughout the tenure review process.

There are multiple ways in which Physical Education and Exercise Science has demonstrated that we are a “Community of Reflective Practice.” The process for change, evaluation, reflection, and response to student needs and wants is done individually by all faculty in response to course outcomes, student evaluations, at times one on one meetings with the Program Director, and as a group when we are discussing program, and/or course, changes. Three good examples of this in summer, 2015 include: The course instructor for PE 207 and the program director discussed in detail, the syllabus, assignments, the PBA, and the eventual practicum to be introduced in fall, 2015. The intent was to create an alignment between PE 207 as the entry course in the major with PE 497, the exit course in the major. From the discussion, the instructor identified different ways to present course content, ways to change the syllabus, the PBA, and how to set up the practicum handbook, all with an alignment to PE 497. A similar process occurred for PE 205/L in an effort to clarify the PBA for the course and the lab, to obtain more useful and meaningful data. A third example was a re-visiting of the PE 435 ethics course and the PBA. Over time, the number of students has increased in this course and therefore the course development had to change to achieve the same goals, and yet be responsive to the needs of a larger class. A meeting in summer, 2015 provided a time to examine the course PBA, modify the assignment, revise and clarify the rubric, and establish specific standards for the students with the addition of rubrics for their abstracts, as well as their final oral presentation.

B. Advising

Academic Advising in EPAS has been the responsibility of the one full-time faculty member for a number of years. (Table IV-2) In fall, 2015, the administrator for the program will begin to advise the Sports Studies undeclared students, as well as the 4 upperclassmen who have declared sports studies as a major. In fall, 2016, the 2 new faculty will also begin to have small advising loads within the program.

The advising process is a comprehensive support system that is provided to each student, e.g., majors, minors, undeclared, from the initial meeting with the Program Director through to
graduation, or transfer to a different major. Each student is required to meet one time each semester to discuss course selection and registration for the following semester. A student is not released to register without this meeting. The initial meeting with a student focuses on developing a rapport, discussing career aspirations and goals, examining graduate programs to meet these goals, and creating a master course schedule as a reference through to graduation. This master schedule is a working document and continual changes are made over the course of 4 years. The advising process contains a strong advocacy element on the part of the adviser to make sure all issues are resolved and the students are on track for graduation.

Table IV-2: Advising Load: Program Director

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman/Sophomores</td>
<td>40</td>
<td>61</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>Declared Majors</td>
<td>85</td>
<td>65</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>Graduate</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Per Year</td>
<td>155</td>
<td>128</td>
<td>126</td>
<td>140</td>
</tr>
</tbody>
</table>

The Program Director has been involved with the Cohort Advising program since its inception through attendance at any meetings to discuss the whole concept of cohort advising to the summer New Student Orientation (NSO,) to the actual advising process. The fall 2015 cohort for EPAS is quite large with 49 students registered. The administrator in the program will share the cohort advisory responsibilities and will take responsibility for advising the freshman interested in sports studies beginning in November.

C. Student Scholarship, Internships, Experiential Learning, Creative Work Volunteerism

The PE & ExSc majors require a culminating, program specific experience. A student majoring in Physical Education and pursuing the Ohio Resident Education Multi-Age teaching license will register with the Department of Education and School Psychology and participate in a semester of Pre-Student Teaching and a semester of Student Teaching. The arrangements for these 2 semester-long experiences are managed through the Department of Education and School Psychology. The Physical Education students complete their course requirements for a major in Physical Education through our unit, and complete all coursework for a license through Education & School Psychology. We have limited input into the licensure program, or the arrangements for pre-student teaching and student teaching. We may be asked about a placement but that is not the norm. The primary supervisor for student teaching is a faculty member in Education and School Psychology. The Program Director in Physical Education normally observes the student teacher at least twice, once in each grade level placement.

Exercise Science students are required to complete an internship experience during the summer, fall, or spring of their senior year. This internship consists of a minimum of 100 contact hours, and relates to the student’s aspirational goals and career plans. Appendix IV-1 provides an overview of the internship experiences for the Exercise Science majors since fall, 2002 through spring 2015. Each intern must have an internship supervisor who has credentials, e.g., license, degree, certificate, in the area of the internship. The students are given an internship handbook for themselves and their internship supervisor which documents all required areas for the internship experience (Appendix IV-2.)

