

Department of Physical Education, IUPUI

Program Review

December 2008

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1. Purposes, Reputation, Aspirations

1. a. History of the Department

The School of Physical Education and Tourism Management is the oldest school at Indiana University Purdue University Indianapolis (IUPUI), as well as the oldest school in the United States in the preparation of Physical Education teachers. The school began in 1866 in New York City as the Normal College of the American Gymnastic Union by the American Turners, an organization founded by German immigrants that promoted physical activity, to prepare instructors for their gymnastics societies. The school stayed in New York City until 1871 when it moved to Chicago, but would later return to New York City after being burnt down by the Chicago fire later that year. The school remained in New York City until 1873 when it moved to Milwaukee and then finally settled in Indianapolis 1907. The first building that housed the Normal College was the Athenaeum located in downtown Indianapolis. It was during this time in Indianapolis that the curriculum was expanded from a four-month certificate program to a one-year program. It then was again expanded to a two-year and, eventually, a four-year degree program. The Normal College merged with Indiana University (IU) in 1941 and under the merger students attended the Normal College in Indianapolis for two years and completed their junior and senior years in Bloomington, where they earned the Bachelor of Science in Physical Education degree. This arrangement remained in effect until 1969, when the junior-year program was moved to Indianapolis, followed by the senior-year program in 1972. In the same year, the name of the college was changed to the School of Physical Education to reflect more closely the mission of the school as a training center for teachers of Physical Education. The location of the building also changed from the Athenaeum to the Walter Leinert Gymnastic Camp in 1970 and finally to its present location in 1982.

Major changes in the Physical Education program were initiated at the beginning of the 1992 academic year. As a result of expanded professional demands, the academic program was divided into the three plans of study: Teacher Education, Exercise Science, and General Physical Education. This has changed even further into Teacher Education, Exercise Science, Fitness Studies, and Sport Management and is discussed more in Section 3.a.1. pages 40-42. In 2000 a Masters Degree in Physical Education was added with plans of study in Exercise Science, Curriculum and Teaching, and Interscholastic Athletic Administration. In 1994 the school added

two academic departments, the Department of Tourism, Conventions, and Event Management and the Department of Military Science. Following the recommendation of the 1998 external review, the school name was changed to reflect the new academic unit and became the School of Physical Education and Tourism Management. The school has been in existence for the past 142 years and last year celebrated its 100-year anniversary in Indianapolis.

The School of Physical Education and Tourism Management also has a long history in its affiliation with Camp Brosius in Wisconsin. For a number of years in the early 1900's the idea of developing a summer session for the purpose of additional teaching and training was discussed by the Board of Trustees of the Normal College. In the fall of 1921 the Board decided to lease the former Fleck Hotel and 15 acres of land located on Lake Elkhart in Wisconsin. The name was then changed to Camp Brosius after George Brosius, long-time Normal College Director.

In 1922 the Board of Trustees made the attendance compulsory for freshman and in the following years attendance became mandatory for the second year students as well. The students were required to attend for four weeks of camp. After the conclusion of the college camp each May, the camp operated as a children's camp from 1937 to 1974. In 1974, under the leadership of the IU Alumni Association, Camp Brosius opened its doors to IU families and friends for eight weeks in the summer. Currently all students in our department are required to attend the camp for 15 days in the end of May during summer session I. While there the students take HPER P271 Individual Sports and HPER R275 Dynamics of Camp Leadership.

1. b. Mission and Goals

1. b. 1. Department Goals

The current Department of Physical Education mission statement is as follows:

“Building upon the rich tradition of the School of Physical Education, the Department of Physical Education's mission is to provide and promote scholarly inquiry and professional activities which enable the student to obtain entry and advanced level positions within the profession. Comprehensive, balanced programs of teaching, exercise science, and physical education in combination with professional service opportunities with diverse community populations provide the School of Physical Education graduates the opportunity to meet the ever-changing challenges of the future.”

As a result of the self-study that has taken place during this program review, it has been noted that due to the rapid growth of our department and our desire to keep up with the new demands that are placed on our department, the current curricular offerings do not completely

match the current departmental mission statement. As a result, there has been discussion among faculty to provide a clerically updated first draft document that will serve until there can be more in-depth discussion regarding the content and placement of a more representative departmental mission statement. The currently revised Department of Physical Education Mission Statement will read as follows:

“Building upon the rich tradition of the School of Physical Education, the Department of Physical Education’s mission is to provide scholarly inquiry and professional activities which enable the students to obtain entry and advanced level positions within the profession and related fields. Comprehensive balanced programs of Health and Physical Education Teacher Education, Exercise Science, Fitness Studies, and Sport Management, in combination with professional service opportunities with diverse community populations, provide the Department of Physical Education graduates the opportunity to meet the ever-changing challenges of the future.”

Our mission very much aligns with the mission of IUPUI, which is as follows:

“IUPUI’s mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor’s, master’s, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.”

Our mission supports the IUPUI mission by advancing the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally. As will be illustrated in the following sections, both our faculty and students engage in research, scholarship, and creative activity, as well as service, and does so across many diverse populations. We have numerous collaborations within IUPUI, as well as the community.

1. b. 2. Department Goals and Objectives

Several goals and objectives have been written for both the School of Physical Education and Tourism Management and the Department of Physical Education. The goals and objectives have, over the years, provided a framework for planning and improvement within the department. However, it will be important for the continued success of our department that faculty take a stronger lead in the long-range planning and goal setting for the future. The following goals, developed for the 2008-2009 school year, come from the Office of Information Management and Institutional Research (IMIR) under the Office of Planning and Institutional Improvement of IUPUI. IMIR provides and coordinates information support for planning, administering, and evaluating academic and administrative programs in ways that will

continuously improve IUPUI. Each year IMIR creates an IUPUI Annual Planning and Budgeting Report and works with each school to identify appropriate goals. Each department then contributes to ultimately define the goals. Each goal is categorized by a campus planning theme created by IMIR that falls under five categories: teaching and learning; research, scholarship, and creative activity; civic engagement; campus climate for diversity; best practices. A more complete discussion of the goals, the actions taken and activities planned, as well as the evidence of progress is listed in greater detail following the goals¹.

Goal 1 – *Teaching and Learning*: Offer meaningful academic programs that prepare students for jobs and advanced study.

Goal 2 – *Teaching and Learning*: Attract and retain well prepared and engaged students.

Goal 3 – *Research, Scholarship, and Creative Activity*: Recruit and retain an exceptional workforce of faculty and staff.

Goal 4 - *Research, Scholarship, and Creative Activity*: Initiate and support a faculty and staff development program.

Goal 5 – *Civic Engagement*: Develop community partnerships that promote learning.

Goal 6 - *Campus Climate for Diversity*: Promote diversity in all aspects of our work in the School of Physical Education.

Goal 7 - *Campus Climate for Diversity*: Increase minority enrollment.

Goal 8 - *Best Practices*: Play an integral role in the promotion and management of fitness and wellness in the university community.

1. b. 3. Actions Taken, Activities Planned, and Evidence of Progress Toward Departmental Goals

The first goal is to offer meaningful academic programs that prepare students for jobs and advanced study. Over the course of the 10 years since the last review, we have seen evidence that we are meeting this goal by the increase in the number of majors in our department. In fact, from 1999 to 2008, our student headcount has increased 146% (see section 4.a.1. pages 60-61). In addition, data obtained from the 2008 “Continuing Student Satisfaction and Priorities Survey” indicate a high approval rating for the quality of teaching and advising in the major (see section 4.a.8. page 74). In addition, during the 2007-2008 academic year, our department worked towards meeting this goal by hosting the first cohort for the Masters of Science Program in

¹ For the 2008-2009 report, visit <http://planning.iupui.edu/apbr/reports/byunit/?unit=15&yr=7&sitekey=ldkwnm555tchmtzh0beviys>.

Athletic Administration in cooperation with the National Interscholastic Athletic Administrators Association (NIAAA). Though we are pleased with such progress, there are still some actions prepared to further meet this goal. In the upcoming academic year we plan to add Adapted Physical Education as a dual license in the Teacher Education plan of study, as well as utilize information from past program reviews to assist us in evaluating our current curriculum.

The second goal aims to attract and retain well prepared and engaged students. We plan to meet this goal through expanding communication and interaction experiences in departmental courses and through alternative modes of course delivery. One such way we are doing this is by requiring HPER L135: Learning Community- Physical Education/Exercise Science for all incoming freshman and transfer students with less than 15 credit hours. This creates a cohort of students who share together the experience of being a first-time student on our campus and spend time during class getting to know each other.

We also have increased our use of Oncourse, which is a web-based environment for learning and collaboration that provides a way for instructors and students to communicate and share course lessons, resources, and tools². This assists in the students having 24-hour access to assignments, communication with their instructors and classmates, and class resources. We have also assigned one full-time faculty member in our department to mentor part-time faculty in the use of Oncourse. In addition, we have increased the number of our online courses that are offered through Oncourse. We currently have four sections of our HPER H363 Personal Health class either completely online or as a hybrid class that is a mixture of both online class time and in-class time. Also, as of 2006, we added an online section of N220 Nutrition for Health. We are currently considering which other classes might be taught online and may, in the near future, offer even more.

We are also seeing evidence that we are attracting more well prepared students by the fact that the SAT scores of incoming students continues to rise. As is illustrated in Table 1-1, since 2004, the average verbal SAT score has increased by 1% while the average math SAT score has increased by 4.5%.

² For more information on Oncourse, visit <https://oncourse.iu.edu/portal>.

Table 1-1. Average Verbal and Math SAT Scores of Incoming Freshman

Date	Average Verbal SAT Score	Average Math SAT Score
Fall 2004	470.39	477.00
Fall 2008	472.96	494.02

In the upcoming academic year we plan to further refine L135 to find additional ways to better prepare our students, as well as expand video streaming courses to the Department of Physical Education to allow our students to participate in the learning process from any location. We also will continue to encourage our students' participation in school-based student organizations to further engage them in our department and school, as well as revitalize the Phi Epsilon Kappa professional fraternity chapter, of which the chair of our department is the National Executive Director. Phi Epsilon Kappa is a national organization that is for those engaged in or pursuing careers in health, physical education, recreation, or safety. We also will encourage incoming students to apply as Bepko Scholars, which is a program that provides support and opportunities for students throughout their academic careers through supplemental programming, service learning, and civic engagement.

The third goal is to recruit and retain an exceptional workforce of faculty and staff. The department tries to meet this goal by making salary levels a priority in the budgeting and hiring process, which was accomplished this past academic year in the 6% raise of faculty and staff compensation. Our salaries are currently at the 60th percentile of faculty in comparable IUPUI schools. We also have hired additional faculty in the past few years to keep pace with our enrollment growth, including three full-time lecturers and three tenure-track faculty, and renovations were done to reduce many of the shared faculty offices.

Next year the department hopes to continue to make salary of our full-time tenure-track faculty a priority, as well as to complete a salary comparison of other IUPUI schools. We also will continue to monitor staffing levels to ensure we are able to offer multiple sections of popular courses at differing times within a semester or be able to offer the courses year-round.

The fourth goal is to initiate and support a faculty and staff development program. This can be met through improving grant activity of our department. One such way we accomplished this was by providing summer research grants to our faculty this past academic year, as well as providing some release time for faculty to work on new research proposals. During the 2006-2007 academic year, our research and grant funding nearly doubled. Another way to meet this

goal is by creating a more research-oriented department, which we partially accomplished by purchasing additional research equipment, such as a motion analysis system upgrade that included new cameras and a computer to allow for the sophisticated motion capture necessary for gait and movement analysis. We also assigned one faculty member .60 full-time equivalent (FTE) to the IU Center on Aging to do collaborative research. In the upcoming academic year we plan to increase efforts to promote research among all faculty by continuing to offer summer research grants to tenure-track faculty and attempt to provide time to faculty for proposal preparation, as well as provide travel support to international conferences.

The fifth goal is to develop community partnerships that promote learning. We are working towards meeting this goal by establishing collaborative partnerships with business, industry, government, education, and professional entities that are mutually beneficial. One such collaborative partnership that was accomplished was with IndyGo, the Indianapolis Public Transportation Corporation, to promote wellness of its employees through wellness opportunities offered by students in the HPER P443 Internship: Physical Education course. We also are continuing the management of Camp Brosius in Elkhart Lake, Wisconsin and marketing the camp to alumni and friends of the university. Another collaboration is our Fit For Life Program, which each week of the fall and spring semesters sends over 80 Physical Education students to George Washington Community School, T.C. Howe Academy, Northwest, and Emmerich Manuel High Schools, exactly half of the high schools in the Indianapolis Public School (IPS) system. While there our students work with the high school students in daily Physical Education classes, during an after-school program, and in the evenings with over 150 adults from surrounding communities to help combat obesity by providing information pertaining to appropriate fitness and lifestyle choices.

