

## Physical Education Program's Response to the Review Team Report

by: Mandy Kirkham, Chad Smith, Kurt Ward, Ryan Zimmerman, and James Zagrodnik

### Introduction

As a faculty, we are committed to continuous improvement and are grateful for the feedback provided by the Review Team. We carefully reviewed their concerns. We will work to address them as part of our ongoing efforts to enhance our program and use their feedback to inform our future plans and initiatives.

We are proud of the strengths of our program and remain committed to providing a high-quality education to our students. We will continue to strive for excellence and look forward to the opportunity to implement the Review Team's recommendations as we work to build an even stronger program in the years ahead.

Thank you again to the Review Team for their time and effort, and their valuable feedback.

### Identified Concerns and Weaknesses

The concerns noted by the Review Team are addressed below, along with our responses:

1. *In the 2018 program review ... demonstrate consistency with the mission statement ... recommendation was well addressed to meet or exceed the 2018 concerns. During interviews ... mission statement was not clear for all faculty members. It is unlikely, then, that students would be able to recite and reflect on the mission statement. Faculty should make the Mission Statement a central focus of what they're trying to accomplish. It also includes wording for the two different PEP tracks, creating an overly lengthy mission statement.*

### Response:

We agree with the Team's findings that the mission statement is not well known. To mitigate this problem we are going to do the following:

1. Work with Lindsey Sweatland (MCOE Recruitment & Marketing Coordinator) to design vinyl signage that we will put in two classrooms (SW 314 and SW 410), where students have the majority of their PEP courses.
2. We will include the mission statement in all PEP course syllabi.
3. We will ensure the IT personnel/support staff has the mission statement listed correctly on the program's website. This will ensure that prospective students and other stakeholders are able to easily access and understand the program's mission.

Finally, the Mission Statement is one sentence. But on the self study document, there was a typo. The paragraphs describing Track I and II were actually overviews of the actual mission statement. We will correct this in future self study documents.

2. *The lingering issue with ProCore needs to be addressed to ensure that students clearly understand the whole path of graduation and "why" they are taking those courses ...create clarity surrounding the entire program. Further collaboration with the ProCore Teacher Education faculty is not only recommended but warranted.*

**Response:**

We agree that the relationship with the ProCore faculty needs to be improved. As a PEP faculty we have previously met with the ProCore faculty (December 2021 and Feb 2023). The meeting in February 2023 included the MCOE Dean. In recent discussions with the MCOE Dean, she is planning a meeting for the summer to take a deeper look at the crossover of ProCore courses and PEP courses. The USBE recently changed the requirements to get a teacher license from having required courses to having required competencies. Summer 2023 we (MCOE Dean, ProCore and PEP faculty) plan to review the competencies to see if the required courses for Physical Education majors can be revised to help streamline the program and reduce any potential overlap or redundancy between PEP and ProCore courses.

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.

3. *Feeling “exhausted” as a result of performing a disproportionate amount of face-to-face opportunities for office “drop-ins” and formal office hours.*

**Response:**

This was a misunderstanding by the Review Team and the faculty member in regards to the feeling of “exhaustion”. The “exhaustion” does not occur with PEP students and responsibilities but from a general exhaustion from so many people physically absent. Those who are physically present on campus are receiving a disproportionate amount of interruptions and resolutions from students who are on campus. Simply because they are here to ask questions and receive help even if they are not associated with the programs or areas the people are seeking assistance for.

4. *Continue to update and refine learning outcomes and assessments to meet the dynamic needs of PEP students and the needs of the community/programs they work with. Construct an “advisory board” of professionals in the field ... allow for feedback critical to ensuring that the PEP curriculum remains up to date.*

**Response:**

We do currently have an advisory board that consists of coaches, teachers and community members. During the review and discussions with the review team we failed to mention the advisory board as we have not necessarily called it an advisory board, rather just professional conversations we have with professionals in the field. We have numerous discussions with coaches, teachers and community members throughout the semester. During these conversations we discuss the PEP curriculum, if it is up to date, and if the curriculum needs revision.

5. *Courses in behavior management and safety care (de-escalation) would have better prepared them for situations they have experienced in their professional roles.*

**Response:**

We currently discuss behavior management by ways of classroom management in PEP 3630, 4700, 4710 and PEP 4990. In PEP 4700 we specifically study case studies about difficult situations. In practicums (in the previously listed courses), where real life situations happen, we discuss behavior management and safety care as needed. We feel that if we have discussions in class about difficult situations, create management plans and discuss scenarios in class, then our students are prepared for unruly behavior that arise during practicums. Unplanned conversations that happen on the spot are often where the best learning happens.

Further, courses / competencies are regulated by USBE so adding an additional specific course isn't possible because of maintaining 120 credit load and trying to assist students in completing graduation in 4 years.

6. *PEP program is healthy and remains stable ... student enrollment numbers, additional growth would serve to provide security for the program in the event of any periods of enrollment declines.*

**Response:**

We continue to support the efforts made by the University's admissions team to increase enrollment. We are also continuing to work with Lindsey Sweatland (MCOE Recruitment & Marketing Coordinator) to increase enrollment. The approval of the Master's Program in Sports Coaching Leadership has the potential to increase enrollment. Classes will start Fall 2023. After the Review Teams report was received we started having conversations about the possibility of creating a sports management major. In addition to acting as a feeder program for the Sports Leadership Masters, a sports management major could also attract students who are interested in careers in areas like sports marketing, event planning, and facilities management. By offering a broader range of programs that appeal to students with diverse interests and career goals, the PEP program could potentially attract a larger pool of applicants and help to further strengthen its reputation as a leading program in the field.

The PEP faculty is committed to addressing the concerns and recommendations listed above. As well as the field of physical education continues to evolve, we strive to stay up-to-date on the latest research and best practices, and integrate this knowledge into the program as needed. These changes may involve revising the curriculum, updating course materials, or incorporating new technologies and teaching methods. By staying attuned to the changing needs of the field and the evolving demands of the job market, the Physical Education faculty can help to ensure that their students are well-prepared to meet the challenges of K-12 physical educators.