Two other experiential learning situations that include a practicum experience are PE 420: Disabilities: Learning, Movement and Program Development; and PE 411: Physical Education
in Early Childhood Education (2015-17 Bulletin, the title has been changed to: Fitness and Motor Skill Development in Children.) PE 411 is required for licensure, and is an elective course for exercise science students. PE 420 is a required course for all majors in Physical Education and Exercise Science. These practicums are a part of the course requirements and take place at Gearity Professional Development School in the Cleveland Heights-University Heights School District. The PE 420 setting allows each student to pre-assess one child with some type of disability, using the TGMD-2 Test of Motor Development, then based on the pre-assessment, develop appropriate plans to work on the development of fundamental motor skills, eye-hand coordination, social skills, and multiple other areas in need of individualized attention and sustained time. The students conduct a post-assessment using the TGMD-2 as well. The students in PE 411 teach children from one primary grade, e.g., K through 2nd grade. The students work in groups and are assigned one or more specific motor skills, either loco-motor and/or object manipulation. They create lesson plans that are developmentally appropriate, progressive and sequential and cover 6-7 weeks of time in which they will implement these plans with the children. The final outcome is the individual assessment of each child using the Ohio Department of Education assessment for fundamental motor skills, or the TGMD-2 Test of Motor Development.

A good example of an ongoing practicum experience for our students outside of the classroom is their work in Athletic Training. This is a voluntary option but quite a few majors will work with the athletic trainers as student athletic trainers. They begin in entry level roles in the training room and over time, and with a great deal of learning and experience can become student trainers for a specific sports team.

The size of the program, with majors and undeclared majors, and a small faculty, has limited the additional involvement in experiential work beyond the courses and classroom. The potential for faculty work in student research is a great idea but, program management, advising, teaching and general service obligations within the university needs to be accomplished as well. The one full-time faculty member recently engaged in independent study courses with students working on a specific area of research of interest to them, e.g., Spring, 2014: Michael O’Grady: Skating Skills and the Physiological Development of Children; Nathan Sharbaugh: Factors that influence the motor skills development of children with Autism.

The addition of the 2 new tenure-track faculty in Exercise Science should expand on the possibility of the students engaging in research projects for presentation and publication.

D. Professional Development, Post-Graduation and Alumni Outcomes

The overall program began as a Physical Education major in fall, 1979 and the majority of our majors were interested in the teaching license, coaching, athletic training, and fitness specialist. Over the history of the program there has been a continual shift in interest away from the teaching license, and coaching, into areas such as strength and conditioning, athletic training, physical therapy, occupational therapy, nutrition, and exercise physiology. The faculty, full and part-time, have been responsive to this shift in professional interests, have maintained a professional responsibility to prepare our students to enter the profession and/or graduate school of choice, but also to provide them with the broad content knowledge base of exercise science rather than a focus on a specific career. This philosophy of curriculum development, teaching and advising has allowed our students to remain open-minded throughout their undergraduate education, and identify potential career choices based on academic capacity, passion for the
profession, and alignment with their own personality.

In 2007-2008 we distributed two surveys to our graduates over the history of the program. One survey was for graduates that pursued a major in Physical Education with a teaching license (N = 60.) This questionnaire used the NASPE Content Standards (Appendix IV-3.) The second survey was for graduates that pursued a career in exercise science or related area (N=250.) This questionnaire was developed using standards from ACSM (Appendix IV-8.) Each survey was scored on a scale of 1-5 with 1 being the highest and 5 being the lowest.