We also develop community partnerships that promote learning through our capstone experiences each of our students must complete to graduate. Our Teacher Education students must complete a semester of student teaching, which most do at area schools, and our Exercise Science, Fitness Studies, and Sport Management students must complete a semester of an internship, which many times is done at local businesses and organizations.

In the future, we plan to expand our internship opportunities to allow for more partnerships to develop, continue to support and expand the Fit For Life Program, and increase alumni participation at Camp Brosius and continue fundraising initiatives to fund improvements.

Finally, we will continue to support the campus's RISE initiative. RISE is a new initiative focused on increasing undergraduate student participation in research, international, service and experiential learning programs³.

The sixth goal is to promote diversity in all aspects of our work in the School of Physical Education and Tourism Management. Specifically within our department we have met this goal by continuing participating in the Diversity Scholars Research Program (DSRP), which is in its 12th year. DSRP provides scholarships for freshman and first year scholars that will increase the diversity of IUPUI. They are immediately placed in a research setting to enhance their learning. Based on the students' needs, the program director searches for and selects faculty members and other professionals to mentor the students' research activities⁴. We have had four faculty members participate in this program; Drs. Rafael Bahamonde, NiCole Keith, Alan Mikesky, and Jake Streepey.

Also, after Chancellor Bantz charged each academic unit to develop a diversity plan for that specific unit in 2007, the School of Physical Education and Tourism Management established a Diversity Council. The Council is working on developing our school's diversity plan that is to be assessed at the school and university level annually and is intended as a roadmap for our actions on diversity. The plan includes simple data sources such as counts toward the diversity of students, staff, and faculty within each unit. Additionally the plan identifies needs that may enhance diversity and accomplishments that have improved diversity within the unit. Areas of diversity addressed by our Diversity Council include gender, disability, race/ethnicity, and international relationships within the school and campus communities.

We also are beginning to concentrate on broadening our department to include more study abroad opportunities and attract international students. One such way we are accomplishing this is by making additional study abroad scholarships available and encouraging our students to take advantage of them. We also have had many faculty members present at international presentations, both locally and abroad, that have promoted our department through the dissemination of their scholarly works. A couple of examples of faculty members that have presented internationally, Dr. Brian Culp presented at the World Congress of the International Association for Physical Education in Higher Education held in Sapporo, Japan and Dr.

³ For more information on RISE, see http://www.iupui.edu/administration/acad_affairs/rise/.

⁴ For more information on DSRP, see <http://www.dsrp.iupui.edu/index.asp>.

Bahamonde was one of the invited keynote speakers specializing in biomechanics at the 2008 International Olympic Congress in Seoul, Korea. We also are trying to establish collaborations with international universities. For example, we have sent faculty on fact-finding missions to Moi University in Kenya and we also have a Memo of Understanding with Bond University in Australia.

In the future, we plan to maintain funding of DSRP, organize and implement discussions about the meaning of diversity within our department for students and faculty to participate in, increase awareness of and participation in campus diversity initiatives, and develop a recruitment flyer for international students.

For the seventh goal, increase minority enrollment, our department has maintained minority enrollment at 13% during an extreme growth in headcount and increased minority representation of faculty from 21% to 23%. Though we currently have one scholarship that specifically targets minority students, the Lola L. Lohse Scholarship, we are trying to increase enrollment by the establishment of additional minority scholarships and achieving minority representation on our school Alumni Board. We are also promoting the hiring of more minority faculty members. As defined by IUPUI's Office of Diversity, Equity and Inclusion, a minority is African American, Asian/Pacific Islander, Hispanic/Latino, and Native American and currently we have three minority faculty members, which is the highest number we have ever employed. In the future we plan to seek more minorities for new faculty positions, explore mentoring programs for minorities, and encourage our current minority students to apply for awards and scholarships.

Finally, the eighth goal aims for our department to play an integral role in the promotion and management of fitness and wellness in the university community. We strive to accomplish this through offering comprehensive programs that help promote healthy lifestyles. We do this in a variety of ways. First, our curriculum includes a wide range of courses in foods, nutrition, health, wellness, and fitness that appeal to a broad spectrum of students. We also added new classes in alternative medicine and sports nutrition. In addition, we have formed partnerships with Recreational Sports, the Natatorium, and the Sports Center to maximize facility usage to conduct some of our activity courses. Furthermore, we utilize surrounding public spaces, such as the White River State Park and Canal Walk, as venues for fitness and walking classes. We also worked with University College advisors in promoting classes that support fitness and wellness

and our faculty helped organize the Student Wellness Coalition that promotes wellness among the students, faculty, and campus.

Evidence of the success of making progress towards this goal includes the continued growth of both credit and non-credit courses in nutrition, health, fitness, and wellness. During the past 10 years, undergraduate student credit hours have increased 60%. Additionally, student enrollment by non-Physical Education majors in Physical Education elective courses has grown. For example, in 2007, the percentage of 100-200 level and 300-400 level courses taught to non-majors was 71% and 35%, respectively (see section 4.a.1. page 62). Next year we anticipate that this growth will continue and plan to seek out further partnerships with other units offering health and wellness courses.

1. c. Evidence of External and Internal Needs for the Program

In the recent past, new and unique demands have become evident in fulfilling the desires and needs of our students concerning their preparation for future positions in schools, fitness facilities, sports organizations, and other related institutions.

Our department, by its heritage and history, has prided itself on the effectiveness and preparation of future educators. While this has not changed, the demands and needs of our students have, as well as those of the university. Many changes in our department have occurred over the past 10 years to meet the external and internal demands of our profession.

1. c. 1. Evidence of External Needs

The state of health in our country today is a very significant piece of evidence that justifies the need for our department (see Section 4.a.1. pages 63-65). Rates of obesity, heart disease, diabetes, and other diseases in the U.S. increase every year and are now being found in children. A healthy diet, stress management, and physical activity have been shown to reduce the incidence rates for many of these conditions and there is a great need for professionals in these areas to assist in educating others about making healthy lifestyle choices. Therefore, our department has responded to this demand with the addition of the Exercise Science and Fitness Studies plans of study. With these plans we can meet the ever-increasing demands associated with the expanding areas of fitness and wellness, leisure time development, and the growing older population. Our department has taken initiatives toward improving the education of our students in nutrition, stress management, substance abuse, human relationships, kinesiology, and exercise.

Another area that is on the rise is the world of business and administration of sports. The United States has a great passion for professional and amateur sports and it is an ever-growing field. As a result, our department has added the Sport Management plan of study in order to produce qualified professionals to meet this demand. Our students are educated on the legal aspects of sport and activity, ethics in sport, planning and operations of sport facilities, and interscholastic athletic administration.

1. c. 2. Evidence of Internal Needs

Internally, the evidence of a need for our department is seen in the continued increases in student enrollment, credit hours, and continued faculty collaboration within our department with other schools (see Section 4.a.1. pages 60-63). Each year for the past 10 years student enrollment has increased and it is currently more than twice what it was in 1999. We also have had an increase in student enrollment by non-majors in our elective courses, which illustrate the need by other schools for our department as well. Credit hours have also steadily increased over the past decade, both in our undergraduate and graduate programs. Finally, we have been fortunate enough to have some of our faculty be adjunct faculty members in other schools at IUPUI, be involved in research endeavors with other schools and organizations at the campus, national, and international levels, and be involved in national organizations in their respected fields.

2. Resources

2. a. Students

2. a. 1. Physical Education Student Characteristics

Table 2-1 displays demographic data for Physical Education students enrolled during the fall semester from 1999-2008. In the last few years, our department has seen steady growth in student enrollment. From 1999 to 2008, student headcount (assessed at beginning of each fall semester) increased almost 146%. In comparison, IUPUI student enrollment during this same time period increased 9.8%. Data from fall 2008 show that 50.3% of Physical Education undergraduate students are women, 13.6% are ethnic minorities, and 19.9% are at least 25 years old. Nearly all are from Indiana (98.7%) and most are enrolled as full-time students (86.8%). For IUPUI as a whole, 57.9% of the undergraduates are women, 11.6% are minorities, and 38% are at least 25 years old. The majority of IUPUI students are Indiana residents (91%) who are enrolled full-time (61%).

Fall Semesters	Table 2-1. Physical Education Student Demographics									
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<i>Total Undergraduate Majors</i>	212	256	299	301	289	323	395	481	491	522
<i>Distribution by Gender</i>										
Men	123	142	157	155	152	148	197	229	245	259
Women	89	114	142	146	137	175	198	252	246	263
<i>Distribution by Ethnicity</i>										
Minority	23	26	32	27	38	46	57	75	68	71
International	0	0	0	0	1	2	2	2	2	2
All Others	189	230	267	274	250	275	336	404	421	449
<i>Distribution by Age</i>										
Under 25	142	190	236	226	227	250	302	380	396	418
25 and Over	70	66	63	75	62	73	93	101	95	104
<i>Distribution by Student Class Level</i>										
Freshman	29	37	39	32	40	48	64	95	80	78
Sophomore	46	57	79	84	71	79	93	109	120	127
Junior	59	74	69	80	84	81	86	108	120	132
Senior	78	88	112	105	93	110	144	161	169	181
UG Certificates	0	0	0	0	1	5	8	8	2	4
<i>Distribution by Full versus Part-time Enrollment Status</i>										
Full-Time	153	192	221	233	211	262	322	389	411	453
Part-Time	59	64	78	68	78	61	73	92	80	69
<i>Distribution by Indiana Residency Status</i>										

Indiana Resident	209	248	294	296	283	317	383	468	484	515
Non-Resident	3	8	5	5	6	6	12	13	7	7

2. a. 2. Student Admission to the School of Physical Education and Tourism Management
Unconditional Admission

Making certain that students are prepared to be successful is of primary importance when making admission decisions. Incoming freshman students may be directly admitted to the School of Physical Education and Tourism Management (and therefore the Department of Physical Education) only if they receive unconditional admission to the university. This is done by examining the student’s high school record, including courses completed, grades earned, class rank, and standardized test results. In general, the following standards are used when making admission decisions:

1. The student must have graduated from high school or will graduate before enrolling. The best preparation for college studies is the completion of a strong college-prep curriculum. If the student is a current Indiana high school student, they are expected to complete Core 40 and are strongly encouraged to earn the Academic Honors Diploma. If the student is not in an Indiana high school, they should complete the following core of classes to be considered for admission:
 - Four years of college-prep English
 - Three to four years of mathematics, including second-year algebra (our department highly recommends four years)
 - Three years of social sciences
 - Three years of laboratory sciences
 - Four years of some combination of foreign language, computer science or additional mathematics, laboratory sciences, social sciences, or English courses.
2. Each student must provide the results of their SAT or ACT, including the writing section of the test. If their class has graduated and a fall semester has passed since they graduated, they do not need to take the SAT or ACT (though if they did take the test, we would like to see the results). The results of the writing section will assist the student’s assigned academic advisor with placement into a writing course. Though test results are considered during the admission review, students are not denied strictly based on their test results. The SAT or ACT is most important when considering a student for dual admission to their intended major and scholarship consideration.

3. Though no grade point average (GPA) guarantees admission to IUPUI, the student should generally have a B average when their application is reviewed. The trend in grades and the difficulty of courses are also very important; those who have improved their grades in their junior and senior years receive a more favorable review. The two most important factors are the courses the student attempted and the grades they earned.

Adult students over the age of 21 should note that SAT or ACT scores are not required and, although a high school transcript is the primary criteria for admission, the Admissions Committee also considers such things as military experience, life experiences, and job responsibilities after leaving high school.

If the prospective student is a transfer student, entrance to the School of Physical Education and Tourism Management requires that they earn a minimum GPA of 2.2. To move forward to their capstone experience (either student teaching or an internship depending on their plan of study) the student must earn a GPA of 2.5.

Conditional Admission

If the student does not meet the above criteria, they will be considered for the possibility of conditional acceptance based on other factors that will indicate their potential for success at IUPUI, including: overall quality of high school coursework, trends in their grades, and military service. If the student has significant deficiencies in academic preparation or performance, their acceptance will be deferred until they complete designated courses at any regionally accredited two- or four-year college. A deferral contract outlining the courses to complete will be sent to the student. If they reside in the Indianapolis region, IUPUI offers a special program with Ivy Tech Community College at Indianapolis called Partners. Admissions counselors at both schools are prepared to assist the student with a program of study leading to a transfer to IUPUI.

