



To: PEP Program Faculty and Office of Institutional Effectiveness  
From: Kristin Hadley, Dean *Kristin Hadley*  
Date: May 30, 2023  
Re: Response to Program Review Evaluation Team Report and Program Faculty Response

I have read the Physical Education Professional (PEP) Program Review Report, the PEP Program Review Evaluation Team Report, and the Program Faculty Response.

In reviewing the evaluation team report, the following items were noted.

- The team indicated that the student learning outcomes were well articulated and described. Graduates stated that their preparation directly supported their current success and local employers are eager to work with PEP graduates.
- The program addressed the first two recommendations from the 2018 review and is still working on the third recommendation related to collaboration with Teacher Education and ProCore faculty. This need for further connection was also articulated by students and program faculty. The team offered a suggestion of potentially team teaching some courses with Teacher Education faculty.
- Students expressed a need for additional training in behavior management and safety care to prepare for professional roles. They also did not see a need to student teach in the minor.
- While enrollment is stable, additional growth would provide program security. Faculty and student diversity in professional attributes, scholarship, specialty, as well as ethnic and cultural background would be beneficial.

The program response indicated the following items of note.

- They agree the relationship with ProCore faculty needs to be improved. They have met with ProCore faculty, most recently with the Dean in attendance. Since 2019, the PEP faculty has invited the ProCore faculty to introduce themselves to the students in PEP 4990 (senior seminar) as well as explain the ProCore program to the PEP students. This is meant to help build bridges between the two programs and foster a better understanding of the ProCore program to PEP students. More work is to be done on this issue during the summer of 2023.
- The faculty articulated where behavior management is addressed in the program. Discussions in class are used for preparation.
- The program consistently works to increase enrollment and is looking at potential broadening of the major to attract additional students.

As Dean, my concerns are addressed in the evaluation team elements. Additional work is being done on the relationship between the PEP faculty and ProCore faculty, especially in the area of ensuring all USBE required competencies are adequately covered. Discussions about a new major will also be considered with a careful review of if a new major would attract new students or encourage students to abandon the existing major. The issue related to behavior management is common throughout educator

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preparation programs nationwide. It is difficult to teach behavior management skills in a vacuum as teacher candidates need to experience real settings to successfully apply these skills.

The Physical Education Professional program has been a leader in applying the Moyes College of Education Strategic Plan goals especially in relation to high impact educational experiences. As evidenced in the report, each graduate has multiple opportunities to engage in these impactful experiences. Additional opportunities are in the works with a department-wide study abroad program to come in May 2024. PEP faculty are master teachers and connect effectively with their students and the broader community.

The Moyes College of Education values the work of the PEP faculty and their commitment to students and the university. We express appreciation to the program for their efforts in writing and conducting this thorough program review.