The raw scores for the Physical Education questionnaire are located in Appendix IV-5 (n=24,) and show a mean score of 1.83 across graduates and questions. The graph in Appendix IV-4 provides a line graph of mean scores across the 10 NASPE Standards. Overall there is a slight variation across all standards with Communication (1.33) being the highest, and Reflection, (2.96) being the lowest. (Communication = 1.33; Diverse Students = 1.62; Content Knowledge = 1.67; Student Assessment = 1.7; Planning and Instruction = 1.79; Collaboration = 1.83; Technology = 2.08; Reflection = 2.96.) As a program these responses provided positive feedback that we were preparing as intended in the areas of content knowledge, and preparation to actually teach physical education in a diverse learning environment. The areas for improvement based on the experiences of the graduates were reflected in two categories, Technology and Reflection, which were valid in their comments in 2008. Reflection has become a relevant component in multiple courses over time as reflection components are being built in to regular course activities, are part of the PBA for courses, and have become a requirement for the internship. In the summer, 2015, Annual Assessment Review, the reflection component was identified as an area for continued development and focus and it was addressed within that report as to how EPA 201 and EPA 497 could focus on this and eventually systematically build it in to other courses within the curriculum. The technology aspect has continued to be a challenge over time due to lack of space, facilities, and equipment. Each year we have tried to find additional ways to provide our students with the use of technology designed for the exercise science profession. Beginning with fall, 2015 the program will have the use of a small lab which will positively impact the students’ experiences with technology. In addition, we have been provided with funds to purchase many lab items for use in data collection in such courses as exercise physiology, as well as to purchase a class set of Ipad’s to provide hands-on experiences with measurement, diagnosis and evaluation in real-time situations. This will begin as a pilot in fall, 2015. The licensure students have access to an educational technology course which tends to be more appropriate for classroom teaching rather than physical education teaching.

The graduates comments related to program strengths and areas of need (Appendix IV-6) were quite complimentary to program strengths and offered a few similar areas for need. One was related to having more experiences with sports, both individual and team, as well as other activities that are common in the Pre-K to 12th grade curriculum. The other seems to be related to the absence of a health program and teaching certificate. The first area of concern seems to have been resolved with the increase in peer teaching within the classes, and the placement of students into an elementary setting during the PE 411 course. The health certificate cannot become a reality without the addition of health faculty. Our resolution was the creation of a program with Cleveland State University (CSU). Our Physical Education majors can bring 6 of our major courses into their health licensure program. They complete an additional 6 courses + the practicum at CSU. This curriculum is open to our students as an undergraduate program, or as a master’s level program. There have been a number of our students who have taken advantage of this primarily as a graduate student.
Appendix IV-7 provides some ideas of how our physical education licensure students have self-reported their impact on student learning within the school and/or community.

The exercise science graduates (anyone who did not pursue a teaching license as an undergraduate) were sent a questionnaire built on ACSM guidelines. The mean scores (n = 54) across each question are shown in Appendix IV-9, the graph of these mean scores is Appendix IV-10, and the raw scores for the questionnaire is Appendix IV-12. The scoring was on a scale of 1 to 5 with 1 being the highest and 5 being the lowest. An overall mean across all graduates and questions was 2.13 (Appendix IV-12.) The 5 highest means were for: Emergency Response = 1.44; Anatomy & Physiology = 1.7; Kinesiology = 1.78; Exercise Physiology = 1.94; and Health/Fitness = 1.94. These results reflected specific courses within our curriculum and where we intend to develop depth of content knowledge. The other areas on the questionnaire reflect areas of some depth but also more breadth of knowledge across multiple topics rather than a whole course within that content area. Over time, and with the addition of 2 new full-time faculty with expertise in exercise physiology we can begin to enhance some of these other areas through present coursework, additional coursework, or advanced coursework at the graduate level. These graduates extend from the early 1980’s to 2006 so some comments (Appendix IV-11) have been resolved, such as having an exercise science major, and having an internship, and for the moment we are in the Dolan Center. Other areas are still in process, e.g., increased space, lab spaces, and the athletic training program. Over time we have gradually made positive strides in the enhancement and notoriety of this academic program on the campus.