Dual Admission to University College and the Department of Physical Education

Students may have a dual admission to University College and the Department of Physical Education if all of the following are met:

1. Core 40 curriculum
2. 900+ combined verbal (critical reasoning) and math score (verbal or critical reasoning score must be above 400)
3. ACT English 19+ and composite 19+
4. No more than 2 D/F grades in college prep courses

University College counselors work with the students to assist in raising their GPA to the 2.2 they need to move into our department. In addition to assistance from University College counselors, Cathy Buyarsky and Kyle McCool, students are required as freshmen and transfer students with less than 15 credit hours to enroll in HPER L135 Learning Community- Physical Education/Exercise Science. In the past eight to ten years, our department has taught at least one section of that course (formerly numbered as UC110) for new Physical Education students. Within the past three years, the department has become involved in the Themed Learning Community where students take the L135 course along with HPER N220 Nutrition for Health and COMM R110 Fundamentals of Speech as a group. The goal of these courses is to increase retention and create a collegial environment for the students.

GED Admission

Students who have not attended college after earning a GED are considered beginning freshmen students. The following are the admission requirements:

- They must have received an average score of 530 or higher on the GED and a score of 500 on the writing section. If their GED score is below these requirements, they will be deferred to the Community College of Indiana.
- If they are under 19 years of age, they must provide the results of an ACT or SAT test. Once the student completes 12 credit hours of general course study with a minimum GPA of 2.2 they may apply for admission to the School of Physical Education and Tourism Management.

Financial Assistance

Most IUPUI students have the opportunity to apply for and receive typical university financial aid such as grants, loans, and university scholarships. Departmentally, there are 29 scholarships available for a total scholarship funding of \$33,600 (see Appendix 2.2 for a complete listing of these scholarships). Another type of departmental financial assistance includes the use of departmental discretionary funding, which can be used for things such as approved student travel, student groups, and other low cost expenses.

Recruitment of Students

Recruitment is done throughout the year via representation of our department at various campus events. One such event is Campus Day, where prospective students can talk with representatives from different schools about admission, meet faculty and staff from specific

majors, and learn about campus life in general. We also participate in Jag Days, a one-day campus visit experience designed to introduce prospective students to specific academic programs, the IUPUI campus, and community life in downtown Indianapolis. Finally, we also have representation at the Indiana State Fair during their IU Day to answer any questions prospective students and their parents may have.

Student Enrollment in Elective Courses

We have seen an increase in our elective classes taken by majors and non-majors or alike. Our department offers many such service classes that are taken by students from across the campus (more information on this can be found in Section 4.a.1. pages 60-61). For example, four classes taught in the department, F255 Human Sexuality, F258 Marriage and Family Interaction, H318 Drug Use in American Society, and H363 Personal Health, are classes required for Physical Education majors, but roughly only 10% of the class population consists of majors. Enrollment figures between 2004 and 2008 show an increase of 389 students for this type of course (Figure 2.1).

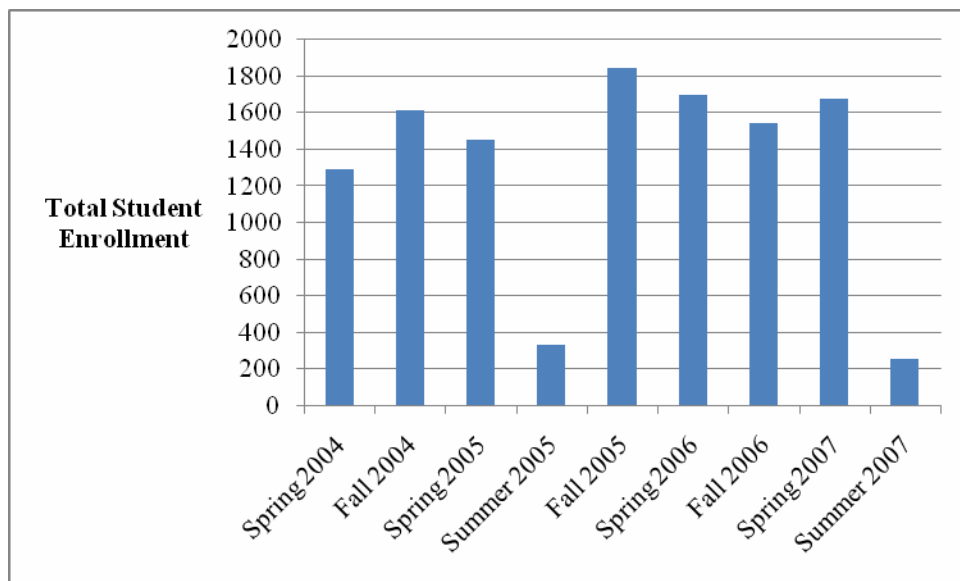


Figure 2.1 Enrollment Data for Service Courses (2004-2008)

2. b. Faculty

2. b. 1. Faculty and Staff Costs

In the fiscal year of 2007, the Department of Physical Education had an annual operating budget of \$3,271,815. This amount included full and part-time faculty compensation, summer salary, monthly staff, bi-weekly staff, hourly staff, student academic chairman stipend,

scholarship and fee remissions, supplies, and equipment. A total of \$1,313,400 was spent in 2007 on full-time faculty compensation alone.

The faculty is comprised of 11 full-time tenure-track faculty, two clinical faculty, and seven lecturers. Of the 11 full-time faculty, seven are tenured, two hold administrative appointments (the Dean of the school and the Chair of the department), and all of them hold doctoral degrees or the terminal degree in their disciplines. Two lecturers have their terminal degree. One lecturer who joined the department in 2007 is pursuing a Ph.D. and will continue through completion of her degree. Two of the tenure-track faculty (the Dean and the Chair) and one non-tenure-track faculty (one Assistant Clinical Professor) hold 12-month appointments.

In addition to administrative duties, the Dean and Department Chair also advise, teach, and/or engage in additional service responsibilities. The Dean of the School of Physical Education has served in that post since 1978. The current Department Chair has been in this position since July 2004 and has served as a faculty member since 1983.

Associate faculty are assigned a significant portion of the department's teaching load, particularly in the elective program. Most associate faculty teach one or two one-credit hour classes each semester, although a few associate faculty teach between 6-9 credit hours per semester. While new associate faculty join the department each semester, many have taught here for many years and return each semester. In terms of benefits, associate faculty receive a modicum of secretarial support, office space, technological support, and access to university email services.

The following list includes names and degrees held by full-time and emeritus faculty.

Resident Faculty

Lisa K. Angermeier, Clinical Assistant Professor, Department of Physical Education, IUPUI, B.S. Indiana University, M.S. Indiana University, Ph.D. Indiana University.

James S. Arvin, Lecturer, Department of Physical Education, IUPUI, B.S. Indiana University, M.S. Indiana University.

Rafael E. Bahamonde, Professor, Department of Physical Education, IUPUI, B.A. DePauw University, M.S. Indiana State University, Ph.D. Indiana University.

Sandra S. Barnett, Lecturer, Department of Physical Education, IUPUI, B.S. Marian College, M.S. IUPUI.

Nancy Barton, Lecturer, Department of Physical Education, IUPUI, B.A. Indiana University, M.S. Indiana University.

Jay A. Bradley, Clinical Assistant Professor, Department of Physical Education, IUPUI, B.S. Ball State University, M.Ed. University of Cincinnati.

Johannah Casey-Doecke, Lecturer, IUPUI, B.S. Ohio State University, M.A. Ohio State University, Ph.D. Ohio State University.

Brian O. Culp, Assistant Professor, Department of Physical Education, IUPUI, B.S. University of Georgia, M.S. Georgia State University, Ed.D. University of Georgia.

Lisa A. Farley, Lecturer, Department of Physical Education, IUPUI, B.S. University of Wisconsin-River Falls, M.S. University of Wyoming, Ed.D., Ball State University.

Anthony S. Kaleth, Associate Professor, Department of Physical Education, IUPUI, B.A. Valparaiso University, M.S. Ball State University, Ph.D. Virginia Tech University.

Nicole R. Keith, Associate Professor, Department of Physical Education, Affiliated Research Scientist of the Indiana University Center for Aging Research, IUPUI, B.S. Howard University, M.S. University of Rhode Island, Ph.D. University of Connecticut.

Soonhwan Lee, Assistant Professor, Department of Physical Education, IUPUI, B.A. Myong Ji University, M.S. Illinois State University, D.S.M. United States Sports Academy.

Alan E. Mikesky, Professor, Director of the Human Performance and Biomechanics Laboratory, Department of Physical Education, Adjunct Professor, Department of Medicine, IUPUI, B.S. Texas A&M University, M.S. University of Michigan, Ph.D. University of Texas Southwestern Medical Center at Dallas.

Lamia Scherzinger, Lecturer, Department of Physical Education, IUPUI, B.S. Indiana University, M.S. Indiana University.

Kathleen A. Stanton-Nichols, Associate Professor, Director of Motor Activity Clinic, Department of Physical Education, IUPUI, B.S. University of California at Davis, M.S. University of Wisconsin-LaCrosse, Ph.D. University of Virginia.

Jefferson Streepey, Assistant Professor, Department of Physical Education, IUPUI, B.S. Indiana University, M.S. University of Michigan, Ph.D. University of Michigan.

Rachel R. Swinford, Lecturer, Department of Physical Education, IUPUI, B.S. IUPUI, M.S. IUPUI.

Mark G. Urtel, Assistant Professor, Department of Physical Education, IUPUI, B.S. Canisius College, M.S. Ball State University, Ed.D. Indiana University.

Jeffery S. Vessely, Professor and Department Chair, Department of Physical Education, IUPUI, B.S. Indiana University, M.S. Indiana University, Ed.D. Indiana University.

Faculty Emeriti

Sonja Sue Barrett, Associate Professor Emerita of Physical Education, M.S. Purdue University, 1965.

Walter J. Lienert, Assistant Professor Emeritus of Physical Education, B.S. Indiana University, 1950.

Edmund C. Schilling, Professor Emeritus of Physical Education, M.S. Butler University, 1974.

Hitwant Sidhu, Professor Emeritus of Physical Education, P.E.D., Indiana University, 1957.

Karen Teegarden, Professor Emeritus of Physical Education, M.S., Indiana University, 1971.

2. b. 2. Faculty Positions and Program Growth

While the number of enrolled students has dramatically increased for our department, there has also been an increase in the number of faculty. At the time of the last program review, there were 12 full-time faculty members at various levels of appointment. As of the fall of 2008, there are 20 full-time faculty members at various levels of appointment.

Since 1974, the department has hired new faculty to replace those who have retired or have left for other positions. In 1989, a faculty position was switched to a staff position, with central administration opting not to fund a new faculty member to replace this position. The addition of full-time lecturer positions in 1992, 1997, 2006, and 2008 have helped the department cover additional courses which have been added due to need and enrollment increases.

In 1969, the program required two years of degree work, with the remainder of courses being finished in Bloomington, Indiana (currently the School of Health, Physical Education, and

Recreation or HPER). Since 1969, the department has experienced major changes, including evolving into a comprehensive four-year degree program, moving to Indianapolis, adding a host of elective programs, increasing plans of study from one to four, developing a human performance laboratory, acquiring funding for research, and developing a host of service learning programs which have benefited the university and surrounding community.

The department over these years has depended on associate faculty to teach the aforementioned elective courses and additional professional preparation courses. However, these individuals hold none of the service responsibilities of the program (i.e. advising, committee work, strategic planning). The importance of the elective program as a means of contributing to the financial stability of the department cannot be underestimated. In order to increase growth of the department in the future, the need to acquire more full-time faculty is one area of focus.

Faculty accomplishments

The following is a list of noteworthy publications, presentations, workshops, lectures, and other professional activities faculty have completed in the past five years. Areas of specialization are listed in parentheses after the individual's name. More specific details pertaining to these accomplishments are contained in Appendix 2.3

Lisa Angermeier, Ph.D. (Clinical Assistant Professor- Health Promotion and Education)

Dr. Angermeier is a Clinical Assistant Professor of Health Education in the Department of Physical Education. She has presented at over 30 national, state, and regional conferences and has published in notable journals such as *The Journal of School Health* and *The American Journal of Health Studies*. Nationally she is known as a consultant and reviewer of teaching techniques for the *Journal of School Health* and serves on the Advocacy Committee for the American Association of Health Education. Her professional state service includes involvement as a member of the Board of Directors and Health Council for the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) and a member of the Board of Directors for the Indiana Coordinated School Health Program. As part of the graduate council in the Department of Physical Education, she has been personally involved in obtaining grants which have brought more than \$300,000 to establish an assessment system of knowledge of students who attend programs at the Ruth Lilly Health Education Center in Indianapolis. Dr. Angermeier received the Trustees Teaching Award for the year 2007-2008.