The responses of the majors in Physical Education and Exercise Science demonstrate that despite the limited availability of faculty, resources and physical space the programs have provided high quality, robust coursework which has prepared our graduates to enter professions and graduate schools of choice. (Appendix IV-13 and Appendix IV-14)

V. UNIVERSITY SUPPORT AND RESOURCES

The EPAS program has operated with limited resources throughout the history of the program. Prior to fall, 2015, classes have been mainly in one classroom, GY 102, in the back of the intercollegiate gymnasium. As enrollment increased, the Registrar identified rooms on campus for class use, but no dedicated classrooms for our programs other than GY 102. GY 102 serves as the storage room for all equipment used in the major courses, and is used for many things, such as sports team meetings, recreation meetings, storage of equipment for summer camps, storage of team equipment, etc. There is no system for securing the classroom to protect the equipment. Information Technology and facilities have provided the best equipment for the room to create a suitable learning environment. The equipment for the activities courses is stored in an office opposite the intramural gym. This location provides central access for our part-time faculty and GA’s who have been teaching the activities courses.

Our equipment for the majors has been limited for a variety of reasons: 1) limited budgetary resources; 2) Lack of secure storage areas; 3) Lack of ability to lock GY 102; and 4) Lack of dedicated class and lab space to use the equipment. The motor learning clocks and equipment are stored in a secure area, and the CPR materials are moved each semester to the assigned classroom.

Dr. Jeanne Colleran supported a number of changes on behalf of the EPAS program during
2014-15: 1) Approval for a visitor search that resulted in 2 new tenure-track faculty. 2) Office space in Dolan Center for the Program Director and a support person. 3) Lab and course supplies approved for purchase on the 2014-15, along with a class set of Ipads. 4) Dean approval for use of Dolan E241 and the adjoining lab to house some EPAS courses. 5) Offices provided for the 2 new faculty and the administrator in the math wing with close proximity to the EPAS main office. 6) EPAS merged with Counseling as the Department of Counseling and Exercise Science.

VI. STUDENT LEARNING ASSESSMENT

Physical Education and Exercise Science has an assessment system based upon Performance-Based Assessments (PBA) that has functioned at the course level. Each instructor created a (PBA) that reflected the learning outcomes for their course. They critically evaluated their course, the key constructs, and how these key constructs would be demonstrated at the end of the course. The course instructor used the data for their own evaluation purposes.

Summer, 2014, EPAS created an integrated assessment system that aligned to the University Learning Outcomes, the Unit Learning Outcomes, and the Program Learning Outcomes for each course, and across courses within each major. (Appendix VI-1) The assessment system has a chart of courses within a major, the PBA for each course, and the alignment with the University, Unit and Program Learning Outcomes. This is a progressive, sequential process that reflects the 4 assessment stages, e.g., Entry, Admission, Formative and Summative. All faculty in 2014-15, full and part-time, had some form of a PBA, with a rubric, for their course. The PBA sub-scores, final score and final grade are submitted to the Program Director concurrent with final grades being submitted to the Registrar. The data was used in summer 2015 in two ways: 1) Examine some data in relation to our unit and program learning outcomes; and 2) Mentor faculty in the development of a PBA, and a rubric that is specific, measurable, and achievable.

The data analyzed at the program level during summer, 2015 was the PBA’s for the entry-level course PE 207 Foundations of Exercise Science, Physical Education and Sports Studies, and the exit course PE 497 Internship and Seminar. The goal was to examine the learning outcomes in our entry and exit courses. PE 207 and PE 497 should reflect Program Learning Outcome #2: The candidates will: Demonstrate their knowledge of history, philosophy, mission, and personal and professional identity.

Appendix VI-2 provides the materials used in examining Learning Outcome #2: PBA sheets for PE 207 and Appendix VI-3 provides the PBA sheets for the PE 497 Philosophy paper. Included in each of these appendix are 1) the PBA assignment, 2) the rubric, 3) the raw data submitted on the PBA form, 4) the rubric with mean data for each sub-goal, and 1) a graph of the data. In addition, we evaluated the data from the Internship Supervisor Evaluation (Appendix VI-4.) Included in this appendix is a list of the internship sites, the raw data from the supervisor evaluation form, the evaluation form with the mean data and a graph of the mean data. The analysis of these 2 PBA’s identified recurring themes across the data: the need to integrate more problem-solving and critical thinking experiences into the courses; and to engage the students in building a relationship between research and current trends within exercise science and related professions. Based on this PBA analysis, the faculty member clarified course goals, used measurable terms in the rubric, and created additional learning opportunities. The second goal, meeting with faculty began with two part-time faculty and discussing assignments, clarify expectations, and revising PBA’s, and rubrics. This process will continue as a one on one initiative with each faculty member.
Our assessment system has the 4 stages to assess our students from freshman to senior year. The clarity of PBA’s is our first goal, the assurance that they are progressive, sequential in learning challenges and content knowledge expectations is next, and finally that there is evidence our students have the skills and dispositions necessary to compete in their careers, in graduate schools and in professional programs.