James S. Arvin, M.S. (Lecturer- Health Promotion and Education)

Mr. Arvin became a full-time faculty member of the department in 2006 after completing an appointment as the Director of Drug Education and Gang Prevention for the IPS from 1988 to 2005. His numerous appointments over the course of his career have demonstrated a commitment to providing antidrug and substance abuse related information to schools in the State of Indiana. His work has been recognized nationally and locally by IAHPERD, the Indianapolis Police Department, *USA Today*, and the Federal Bureau of Investigation. Currently, Mr. Arvin is a member of the Alumni Board for Camp Brosius and presented in 2007 a comprehensive history of the Normal College in commemoration of its 100th year in existence.

Rafael Bahamonde, Ph.D. (Professor- Biomechanics, Anatomy, Tests and Measurements)

Dr. Bahamonde's research interests are in sport biomechanics and gait analysis, with particular emphasis on techniques related to sport and injury prevention. Dr. Bahamonde is a Fellow of the American College of Sport Medicine (ACSM), member of the Faculty Colloquium on Excellence in Teaching (FACET), and served as Director of the IUPUI DSRP from 2006-2008. He has been a distinguished and frequent contributor to many journals as an author or co-author including the *Journal of Applied Biomechanics*, *Journal of Arthroplasty*, *Journal of Musculoskeletal and Neuronal Interaction*, *Isokinetic Exercise*, *Sport Biomechanics*, *Journal of Strength and Conditioning*, *Athletic Training*, *Adapted Physical Activity*, and others. He has given over 50 oral presentations to groups such as ACSM, the American Society of Biomechanics, the International Congress of Biomechanics, and the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Dr. Bahamonde has also worked with or received grants from the United States Olympic Committee, the United States Tennis Association, St. Vincent Joint Replacement Center/Orthopedic Research Educational Foundation (OREF), and the National Collegiate Athletic Association. He was a co-primary investigator on a recently funded one million dollars National Institutes of Health (NIH) initiative "Bridges to Baccalaureate Program".

Sandy Barnett, M.S. (Lecturer- Basic Activity Courses, Fitness)

Ms. Barnett was appointed as a full-time lecturer for the department in 1998. She has been chosen as a favorite professor by the student athletes at IUPUI for the years 2004 and 2005. Her professional service includes collecting fundraising money for the United Way as an Ambassador, serving on the Academic and Student Affairs Committee, and advising the Physical Education Student Organization (PESO). Recently, she has been involved in giving fitness

seminars to the School of Dentistry and the School of Science and presenting at the annual conference for IAHPERD.

Nancy A. Barton, M.S. (Lecturer- Health Promotion and Evaluation)

Mrs. Barton was recently appointed as a lecturer after being an adjunct faculty member and visiting lecturer for the department. Her focus is on responsible health promotion programming and education as well as measuring outcomes. She has served as a consultant for associate health promotion for St. Vincent Hospital in Indianapolis. Among the highlights of her work in this endeavor are directing the Healthy Lifestyles Program, implemented a pedometer walking program for 1200 persons to increase individual daily activity by 1000 steps, and receiving the Champion of Spirit award from the Indiana Sports Corporation for Corporate Challenge teams she directed and coached. Nancy has also been chosen as a favorite professor by the student athletes for the past two years as well as being recognized as an Outstanding Educator by the IUPUI Women's Volleyball Team.

Jay Bradley, M.S. (Clinical Assistant Professor and Coordinator of the Internship Program)

Mr. Bradley is the current Coordinator of the Internship Program in the Department of Physical Education and serves as a part time Athletic Trainer for IUPUI. He has been head athletic trainer and medical trainer for several All-American camps and skill academies ran by Nike and is a licensed CPR and First Aid instructor as well as an Athletic Trainer Certified (ATC) by the National Athletic Trainer's Association and a Licensed Athletic Trainer (LAT) by the State of Indiana. Mr. Bradley's professional involvement includes membership in the National Athletic Trainer's Association, the Great Lakes Athletic Trainer's Association, and he is a founding member of the Indiana Athletic Trainer's Association. In 2000, he was inducted into the Indiana Athletic Trainers Association Hall of Fame and the Ball State University Cardinal Ring of Honor in 2003. Mr. Bradley's university service has been numerous including work for the Faculty, Staff, and Student Parking Appeals Committee, Phi Epsilon Kappa Fraternity, and the Athletic Department Drug Education and Testing Program.

Johannah Casey-Doecke, Ph.D. (Lecturer- Aquatics, Coaching)

Dr. Doecke has been a full-time lecturer in the department since 2003 and is a member of ACSM, the United States Diving Coaches Association, AAHPERD, and the American College Swimming Coaches Association. She has been a past Aquatics Chairperson for IAHPERD and has national certifications in water safety, diving, swimming, and coaching recruiting. Dr.

Doeke serves as a McNair Scholar Mentor and an Oncourse CL Faculty Mentor who has presented at numerous campus symposiums which have benefited students and faculty in the department. As the Women's and Men's Diving Coach for IUPUI, she is in charge of conducting swimming proficiency tests for majors in the department and has led several diving teams to regional and national competitions.

Brian Culp, Ed.D. (Assistant Professor- Physical Education Pedagogy, Sport Management)

Dr. Culp researches urban Physical Education and participants' involvement in physical activity. He was awarded the Young Scholar Award from the National Association for Kinesiology and Physical Education in Higher Education in 2007 and has published articles in journals such as *The Physical Educator*, *Strategies*, and the *Journal of African American Studies*. Dr. Culp is the creator of culturemotion.org, which focuses on culturally responsive pedagogy and a consultant for kinesiology courses at University of Toronto. Additionally, he is on the advisory board for the "PE Without Boundaries" PEP grant program through Clarian Health. Dr. Culp is a reviewer for *The Physical Educator* and the *International Journal of Multicultural Education* and holds memberships in numerous associations, including the American Educational Research Association, The International Council for Health, Physical Education, Recreation, Sport and Dance, and AAHPERD. For the department, he has been a Chair of the Trustees teaching award committee and a founding member of IUPUI's P-16 council, created to increase collaboration between the university and local school systems.

Lisa Farley, Ed.D. (Lecturer- Nutrition, Marriage and Family Interaction, Sport and Exercise Psychology)

Dr. Farley has been a full-time lecturer since 2006, after spending two previous years with the department as a visiting lecturer. Of note is her commitment to service, including work for the IndyGo Wellness initiative, the Top 100 Students Committee at IUPUI, and as a board member for IAHPERD. In 2005, Dr. Farley obtained a grant from the Indiana Department of Education which focused upon Action for Healthy Kids. Recently, Dr. Farley completed a book entitled *Case Studies: Nutrition for Health*, and was the author of another publication entitled *The Lifetime Fitness Supplement*. Her expertise in sport, nutrition, and fitness has been utilized to review books such as *Practical Applications in Sports Nutrition*, *A Wellness Way of Life*, and *Team Handball: Steps to Success*.

Anthony S. Kaleth, Ph.D. (Associate Professor- Clinical Exercise Physiology)

Dr. Kaleth holds multiple health/fitness and clinical exercise credentials from ACSM and has over 12 years experience in cardiopulmonary rehabilitation, health-fitness programming, and conducting research in applied and clinical exercise physiology. Since joining the faculty in 2002, Dr. Kaleth has been invited to present at numerous teaching workshops for students, physicians, health-fitness professionals, and community members. He was awarded a Trustees Teaching Award by the School of Physical Education and Tourism Management in 2006 and has been the recipient of three (2003, 2005, 2007) Sue Barrett Research Awards sponsored by the Department of Physical Education. The majority of Dr. Kaleth's research efforts have involved exercise testing and programming for apparently healthy and clinical populations. Currently, he is working with a multi-disciplinary research team that received NIH funding to evaluate exercise adherence in persons with fibromyalgia syndrome. Dr. Kaleth has served on multiple departmental, school, and university committees and is actively involved in his profession. He recently reviewed sections of the next edition of *ACSM's Guidelines for Exercise Testing and Prescription* and co-authored chapters in the previous and next editions of the accompanying *Resource Manual* textbook. In addition, Dr. Kaleth co-authored a new chapter in the next edition of *ACSM's Resources for Clinical Exercise Physiology*.

Nicole R. Keith, Ph.D. (Associate Professor- Exercise Physiology, Community Health and Exercise)

Dr. Keith is an Affiliated Research Scientist at the IU Center for Aging Research at Regenstrief Institute. She is a current Fellow of ACSM, has been nominated for Trustee of ACSM, is a Fellow of the Institute for Action Research in Community Health at the Indiana School of Nursing, and was named to the University of Rhode Island's Dean's List for Outstanding Professional Accomplishments in 2006. She also has received the Sue Barrett Research Award in 2004 and 2006 and the Walt Leinert Teaching Award in 2003. The two latter awards are given by the IUPUI Department of Physical Education. As principal or co-investigator of a grant, she has totaled more than 3 million dollars for programs such as Fit For Life and Take Charge Lite to help combat obesity in the Indianapolis community. Dr. Keith has presented in numerous national conferences and one international conference and regularly involves students in service activities and presentations, which have garnered national recognition. She is a member of the Society of Behavioral Medicine, the Black Coaches Association, and ACSM.

Soonhwan Lee, Ph.D. (Assistant Professor- Sport Management)

Dr. Lee teaches sport management courses in the Department of Physical Education. He has authored or co-authored 12 refereed journal articles in the *International Journal of Sport Management*, *International Sport Journal*, *International Journal of Sport Management and Marketing*, *Review of Business Research*, *Sport Marketing Quarterly*, *NIRSA Journal*, *Journal of Sport and Leisure Studies*, *Sport Marketing Association Journal*, and *MJOPERD*, and has presented at over 20 national or international conferences. He currently serves as a reviewer for the *Sport Management Educational Journal* and is an abstract reviewer for AAHPERD. Dr. Lee is a member of the Diversity Committee and Curriculum Council of the School of Physical Education and Tourism Management and among his professional memberships are North American Society for Sport Management, AAHPERD, the Sport Marketing Association, and the Korean Society of Sport and Leisure Studies.

Alan E. Mikesky, Ph.D. (Professor- Anatomy, Exercise Physiology)

Dr. Mikesky is also affiliated with the School of Health and Rehabilitation Sciences, the School of Medicine (Department of Cell Biology and Anatomy), and the Center for Aging Research Excellence. Since 1991, he has been director of the Human Performance and Biomechanics Laboratory and has been a research associate for the Human Performance Laboratory at the National Institute for Fitness and Sport (NIFS). Dr. Mikesky has been the recipient of several campus and school teaching awards, has been recognized for his work with the DSRP at IUPUI, and received fellowship status within his profession's most recognized organization, ACSM. He has also published two books, serves as invited reviewer for several recognized professional journals, and has served as a consultant for collegiate, national, or professional sports organizations. He has been successful in grantsmanship and his research has resulted in over 60 peer-reviewed abstracts and publications. His most current research interest involves investigating the effects of resistance training combined with vascular occlusion.

Lamia N. Scherzinger, M.S. (Lecturer- Clinical Exercise Physiology, Fitness)

Mrs. Scherzinger has been with the Department of Physical Education since 2006 after previous work as the coordinator for the clinical populations exercise program at NIFS and as an assistant instructor for Indiana University Bloomington. She is a certified Clinical Exercise Specialist with ACSM and certified Healthcare Provider with the American Heart Association. She recently was recognized for her winning entry for implementing and assessing the Principles of Undergraduate Learning: Integration/Application of Knowledge. Her professional service

includes serving on the departmental committee for the IndyGo wellness initiative and developing the standards of the Human Performance and Biomechanics Laboratory for maximal exercise testing.

Katie Stanton-Nichols, Ph.D. (Associate Professor- Adapted Physical Education)

Dr. Stanton-Nichols has presented over 40 research and teaching presentations at the international, national, and regional levels. She currently manages the Motor Activity Clinic at IUPUI, which serves children with disabilities, their families, and future professionals in Indiana. In her tenure, she has obtained more than \$600,000 in grant funding to aid in these efforts and improve program instruction in the Department of Physical Education. Dr. Stanton-Nichols is a member of AAPHERD, IAPHERD, the National Consortium for Physical Education and Recreation for Individuals with Disabilities, the Council for Exceptional Children, and the North American Federation for Adapted Physical Activity. She has been an editor or reviewer for *The Physical Educator*, *Adapted Physical Activity Quarterly*, and *PALAESTRA*. Recently, she was awarded the Teaching Excellence Recognition Award by the Department of Physical Education and Tourism Management and the Indiana Down Syndrome Foundation “STAR” Award and has been active in numerous service endeavors in the Indianapolis community.

Jefferson Streepey, Ph.D. (Assistant Professor- Biomechanics)

Dr. Streepey joined the faculty in 2006 and has an expertise in biomechanics and human movement. He is a member of ACSM and the Society of Neuroscience and is the 2008 recipient of the Sue Barrett Research Award given by the department. Currently, he serves as a mentor and Honors Option instructor to 11 students leading them in research related to postural stability in youth, rehabilitation outcomes of stroke patients, and the integration of virtual reality in the study of postural control in children and patients. He has also been active in the DSRP as a research mentor of several undergraduate students. He has published articles in the *Journal of NeuroEngineering and Rehabilitation*, *Experimental Brain Research*, and *Gait and Posture*. Dr. Streepey has been a member or co-chair of the External Affairs Committee, the Faculty Affairs Committee, the Campus Campaign Committee, and the Web Redesign Committee, as well as the department’s Curriculum Council and Graduate Studies Curriculum Committee.

Rachel Swinford, M.S. (Lecturer- Health and Fitness Promotion)

Mrs. Swinford has been with the department since 2007 and has previous experience serving as a personal trainer, health screening technician, and research assistant. She is currently a doctoral student in the Ph.D. Health and Rehabilitation Program and holds a current certification as a Health Fitness Specialist from ACSM. She is a member of ACSM and the Phi Epsilon Kappa National Fraternity. Her professional service includes being a faculty advisor for the School of Physical Education and Tourism Management Student Council, a member of the IndyGo collaborative wellness initiative, and a member of the Dance and Adapted Physical Education Councils of IAHPERD. In 2008, Mrs. Swinford was inducted into the Golden Key International Honor Society.

Mark. G. Urtel, Ed.D. (Assistant Professor- Physical Education Pedagogy, Student Teacher Supervisor, Assessment)

Dr. Urtel holds a dual appointment as an Assistant Professor in Department of Physical Education and in the School of Education. He supervises student teachers in the Department of Physical Education. He has served in several positions for IAHPERD as member and chair of the Higher Education and Research Council and is the current President-Elect. As a distinguished teacher, Dr. Urtel has been a three-time recipient of the Walt Leinert Teaching Award given by the Department and a Boyer's Scholar for the Center for Service and Learning. Additionally, he is on the advisory board of PE Central, served as a program reviewer for the National Association for Sport and Physical Education (NASPE) All-Star Program and has facilitated professional development and in-services for schools in the surrounding Indianapolis area. He has also published articles in *The Journal of the Scholarship of Teaching and Learning* and *The Journal of Educational Technology and Society*. In addition to involving undergraduate learners in numerous service-learning opportunities, presentations and grants, Dr. Urtel has just recently finished a book about Camp Brosius entitled *Brosius Bred: The IU family camp in Wisconsin*.

Jeffery Vessely, Ed.D. (Department Chair- Sport Management)

Dr. Vessely is the Chair of the Department of Physical Education. He currently serves as the National Executive Director of Phi Epsilon Kappa and the Business Manager of *The Physical Educator*. His academic and departmental commitments have been numerous including service for the National Intramural and Recreational Sports Association (NIRSA), Phi Epsilon Kappa, IAPHERD, and the National Association of Intercollegiate Athletics. As a distinguished faculty member in the area of service, he has served as a past Dean of Students, Student Ombudsman,

and a director of student voluntary community service, sport services, and intramural and recreational sports. Dr. Vessely is a licensed recreational sports specialist by NIRSA and has won the organization's service award three times. Additionally, he has taught the freshman learning community courses and currently is the teacher of HPER P402 Ethics in Sport.

Teaching assignments

Courses that faculty teach are listed in the curriculum vitae for each individual (see Appendix 2.3). As mandated by the Board of Trustees of Indiana University, faculty teaching assignments at IUPUI must correspond to the "capacity model". In this model, full time 10-month faculty must teach a minimum of 18 credit hours per year. Of these 18 credit hours, tenure-track faculty must teach 15 credit hours a year and use the remaining three credit hours for research/creative activity. For tenured faculty the teaching load increases back to 18 hours per year. The campus sets limits regarding the number of hours full-time and associate faculty may teach. Any additional hours requires justification, with teaching beyond that limit (overload) discouraged and seldom approved. The Department Chair is responsible for arranging the schedule of classes such that faculty assignments match the capacity model. The Dean is required each year to certify that faculty has taught at the level mandated by the capacity model.

Full-time faculty members teach primarily in the professional preparation program and on occasion instruct in the elective program. The seven full-time lecturers and some associate faculty teach many professional preparation courses. The majority of associate faculty instruct in the elective program. The department has been proactive in attracting and retaining instructors who are proficient in their expertise.

In addition to teaching responsibilities, each faculty member is expected to provide service to the department, school, and university at a minimum. Tenure-track and tenured faculty also must complete research as a part of their responsibilities. As a part of the service component, several faculty serve on university committees, as noted in their curriculum vitae. Within the school itself, Physical Education faculty also serve on committees like Assessment and Program Review, Budgetary Affairs, Faculty Affairs, Promotion and Tenure, Academic and Student Affairs, Technology, and the Diversity Council. Within our department, several ad-hoc planning and advisory committees have been formed to work on specific topics. Some of these groups include the Equipment Committee, the IndyGo Collaboration Committee, the Website Review Committee, and the Alumni Connection Committee, to name a few. These were formed out of

the need to obtain relevant information about current programs and offerings that could or would affect the Department of Physical Education.

Student-Faculty Ratio

From the following table provided by IMIR, the student-faculty ratio for the department is noted. This table compares student FTE to instructional FTE.

Table 2-2. Student-Faculty Ratio (Student FTE per Instructional FTE)

Academic Year	Enrollment	All Faculty Combined *	Full-Time Faculty
2003-2004	610	17.9	25.4
2004-2005	730	21.4	29.5
2005-2006	876	23.6	33.6
2006-2007	895	20.3	30.8
2007-2008	921	21.9	30.7

*Includes graduate assistants who are teaching. NOTE: Figures based on data reported in the report on Teaching Productivity. Enrollment includes graduate students.

Faculty Development Opportunities

Opportunities for faculty to enhance their teaching, research, and scholarship are abundant. The Consortium for Learning and Scholarship combines the Center for Teaching and Learning, the Center for Research and Learning, and the Center for Service and Learning to provide leadership and support to the campus community. Collectively, the Consortium works to advance and implement the campus goals for excellence in teaching and learning, research, scholarship and creative activity, and professional service and civic engagement. In addition, the Consortium incorporates the Multicultural Center and the Office for Women. Activities, programs, and services include individual consultation, workshops, conferences, seminars, and leadership opportunities in campus-wide teaching and learning initiatives.

The department annually supports each full-time faculty's travel to one national conference and, contingent on funding, one local or regional conference. Additional funds to assist with travel expenses can be applied for through the Indiana University System. New faculty have the opportunity to apply for funding through the Office of the Vice Chancellor for Research specifically reserved for the purpose of creating innovative research projects, or sustaining current projects.

The campus offers professional development in technology courses which provide assistance in using research software, web materials, and audiovisual equipment each semester. These courses are available to faculty in traditional classroom format or online. The Dean will on

occasion provide developmental sessions as part of faculty organizational meetings with faculty being encouraged to share their expertise or newly acquired proficiencies with others in the department.

2. b. 3. Evidence of Accomplishments

Evidence of Faculty Accomplishments in Teaching

Evidence of faculty accomplishments in reference to teaching are measured using student evaluations. These evaluations of courses taught by faculty each semester provide both a quantitative and qualitative measure of teacher effectiveness. On average, our faculty members are measured by the students at a rating of 4.0 or higher on a 5.0 point scale (5 high, 1 low). The Campus Testing Center tallies all teaching evaluation forms from the department with staff compiling student comments for inclusion in the faculty annual report.

In recent years, the Indiana University Trustees have set aside funds by which faculty recognize colleagues for teaching excellence. Our department, in conjunction with the campus, has given Teaching Excellence Recognition Awards (TERA) to deserving associate and full-time faculty. Indiana University established the FACET program to recognize faculty excellence in teaching. To date, the campus committee has selected four Physical Education faculty members since the inception of FACET in 1989.

Survey data collected from current students and alumni provide the most accurate evidence of teaching accomplishments. As is noted in Section 4.a.8., students and alumni report in various IUPUI surveys that they find satisfaction with the quality of teaching in the major, and are exceedingly satisfied with their educational experiences in each of the program tracks.

Evidence of Accomplishments in Service

A review of curriculum vitae (Appendix 2.3) shows major contributions by faculty members in regards to campus, community, and professional discipline service. Faculty awards include the Chancellor's Award for Excellence in Teaching, Chancellor's Professorships, the Alvin S. Bynum Mentor Award, and the Glenn W. Irwin Research Scholar Award. Two faculty members have actively participated in major IUPUI and IU Faculty Council activities, with these individuals serving as a faculty Council President and Executive Committee Member.

Faculty of the Department of Physical Education have been visible leaders in professional associations. Within the ranks of the AAHPERD, faculty members have served on the Board of Governors, Chair of the Aquatics Council, and as scholarship chair for Adapted Physical

Education. On the regional and local level, faculty have served as board members for the Midwest District of ACSM. Three members of the department are current Fellows for ACSM. In addition, faculty are often called upon to consult for projects due to their level of expertise, including authoring book chapters, such as Drs. Bahamonde, Kaleth, Keith, and Mikesky's work on the *ACSM Resource Manual*.

Evidence of Accomplishments in Research and Creative Activity

Research productivity has been consistent over the past few years and is increasing steadily in the department. A review of tenured and junior faculty reveals an on-going focused research record. Prior to the past five years, teaching and service has been the predominant foci for faculty work. A strong research agenda is not reflected in the research records of older faculty.

Several faculty have been proactive in obtaining internal grants from the university and external grants from agencies. Recently this has included funding agencies such as the NIH, St. Vincent Joint Replacement Clinic/OREF, and the National Heart, Lung, and Blood Institute, among others. Collaborations have taken place with units outside the campus such as the IPS system, St. Vincent Hospital, and Methodist Hospital. On campus, partnerships exist notably with the School of Nursing, School of Health and Rehabilitation, NIFS, and the Center for Service and Learning.

Creative activity output has come primarily through the dance unit. The Moving Company, which has been in existence in the department for over 20 years, performs in schools and to community groups, and conducts one major concert for the community per year (please see Section 3.b.2. for more information). Recently, the Fit For Life program, which sends Physical Education students to schools to work with students in daily Physical Education classes and during an after-school program, was introduced in several schools in IPS in order to help combat obesity by providing information pertaining to appropriate fitness and lifestyle choices.

Criteria for Evaluation

Evaluation criteria are contained in the School of Physical Education and Tourism Management, IUPUI, and Indiana University promotion and tenure documents (see Appendix 1.1 for a copy of the school's guidelines). Each year, faculty of the School of Physical Education and Tourism Management elects members to serve on the unit's Promotion and Tenure Committee. The committee members set up announced and unannounced site visits (see Appendix 1.2 for visit forms), review the campus-mandated faculty annual summary report,

prepare an evaluation of faculty members' research, creative activity, teaching, and service endeavors, and make recommendations for future activities in each of these areas.

Tenure guidelines are provided which clearly delineate the criteria for promotion from instructor to assistant professor, from assistant professor to associate professor, and from associate professor to full professor. These guidelines are consistent with tenure and promotion guidelines outlined by the university and other academic units on campus. As part of this review, tenure track candidates are required to create and submit a dossier after three years of being in their current rank. This three year review serves to provide the candidate with an assessment of their progress toward tenure or promotion, to receive advice concerning their area or areas of excellence, and to help the candidate in the organization and presentation of his/her dossier. The third year review provides opportunities for the candidate to address these issues prior to the final promotion and/or tenure decision. If a positive tenure decision is granted after six years, faculty members gain an increase in rank.

Criteria for Rewards

The ultimate reward given by our department is the obtaining of promotion and tenure. In the unit salary policy (see Appendix 2.1) guidelines for the Department Chair and Dean exist to utilize in determining merit pay increases. Other departmental/school awards such as the Sue Barrett Research Award and the Walt Leinert Teaching Award reward excellence in teaching and research and are awarded to faculty regardless of rank. Nominations for these awards are given by the Promotion and Tenure committee. In 2001, the Trustees Teaching Award replaced the TERA awards for excellence in teaching, which had flaws in the selection process and definition of criteria which defined excellence. A faculty committee selects the persons who receive this award. Currently, this award is limited to those who have been at IUPUI for three years.