VII. COMPARATIVE POSITION

A. Comparison with Direct Competitors

Our unit agreed that our program is a very good, highly competitive program. Our graduates’ success offer evidence of this statement. Our choices of institutions for comparison focused on our goal of becoming more highly competitive in comparison to them rather than from a deficit view of our program.

Competitors for our students include: Baldwin-Wallace, Mount Union, Ashland, Otterbein, Xavier, Dayton, Canisius, and Loyola-Chicago. The question we used: “Why would a student select one of these institutions over John Carroll?” The major points include: 1) Types of programs/majors offered: Large faculty; diversity of faculty credentials support multiple majors, professional tracks, accreditation, and graduate programs. 2) Philosophy: There is a difference between career tracks, e.g., athletic training, pre-physical therapy, or grounding in the academic discipline of exercise science such as at John Carroll. 3) Facilities: These institutions offer state of the art facilities and resources for the programs in health, exercise science, physical education and sports management. 4) Location: BW is close to us; Xavier and Dayton pull students from southern Ohio; Otterbein, Mount Union and Ashland are central in the middle of the state; and Loyola-Chicago and Canisius are 2 popular areas for JCU recruiting. 5) Religious affiliation: Xavier, Canisius and Loyola-Chicago are Jesuit, Catholic and Dayton is a Catholic institution. 6) Size and Athletics: BW, Otterbein, and Mt. Union are smaller than John Carroll, but in the Ohio Athletic Conference (OAC.) a nationally recognized conference. Ashland is a Division II program and Canisius, Dayton and Loyola-Chicago are larger institutions and provide the opportunity for athletic scholarships, while earning a degree. 7) Accreditation status: Due to faculty, facilities and resources these institutions have accreditation and endorsements for their programs, e.g. CAATE, ACSM, CAAHEP, NSCA. 8) Programs of Destination/Location: Programs that are located with fine proximity to practicum/internship possibilities represent a challenge although John Carroll is quite competitive in this particular area.

B. Best Practices in Field

The basic challenge that the program has at present is the ability to increase our majors’ experiential learning. The students need multiple, hands-on experiences prior to the internships, under the supervision of the faculty. We need lab space for these experiences. If we had a lab(s) on campus, faculty, staff, students, community members, could be assessed for vital statistics (HR, BP, weight, body composition, aerobic fitness levels, etc.) individual exercise plans could be developed, and the students could work with actual clients, e.g., an authentic wellness program on campus. Aligned with that would be the development of skills in the use of technology as a data entry tool as well as a diagnostic tool. The third area of need if we are responsive to the first 2 is the addition of more equipment for our labs, both permanent equipment and expendable equipment, and the addition of faculty/staff to effectively coordinate,
supervise, educate, and implement this community wellness model. The fourth area is the financial support of the university to assist in the development, planning and implementation.

C. Unique Features

We are grounded in the Jesuit tradition of preparing leaders in service to others, and belief and respect in the dignity of each individual. The curriculum is responsive to the Jesuit Ideal of maintaining traditional values and yet being responsive to society’s changing needs. Our majors are grounded in the scientific foundations of human movement and human behavior and prepare our graduates for their chosen career with depth of knowledge and application through authentic experiences. We offer programs of depth and breadth to meet the demands of graduate schools, professional programs, schools, and community agencies.