2. b. d. Staff

Our department employs one support staff member. Charisse Acklin, the Administrative Assistant to the Department of Physical Education, provides clerical and organizational support and serves as receptionist for the department as well as the Dean's office. She joined the department in November of 2007. Mrs. Acklin provides responsible, articulate, and efficient work for the department in many situations.

Staff based in the Dean's office also provides important support for the Department of Physical Education. The following individuals work closely with our department for daily operations and overall smooth functioning:

Dave Hoffman, Technology Support Technician

Mr. Hoffman has been with IUPUI for nine years but has been assigned full-time to the School of Physical Education and Tourism Management for five years. He achieved a Bachelor of Science in Electrical Engineering from IUPUI.

Mr. Hoffman is the Information Technology (IT) Manager responsible for managing the school's IT needs including desktop support, any other IT support, purchasing IT equipment, and server related duties. On a daily basis, he works with faculty on using new equipment, troubleshooting computer and software issues, and assists with technology projects.

Wendy Iskander, Secretary for the Dean

Mrs. Iskander joined the School of Physical Education in the summer of 1999. In addition to providing administrative assistance for the Dean and the School of Physical Education and Tourism Management, Mrs. Iskander is the Human Resources Representative for the school (which includes the completion of hiring paperwork and electronic documents), assists with Search and Screens, and is the Payroll Processor for the school. Another function that she serves is as the Camp Brosius Reservations Coordinator.

Laura Klaum, School Director of Development and External Affairs

After receiving her Bachelor of Arts from Purdue University, Mrs. Klaum received a Certificate in Fundraising Management from The Fund Raising School, The Center on Philanthropy at Indiana University. Mrs. Klaum's primary responsibilities include identifying, cultivating, and maintaining relationships with alumni and constituents for the purpose of resource generation and relationship development on behalf of the department. She also explores and initiates programs and services that increase communications and support between and among the school, its alumni, and other constituencies.

Linda Lynch, Director of Fiscal Affairs

Ms. Lynch received her Bachelor of Science Degree in Accounting and Finance from Purdue University and holds a certificate from the State of Indiana as a Certified Public Accountant. She is responsible for the financial and fiscal daily operations of the school, which includes such areas as payroll, purchasing, budgeting, and compliance with IU policies and procedures.

Pat May, School Recorder

Ms. May works closely with the faculty and students throughout the School of Physical Education and Tourism Management. She has been with the school since 1994 and her primary responsibilities include processing student records for all incoming/transfer students, certifying degrees for students receiving Bachelor of Science Degrees, Master of Science Degrees, and Certificates, verifying and updating academic advisement reports for all students, is the Student Information System Representative for the school, and maintains academic advisement reports.

2. c. Program Costs

As mentioned in Section 2.b.1. pages 18-19, during the fiscal year of 2007 the Department of Physical Education had an annual operating budget of \$3,271,815. Below is a breakdown of all program costs.

Table 2-3. Department of Physical Education Program Costs 2007-2008

Category	Cost
Full-Time Faculty	\$1,313,400.00
Part-Time Instructors	\$212,003.28
Summer Salary	\$64,326
Monthly Staff	\$215,150
Biweekly Staff	\$93,366
Hourly Staff	\$22,630
Student Academic	\$59,785
Chairman Stipend (including fringe benefits)	\$9,101
Other Payroll (including any fringe benefits)	\$10,217
Scholarship/Fee Remissions	\$36,296
Supplies and Equipment Expenses	\$84,636
Travel	\$28,866
Capital	\$8,000
Cost Paid through IUF	\$ -
Dean Allocation of Costs	\$158,987
School Technology Allocation of Cost	\$44,285
President Tax on New Money	\$ -
State Appropriations	(\$1,149,097)
ACA Supplies (allocation for overhead)	\$439,327
Library	\$149,814
Life and Diversity	\$36,868
Integrated Technology	\$169,650
External Affairs	\$49,481
Vice President Allocation	\$134,759
Administrative Affairs	\$218,930

Physical Plant	\$676,128
President Allocation	\$184,907
Other Expenses (endowed chair, etc.)	\$ -
Total	\$3,271,815

2. d. Library

The University Library has a designated librarian liaison, Kathleen Hanna, who has worked with the Department of Physical Education since 2001. Mrs. Hanna is responsible for purchasing materials for the collection, providing research assistance to students and faculty, and instructing students and faculty in the use of library resources. She is available for formal classroom instruction, consultations by phone/email/chat/appointment, and provides online research help guides on the University Library's website, <http://www.ulib.iupui.edu>.

The IUPUI University Library currently owns over 13,000 monographs (print and electronic books, audio/visual materials) on subjects directly related to sports, physical education, health education, kinesiology and biomechanics, fitness, sports management, sports medicine, first aid, and dance that have been purchased with the School of Physical Education and Tourism Management monies that are paid annually to the University Library. Over 2500 monographs have been added to the collection since 2001. All titles may be found by searching the IU Libraries online catalog, IUCAT.

The University Library also contains extensive print and online monograph and serials (journals and databases) collections in education, management, marketing, public relations, medicine, and psychology that are of additional value to our department's student and faculty research. Students and faculty also have access to the IU School of Medicine Library and all its online resources. The University Library's online resources are available both on- and off-campus with an IUPUI Network ID and within the university's online course management system, Oncourse.

Access to monographs at the IU Bloomington HPER Library and all other IU system libraries is available to students and faculty via the Request Delivery feature in IUCAT. The online interlibrary loan system, ILLIAD, offers efficient turnaround on requests for monographs outside the IU system due to the University Library's loan agreements with other U.S. and international universities. Additionally, interlibrary loan journal article requests via ILLIAD are quickly fulfilled (usually electronically) through similar resource sharing agreements, both within and outside the IU system.

The University Library's monograph expenditures for the School of Physical Education and Tourism Management exceed \$25,000 annually. Expenditures for serials (journals, magazines, and article indexing databases) currently exceed \$30,000 annually and will undoubtedly rise with inflationary increases in subscription costs. The majority of the journal and magazine subscriptions are available electronically. The School of Physical Education and Tourism Management funds pay 13%-50% of the annual subscriptions for the databases *Family & Society Studies Worldwide*, *Foundation Directory Online*, and *PsycARTICLES*. Subscriptions to *Physical Education Index* and *SPORTDiscus with Full Text* are paid wholly with the School of Physical Education and Tourism Management funds.

2. e. Physical Facilities

Our instructional facilities (weight room and gymnasium) are currently shared with Recreational Sports and Athletics. Our instructional weight rooms (PE014 weight room, PE015 Fitness Center) can hold around 24 students at one time. These rooms also serve as recreational facilities for over 30,000 IUPUI students. The weight rooms are located in the basement and contain a limited amount of free weights, machines, cardio equipment, and other resistance training devices. The towel counter/laundry room is also in the basement. We have access to one racquetball/wallyball court which is scheduled by Recreational Sports. There is also a gymnasium that is used for academics, Recreational Sports, and Athletics. Occasionally the gym is rented by other groups. The gym can be divided by two curtains for two college regulation-sized basketball courts or, with the curtain up, one center basketball court. Also with the curtain up there can be three volleyball courts set up or eight badminton courts. Classes scheduled in conjunction with the games and practice times of Athletics. There is also an auxiliary gymnasium across the hall that contains one wall with mirrors for dance and exercise classes. Several mats for tumbling are stored there and one portion of the gym has flooring specifically for dance. It is also equipped with a large speaker system. Many different classes use this area, as well as Recreational Sports. There is also a large storage closet where most of the Physical Education equipment is stored (see Appendix 2.4 for a complete listing of equipment).

We have four softball fields and can use the practice soccer field and track stadium when not in use otherwise. Recreational Sports also has a soccer/football field for intramurals in between two of the softball fields. An instructional pool is located under the gym floor and can be

accessed from the Physical Education locker rooms. With a Recreational Sport pass for an extra fee, members can use the competition pool. For walking or jogging classes, many instructors utilize the canal or several other scenic areas around campus. Some classes, with permission and on a limited basis, also utilize NIFS. Tennis courts are also available through the Tennis Center. Classes such as hiking, golf, and rollerblading start out on campus and later move out to the local parks and courses located throughout the community.

Our Human Performance Research Laboratory serves a dual purpose of a research facility for several faculty members and as an instructional classroom where it can hold laboratory classes of up to 25 students (P443 Internship: Physical Education, P419 Fitness Testing and Interpretation, P409 Basic Physiology of Exercise, P391 Biomechanics, and P205 Structural Kinesiology, just to name a few). While our lab is well-equipped and our department has done well in replacing old equipment and buying instructional supplies, there is a space issue since it is a shared instructional/research lab. Because of these limitations, we have made multiple efforts to try to acquire more space, including attempting to utilize NIFS since our lab was previously housed there and it is right across the street from our department. We also tried to lease the Natatorium weight room. Both of these attempts did not work out (for more on facilities, see Section 5.a. page 88).

Many of our offices are located on the second floor of the Physical Education building. These include the offices of the Dean, Department Chair, support staff, and several instructors. Six offices are located on the concourse level and one office is in the basement. Recreational Sports offices are also in the basement. There is an informal learning lab on the concourse level for the students' use. It has bulletin boards for school and departmental clubs and other announcements. There are also two computers for email and several chairs with desks and tables.

3. Program Process

3. a. Program Content

3. a. 1. Distinctive Characteristics of the Program

The mission of the Department of Physical Education is to provide professional programs to prepare physical educators and exercise science and sport management professionals. Our department offers a unique emphasis on the traditional curriculum by being the oldest Physical Education program in the United States, as well as combining that with the contemporary issues of today's Physical Education and Exercise Science programs.

Our department grants the Bachelor of Science in Physical Education which consists of four specific plans of study including Teacher Education, Exercise Science, Fitness Studies, and Sport Management. Under these majors are sub-plans of study.

Teacher Education

The Teacher Education plan of study consists of the Physical Education-Health Education-Teacher Education (PEHETE) sub-plan of study which prepares students to teach physical education (K-12) and health (middle and high school). The curriculum meets the state of Indiana requirements for initial teacher licensure. Several courses cover the principles of physical fitness, human movement, health education, and teaching methodology. Upon completion, students have developed skills and competencies in fitness and health concepts, fitness programming, classroom management, games, sports, dance and rhythms, and coaching. The curriculum also offers a variety of practicum experiences and includes a capstone experience via a semester of student teaching (see Appendix 3.1.a.). In addition to teaching, the curriculum prepares each student to direct fitness and health-related school programs such as intramural/recreational sports, athletics, nutrition education, school health programs, and outdoor recreation. It is important to note that in 2006 the Indiana Professional Standards Board passed new Physical Education-Teacher Education standards that indicated changes that have to occur at the college and university preparatory level. The standards now include Adapted Physical Education merged within the typical Physical Education standards. As of 2008, all PEHETE students will be licensed in both general and Adapted Physical Education. As a result, the department is in the process of reconfiguring its curriculum to teach Adapted Physical Education. Over the last five years this major has had 51 graduates.

Exercise Science

The Exercise Science plan of study prepares students for positions in clinical settings, club industry, corporate fitness, athletic development, personal training, youth fitness, and strength and conditioning. It also prepares students to apply to graduate programs in Exercise Science and Allied Health Professional schools such as Physical Therapy, Occupational Therapy, and Medicine. To accommodate the variety of interests this major has four sub-plans of study: (1) Exercise Science, (2) Exercise Science- Pre-Physical Therapy, (3) Exercise Science- Pre-Occupational Therapy, and (4) Exercise Science- Pre-Medicine.

Within the Exercise Science curriculum are courses that serve as prerequisites for several national certifications, such as those for the National Strength and Conditioning Association (NSCA) and ACSM. Students also are exposed to many experiential courses that help in their learning of necessary hands-on skills for the field, such as maximal exercise testing, modifying exercises and activities for those with disabilities, mechanical analysis of human motions, and conducting electrocardiograms during rest and exercise (see Appendices 3.1.b-3.1.e.). Prior to graduation, all students participate in a capstone experience through an internship where they gain valuable experience working with experts in their desired area of interest. Over the last five years this plan of study has had 110 graduates: Exercise Science 81; Pre-Physical Therapy 20; Pre-Occupational Therapy 9; Pre-Medicine 0.

Fitness Studies

The Fitness Studies plan of study prepares students for positions in fitness, wellness, public health, recreation, and other related areas. The curriculum is similar to the Exercise Science plan of study with a strong core of Physical Education, fitness, and wellness courses, though not as much science courses are involved (see Appendix 3.1.f.). Also, similar to the Exercise Science plan, prior to graduation, all students participate in an internship. Over the last five years this plan of study has had 59 graduates.

Sport Management

The Sport Management plan of study prepares students to work in the business of sports in areas such as marketing, promotions, event management, athletic directors, and ticket sales, among others. Students in this program take a strong core of Physical Education and Exercise Science courses and are also required to obtain either a certificate or minor in business from the Kelley School of Business (see Appendix 3.1.g.). This plan of study also requires an internship

prior to graduation. Over the last five years there have been 48 graduates, with over half of those graduating last year.

Minors

Dance

The Dance minor fulfills a strong need for the combination of physical movement with an artistic focus. It is an additional 22 credit hours (see Appendix 3.2.a.). The students learn to teach dance in both studio and classroom settings, how to create choreography, and with the Moving Company at IUPUI (see Section 3.b.2. page 55), they learn techniques for scheduling, programming, and subsequent performance skills. This minor is open to all IUPUI students.

Business

Although this minor is administered through the Kelly School of Business, students in the Sport Management plan of study are required to pursue either a business minor or certificate, which are both an additional 21 credit hours (see Appendices 3.2.b. and 3.2.e.). However, in addition to Sport Management, any of the plans can pursue this minor.

Programs

Adapted Physical Education

The Adapted Physical Education program is designed to prepare students to specialize in the area of disability and activity. It follows the standards set by Title 511, section 34.5 of the Indiana Board of Education and by the definition of direct services in special education as directed by Title Seven of the Individual with Disabilities Act. After completing the program, students are eligible to take the Adapted Physical Education National Standards Exam. However, as stated earlier, this will soon be added to the current PEHETE curriculum and not be considered a separate program.

Students choosing the Adapted Physical Education program in addition to their degree requirements will take an additional 11-14 credit hours outside of their major course work (see Appendix 3.2.c.). Students obtaining a specialty in this area will not only gain the course work knowledge, but be expected to participate in outside practicums to build their clinical skills. The courses include special education, psychology, and American Sign Language. In addition, students are also required to participate in a minimum of two clinical experiences, P398 Adapted Physical Education and P410 Physical Activity Programming for Individuals with Disabilities

and Other Special Populations, and are encouraged to participate in additional experiences to better their skills and gain more experience in the field.

Certificates

Personal Training

This certificate does not, by itself, provide “certification” in personal training, but rather provides individuals with a basic understanding of the principles of personal training through 19-21 credit hours and prepares them for three national certification exams: (1) Certified Personal Trainer from NSCA, (2) Certified Personal Trainer from ACSM, and (3) Certified Personal Trainer from the American Council on Exercise (ACE) (please see Appendix 3.2.d.). Students pursuing Fitness Studies or Exercise Science plans of study already meet these requirements and are awarded the certificate upon graduation. This certificate is open to all IUPUI students and may later be applied to a degree within our department.

Business

As mentioned previously with the minor, although this certificate is administered through the Kelly School of Business, students in the Sport Management plan of study are required to pursue either a business minor or certificate, which are both an additional 21 credit hours (see Appendices 3.2.b. and 3.2.e.). Also, similar to the business minor, any of the plans can pursue this certificate.

Endorsements

Coaching

This endorsement better prepares those students aspiring to become coaches by meeting the recommendation of the Indiana State High School Athletic Association. The curriculum of 20 credit hours includes a foundation based on an understanding of human movement, psychology, basic emergency care, athletic training, athletic administration, and includes two courses that focus on the intricacies of coaching a specific sport (see Appendix 3.2.f.). This endorsement is open to all IUPUI students.

Driver and Traffic Safety Education Instructor

This endorsement prepares students to teach driver education (1) in secondary schools (though they also must hold a teaching license) and (2) in commercial driving schools (they must hold a license through Bureau of Motor Vehicles). The nine credit hour curriculum includes

foundation of driver education as well as pedagogical aspects of teaching driving skills (see Appendix 3.2.g.). This endorsement is open to all IUPUI students.

3. a. 2. Structure, Breadth, and Depth of Undergraduate Curricular Offerings

Under our four plans of studies covered in the previous section are several sub-plans of study that differ slightly in that they include specific courses required for each area of focus, which is reflected in their name (see Table 3-1 below).

Table 3-1. Physical Education Undergraduate Major Plans of Study

Teacher Education	Exercise Science	Sports Management	Fitness Studies
Physical Education-Health Education (Dual Certification)	Exercise Science with Personal Training Certification	Sports Management with Business Minor	Fitness Studies with Personal Training Certificate
Physical Education-Health Education (Dual Certification) with Adapted Physical Education Program	Exercise Science- Pre-Physical Therapy (includes prerequisite courses for IUPUI Physical Therapy Program and others)	Sports Management with Business Certificate	
	Exercise Science- Pre-Occupational Therapy (includes prerequisite courses for IUPUI Occupational Therapy Program and others)		
	Exercise Science- Pre-Medicine (includes prerequisite courses for IU Medical School Program and others)		

Every student working toward a Bachelor of Science degree in Physical Education is required to complete a capstone experience during their senior year and must complete a minimum of 124 credit hours to graduate. Table 3-2 provides a breakdown of the total number of credit hours required for each sub-plan of study.

Sub-Plans of Study	HPER	Humanities	Social and Behavioral Sciences	Math and Life Sciences and Technology	Education	Business	Electives	Internship/ Student Teaching	Total Credit Hours
Health and PE (Dual Certificate)	87	9	9	8	18			16*	147
Health and PE with Adapted Minor (Dual Certificate)	89	14	9	8	18			16*	154
Exercise Science - Pre-Physical Therapy	53	18	9	31			3	10**	124
Exercise Science - Pre-Occupational Therapy	53	13	12	31			5	10**	124
Exercise Science - Pre-Medicine	55	9	6	53				10**	133
Exercise Science with Personal Training Certification	53	18	9	31			3	10**	124
Fitness Studies with Personal Training Certificate	61	15	9	12		9	8	10**	124
Sports Management with Business Minor/Certificate	54	12	12	11		21	4	10**	124

*Hours count as Education credit hours

**Hours count as HPER credit hours

3. a. 3. Desired Learning Outcomes for Physical Education Undergraduates

The mission of our department as stated previously is to provide scholarly inquiry and professional activities which enables students to obtain entry and advanced level positions within the profession and related fields. Our department specifically strives to prepare students so that they may become:

- Licensed Physical Education teachers
- Graduate students for programs in the exercise sciences (i.e. cardiac rehabilitation, public health, athletic training, nutrition/dietetics, etc.)
- Graduate students for professional programs (i.e. physical therapy, occupational therapy, medicine, nursing, etc.)
- Professionals in the exercise science-related fields (clinical settings, club industry, corporate fitness, athletics, wellness, public health, etc.)
- Sport and event managers for professional, university, and community organizations
- Certified personal trainers and strength coaches

In order to prepare our students, the faculty in our department work toward meeting the published standards provided by our respective professional organizations. The teacher education plan of study strives to provide the knowledge, skills, and abilities necessary to meet the standards published by NASPE. The Exercise Science plan of study addresses the foundational knowledge, skills, and abilities recommended for national recognized certifications offered by ACSM (i.e. Certified Personal Trainer, Health Fitness Specialist) and NSCA (i.e. Certified Personal Trainer, Certified Strength and Conditioning Specialist). The Sport Management courses strive to meet the academic guidelines prepared by the Sport Management Program Review Council, which is under the guise of NASPE. These published standards can all be found in Appendices 3.7-3.10. The department's Curriculum Council, which is made up of faculty members and students representing each of the majors, has been constantly updating the curricular content and course offerings to meet the ever-evolving guidelines and standards.

Additionally, regardless of the plan of study, each of the courses our department offers strives to address one or more of IUPUI's Principles of Undergraduate Learning (PULs).⁵ In fact, course syllabi are required to include the PULs and many address which PULs are promoted for each lecture and/or laboratory session (examples of how these are implemented in some of our courses are listed in Section 4.a.4. pages 68-70). Yearly annual reviews of our faculty members by the Promotion and Tenure Committee assess course syllabi and other materials to ensure that PULs are included in the administration of their courses.

3. b. Student Support

3. b. 1. Description of Student Advising, Orientation, and Course Placement Procedures

All incoming students (i.e. freshman and transfer) are provided a campus orientation opportunity. Campus orientation includes a general orientation to the campus and the student's chosen department, placement testing, academic advising, and course registration. A representative from the Physical Education Department participates in the campus orientation program by providing a presentation covering all the aspects of our department (i.e. plans of study, internships, etc.). In addition to this representative, we also send a group of academic advisors to help students schedule their first semester of classes.

After a student has been admitted to the School of Physical Education and Tourism Management, the Chair of the department assigns each student a faculty member whose area is related to the student's chosen major. Each student is then encouraged to meet with their assigned advisor on an ongoing basis until graduation. During initial advising meetings, each student receives a plan of study check sheet that explains requirements for graduation. We have also developed four and five-year templates, which show a sample graduate plan (see Appendices 3.3.a.-3.3.k.), which will be in use in the fall 2009. In addition to individual advising, the department also offers group advising/registration each semester as well as daily walk-in advising hours.

Students who are not directly admitted into the School of Physical Education and Tourism Management are considered to be a student in University College. Within University College, students interested in obtaining a degree in Physical Education are assigned to the liaison

⁵ The Principles of Undergraduate Learning were adopted in 1998 to form a conceptual framework for IUPUI students' general education. A document that defines the PULs and lists their associated outcomes is included in Appendix 3.5.

advisor, Kyle McCool, between University College and the Department of Physical Education. University College students meet with this advisor until they are accepted into the Department of Physical Education and assigned a new academic advisor.

All incoming freshman and transfer students with less than 15 credit hours are required to take HPER L135 Learning Community- Physical Education/Exercise Science, which is a first-year seminar class. During their time in this class, the students are exposed to resources available to them within our department and IUPUI, listen to past graduates from our department talk about their experiences and current job placements, and are able to meet other students in the department to hopefully create camaraderie from their first year here. As a final project in the class students are required to construct a personal development plan, which includes developing a four or five-year graduation plan (more on this course can be found in Section 3.b.3. page 53).

Tutoring and Mentoring

Our department works in conjunction with the University College Bepko Learning Center to provide structured learning assistance (SLA) for two upper level HPER courses (HPER P391 Biomechanics and HPER P409 Basic Physiology of Exercise). SLA consists of weekly mandatory directed study sessions focusing on application of new knowledge. SLA sessions are led by a student who previously performed well in the class. The University College Bepko Learning Center also provides SLA for PYS B104 Psychology as a Social Science, which is required for all physical education majors.

The University College Bepko Learning Center also provides supplemental instruction (SI) for several non-HPER classes that Physical Education students are required to take. Courses include BIOL N212 and N214 Human Biology, BIOL N261 Human Anatomy, and BIOL N217 Human Physiology. SI consists of optional informal review sessions focusing on integration of course content and study skills. SI sessions are led by a student who previously performed well in the class. Also, the University College Bepko Learning Center offers a tutor referral program, where the center seeks to provide the contact and pricing information for appropriate tutors when available. Several departments across campus also offer free departmental tutoring for their courses. Services include the Chemistry Resources Center, Mathematics Assistance Center, Physics Tutoring, Speaker's Lab, and Writing Center. We highly encourage our students to take advantage of all of these opportunities.

Monitoring Progress

Student progress is monitored through academic advising appointments and is overseen by the school's recorder. In order to graduate from IUPUI, a student is required to maintain an overall GPA of 2.2 or higher on a 4.0 scale. However, within our department students are required to have an overall GPA of 2.5 or higher in order to begin their internship or student teaching. At the end of each semester, students who have either a semester or cumulative GPA below 2.2 are placed on academic probation and notified via a letter from the dean of our school. The letter states all conditions and restrictions required for reestablishing good academic standing, which includes achieving a semester and cumulative minimum of a 2.2 GPA in the following semester. Students are dismissed from IUPUI when they have ceased to make progress toward their degree, whether that is a failure to attain a 2.2 in any two consecutive semesters and/or when the cumulative GPA of a student on academic probation falls or remains below a 2.2. If a student does receive this letter, they are highly encouraged to make an appointment with their academic advisor to discuss their standing.

3. b. 2. Out-of-Class Contact with Faculty

Students have several opportunities to interact with faculty outside of the traditional classroom setting. Such opportunities include the following and will be expanded on below:

- Academic advising (discussed previously)
- Recreational activities (e.g. Camp Brosius)
- Research projects
- Capstone and class-related experiences (e.g. Motor Activity Clinic, Fitness Ability Clinic, Fit For Life)
- Professional and student organizations and clubs
- Committee work

Recreational Activities

An experience that is a unique way for our department to teach our students is Camp Brosius. In 1921, the School of Physical Education and Tourism Management established Camp Brosius at Elkhart Lake, Wisconsin as a summer training camp for its physical education major.