A unique feature of our exercise science program is the required Internship experience which has become a mature, organized, professional experience. Appendix IV-1 provides an overview of our internship experiences over many years. Each year we add new internship supervisors to our program who model good professional practice, take time to teach our students, offer feedback, and moral support as needed.

VIII. CONCLUSION

A. Summary of Program Strengths and Weaknesses.

In February, 2015, we submitted a SWOT analysis of the EPAS program in comparison to John Carroll’s SWOT. (Appendix VIII-1) Our analysis has 8 columns, 4 relate to John Carroll’s SWOT, and 4 to the SWOT for EPAS in comparison. Our SWOT strengths are: 1) the EPAS and JCU alumni base; 2) the liberal arts core; and 3) our curriculum is robust, and competitive. Our areas for improvement include: 1) need for quality spaces: classrooms, labs, assessment areas, and motor learning settings; 2) increase access to seek accreditation and assist students to be “exam eligible;“ 3) need for additional exercise science and sports studies faculty to expand the programs; 4) need for administrative support, web-site development support, and marketing support; 5) need to consider the addition of degree programs at the graduate level such as, athletic training, exercise counseling, nutrition and wellness, and a 5th year masters for sports studies graduates; 6) institutional advocacy and outreach for our students with professional programs, e.g., DPT, OT, to create advantages for admission interviews and potential seats for John Carroll EPAS students.

B. Action Plan

1. Vision Statement

The Exercise Science, Physical Education, Allied Health and Sports Studies (EPAS) program aspires to continue to be a high quality program with a reputation of rigor and quality as demonstrated through our meaningful impact on the lives of those we serve in schools, community agencies, hospitals, athletic organizations, and community outreach. The EPAS program aspires to have our graduates reflect a lifelong commitment to our mission through scientific inquiry, ethical and moral decision-making, being a Jesuit role model, and maintaining a commitment to service throughout their personal and professional life.
2. **Improvements Using Current Resources**

The EPAS program will continue to maintain the current competitive course offerings and will begin to revise specific courses and add courses necessary to enhance curriculum quality. One revision example is to split EPA 430 into EPA 130: “Statistics in Exercise Science” as a QA course and modify EPA 430 into an assessment and exercise prescription course, e.g., advanced QA. Two Practicum experiences will be added at the sophomore and junior level to prepare students for the internship at the senior level. We will revisit the discussion on Tracks of Study within the exercise science major to allow students to focus 4 or 5 courses in one area of interest, such as wellness, nutrition, or sports-related injuries.

3. **Improvements Requiring New Resources**

The addition of classroom and lab space to offer more lab-based courses related to assessment, exercise prescription, wellness, and research. The need rests on providing our students with hands-on experiences prior to internships, graduate programs, or employment where they must implement their knowledge. Another area is to increase the opportunity for EPAS faculty to conduct research with undergraduates. We stress, within our program, the need to know the research literature, we ask for it as part of the PBA’s in many courses, but research at this point is a paper/pencil experience. We don’t have the facilities, or the faculty research space to carry out research with our students, and to allow both to benefit from this experience.

**IX. DISCUSSION QUESTIONS**

The following are questions for the reviewers related to the EPAS program:

1. How do we assist the university in supporting the identity of the EPAS program throughout the campus community such as in The Fact Book, the Dashboard, across the campus?
2. How do we assist the university and the College of Arts & Sciences in developing an appreciation for the size and scope of the overall EPAS unit and multiple programs within EPAS, in order to receive the necessary operating budget, support personnel, and resources equivalent to other departments and programs within the university, and programs at other institutions?
3. How can we work with the institution to evaluate, design and plan for the necessary high quality spaces needed for the program?
4. How do we assist the university in the creation of a development and marketing plan for fundraising, admissions, projected growth, and faculty hiring?
5. How do we assist the university in creating institutional advocacy on behalf of our majors, with graduate schools and professional programs to enhance opportunities for admission to specific programs?
6. How do we develop and grow new graduate programs in athletic training, exercise counseling, wellness and nutrition, and a 5 year master’s for the sports studies majors?
7. What are the specific measurements needed for the EPAS program to become a Department, e.g., 5 full-time faculty/administrators?