Currently all students in our department are required to attend the camp for 15 days in the end of May during summer session I. While there the students take HPER P271 Individual Sports and HPER R275 Dynamics of Camp Leadership. Camp is focused around leadership development, but more specifically students participate in the following activities:

- Team building, initiative and challenge education
- Outdoor recreation skills (fire building, knot tying, wilderness safety, etc.)
- Camp leadership (daily planning, song leading, evening activities)
- Residential living
- Lifetime, recreational fitness, and leisure activities (archery, hiking, etc.)
- Etiquette in business dining
- Communication, planning and preparation skills
- Social interaction with peers and faculty
- History lessons about the camp and school

Camp has gone through many changes and transformations over the years. Besides the many brick and mortar improvements that have been made to the facilities at camp, we utilize student feedback through conversations and course evaluations to improve our courses. For example, we are now concentrating more on teambuilding and leadership skills and allowing the students a wide variety of activities to participate in. We greatly value our students' input and as Table 3-3 shows, on average the courses are scoring well on the course evaluations, all between a 4 and 5 with 1 as a rating for strongly disagree to 5 as a rating for strongly agree. However, it is important to note that upon reviewing aggregated course evaluations from P271 and R275 it was found only three years of student course evaluations were obtainable.

Table 3-3. Summary of End-of-Semester Student Evaluations for 2006-2008

Course	Category 1 Organization/ Clarity	Category 2 Intellectual Stimulation	Category 3 Teaching Methods	Category 4 Enthusiasm	Category 5 Knowledge	Category 6 Grades/ Feedback	Category 7 Overall Ratings	Category 8 Scale Averages
P271	4.43	4.24	4.33	4.41	4.41	4.41	4.30	4.36
R275	4.67	4.59	4.60	4.66	4.68	4.58	4.62	4.63

Though students are strongly encouraged to attend camp the summer after their freshman year, as the Table 3-4 shows, this is not always the case. On average, the majority of our students (84%) are waiting until their third or fourth year to attend. Since one of the purposes of camp is to create a sense of camaraderie and belonging to our school, it was believed that attending camp early would increase our retention rates. However, this was not being done if most of the students were going three or four years into their academic career. Therefore, one of our faculty members, Dr. Urtel, examined if attending camp early was associated with retention

rates through his dissertation work. The study concluded that there was no relationship between early camp attendance and retention rates; therefore, the fact that students are waiting until the final years with our department means that they are already being retained. We are continuously evaluating the camp experience in order to improve our students' experiences and more can be found on this in Section 5.a. The abstract of Dr. Urtel's study is below:

“The purpose of this study was to determine if a relationship existed between early participation in an outdoor education program and retention within an academic unit. The academic unit is part of a large mid-western, commuter-based urban university. Along with participation status from the outdoor education program, the dataset (N = 343) contained 5 selected student variables. These variables were (a) grade point average, (b) age, (c) full-/part-time status, (d) gender, and (e) ethnicity. Using logistic regression analysis, these variables were then analyzed to determine their level of association to retention in the academic unit. A secondary purpose was to predict which of the selected student variables were highly associated with early participation in the outdoor education program. All statistical analyses assumed a significance level of .05.

Results indicate that there exists no significant relationship between early participation in the outdoor education program and retention in the academic unit (p = .766). Yet, grade point average (p = .000) and full-/part-time status (p = .020) were significantly associated with retention in the academic unit. Regarding which student variables are highly associated with early participation, it was found that full-/part-time status (p = .000) and gender (p = .033) are significantly associated with attending the outdoor education program early.”

Table 3-4. HPER P271/R275 Class Standings

	Freshman	Sophomore	Junior	Senior
Summer, 2004	3%	15%	35%	47%
Summer, 2005	4%	16%	27%	52%
Summer, 2006	1%	17%	22%	60%
Summer, 2007	1%	3%	25%	71%
Summer 2008	1%	16%	36%	47%
Summer Average	2%	14%	29%	55%

Involvement in Research and Independent Study

Opportunities are available for students to conduct research under the mentorship of one of our faculty members through several university-based research programs. Programs include the Undergraduate Research Opportunities Program (UROP), DSRP, Ronald E. McNair Scholars Program, Commitment to Excellence in Science, Technology, Engineering and Mathematics Scholarship, Multidisciplinary Undergraduate Research Institute, Louis Stokes Alliance for Minority Participation, Summer Research Opportunity Program, and IUPUI Life-Health Sciences Internship Program. In addition, students often volunteer to help faculty with research

pursuits and are strongly encouraged to develop undergraduate research projects. These projects have funding potential through the university-based research programs as well as other grants.

Several faculty members within our department provide course-based research opportunities for undergraduate honor students. In fact, faculty have been quite active in the DSRP, which requires at least one credit hour of research every semester. In addition, honor students have the opportunity to conduct ongoing research, not only as beginning students, but throughout their academic career under the mentorship of a faculty member within the department. All students who participate in research can receive credit towards their degree by taking HPER P499 Research in Physical Education and Athletics. In addition, students interested in graduate school and/or research are allowed to conduct research under the mentorship of a faculty member as part of their internship.

Capstone and Class-Related Experiences

All Physical Education students are required to participate in an internship or student teaching. Students in the Teacher Education plan of study are required to complete a minimum of 16 weeks of student teaching (16 credit hours). Eight of the 16 weeks are done in a high school. The remaining eight weeks are done in an elementary or middle school. There are numerous schools available for the students to choose from. Primary consideration for student teaching placement is with IPS (K-12) and seven metropolitan township districts. Placement outside of these areas require special request and currently there are approximately five school districts, state-wide, who host our students on an as-needed basis.

All Exercise Science and Fitness Studies students are required to complete a three credit hour internal internship/capstone course prior to their external seven credit hour internship. The capstone course is designed to assist students in developing competencies for the knowledge, skills, and abilities that they will be required to demonstrate when participating in external internships. Sport Management students are required to complete a 10 credit hour external internship. Students choose a location related to their future career to serve as their external internship site. In Indianapolis we have over 60 approved internship sites, including numerous ranked hospitals and rehabilitation centers, as well as the Colts, Pacers, and Indy Racing League. Examples of internship sites include the IUPUI Natatorium, National Institute for Fitness and Sport, Methodist Hospital, Wishard Hospital, and St. Vincent Sports Performance Center.

Each site for both internships and student teaching must meet stringent guidelines to become approved to ensure the students' knowledge, skills, and abilities are being utilized to their full potential. Both capstone experiences include site visits by the student teaching and internship coordinators, a final evaluation of the students' efforts by the sites, and an exit interview between the student and the coordinator in the respective area (see Appendices 3.11-3.14).

In addition to internships and student teaching, students have several field experience (service learning) opportunities (more on these can be found in Section 5.a. pages 81-82).

Specific field experiences include:

- Adapted physical activity clinics (HPER P398 Adapted Physical Education and HPER P410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations)
 - Motor activity clinic: Students work one-on-one with a child who has a disability focusing on motor activity skills at the IUPUI Natatorium.
 - Fitness ability clinic: Students personal train adults who have a disability at NIFS.
- Physical activity clinics (HPER P403 Rhythmic Aerobic Training, HPER P245 Performance and Teaching of Resistance Training, HPER P133 Teaching Individual-Dual Activities, and HPER P156 Teaching Team Activities): Students observe and teach/train high school and junior high students at local schools, including George Washington, Howe, and Northwest High Schools.
- Physical education lab (HPER P495 Lab Teaching in Physical Education): Students teach elementary students from St. Anthony's Catholic School at IUPUI, as well as at Holy Angels Catholic School.
- Field observation/teaching (HPER P290 Movement Experiences for Preschool and Elementary Children): Students observe and teach elementary students at approximately 70 local elementary schools that have been approved by the student teacher coordinator.
- Corporate health fair (HPER P443 Internship: Physical Education): Students perform health screenings on employees at IndyGo and IUPUI.

Professional Organizations and Clubs

School of Physical Education and Tourism Management Student Organizations

Physical Education and Tourism Management Student Council

Students in the School of Physical Education and Tourism Management Student Council provide representation to the administration for every student enrolled into the school. They also provide enhancement of IUPUI and School of Physical Education and Tourism Management students' lives by providing educational and community opportunities encouraging and solidifying professional advancement. Membership in the council is limited to students who are elected in the Undergraduate Student Government general elections and/or appointed to the position of student organization representative.

Department of Physical Education Student Organizations

The following student organizations are partially funded by the School of Physical Education and Tourism Management Student Council through the use of student activity fees.

The Physical Education Student Organization (PESO)

This student organization is dedicated to improving the quality of student life. Its functions include assimilating new students into the Department of Physical Education, representing the department in university-wide policies and activities, helping students attain educational objectives, and promoting participation in student activities. The membership of this organization is composed of full or part-time Physical Education majors. Associate members are those students who are enrolled in minor and/or certificate programs in the department.

Phi Epsilon Kappa

This professional fraternity was organized in 1913 by the Normal College of the American Gymnastic Union Campus in Indianapolis (predecessor of the School of Physical Education and Tourism Management). It is dedicated to the purpose of advancing interest in health education, physical education, recreation, and safety education. It seeks to promote sound community relationships that support physical education programs. Eligibility criteria include a minimum cumulative GPA of 2.0 earned at IUPUI in addition to participation in professional activities.

University Student Organizations

Students in our department have the opportunity to be involved in over 275 registered student organizations that are offered through Campus and Community Life at IUPUI. The following organizations were founded by students and faculty advisors in the Department of Physical Education.

Undergraduate Student Government of IUPUI

The Undergraduate Student Government encourages democratic thought and action through self-governance. The government facilitates a collaborative environment to positively impact undergraduate students, the campus, and the community. Students in the School of Physical Education and Tourism Management are eligible to run for a senate office in the Undergraduate Student Government as long as they are in good standing as an undergraduate student at IUPUI.

The Moving Company at IUPUI

The Moving Company at IUPUI is a non-profit student organization that was first formed in 1983 by a student who is now a professional choreographer based in New York. It continued its growth under a new director and now has a third director, Ms. Paige Davis, who is an associate faculty member in our department. Its primary purpose is to present IUPUI students with opportunities to learn and perform a variety of dance styles including modern, jazz, character, ballet, and tap. While some dance experience is preferred, no audition is necessary.

Student Wellness Coalition at IUPUI

The Student Wellness Coalition at IUPUI was established in spring 2008 as a student organization under Campus and Community Life. The mission of the coalition is to promote the importance of health and wellbeing on the IUPUI campus concentrating on nutrition, fitness and exercise, environmental, emotional, and social health. Students from all departments and schools are invited to join. The faculty advisor is Mrs. Barton, a faculty member from our department.

Hip Hop Dance Crew at IUPUI

The Hip Hop Dance Crew at IUPUI was established in spring 2008 as a student organization under Campus and Community Life. The mission of the crew is to bring hip hop dance culture to the IUPUI and inspire students to get involved in the hip hop dance community. The primary focus of the crew is to create an environment where students can share and learn new dance moves, styles, and choreography while developing new dance skills as an individual and a team. Any student with any dance skill level may take part in the club. The faculty advisor is Mrs. Swinford, a faculty member from the Department of Physical Education.

Men's Club Volleyball at IUPUI

The Men's Club Volleyball at IUPUI was established in fall 2008 as a student organization under Campus and Community Life. Its purpose is to create a better understanding for men's volleyball, teaching skills and tactics, along with life lessons to better serve their individual success. To be eligible for membership, a student has to show basic skills and knowledge of the

game, complete a skills assessment, and exhibit standards of personal and professional character while representing the club. The faculty advisors are Ms. Barnett and Mrs. Scherzinger, faculty members from the Department of Physical Education, and Mrs. Kristin Norris, a faculty member from the Department of Tourism, Convention and Event Management.

State, National, and International Professional Organizations

There are several state and national professional organizations representing physical education, exercise science, and sport management. Students in the Department of Physical Education are encouraged to become members of these organizations during their academic careers. The faculty also encourages attendance and participation in local, state, regional, and national meetings. The benefits include opportunities to share with other professionals in the field, career placement, and research opportunities. Some of these organizations include:

- IAHPERD
- AAHPERD
- ACSM
- Midwest Chapter of ACSM
- NSCA
- North American Society for Sport Management
- Sport Marketing Association
- European Association for Sport Management

Committee Work

Students in our department are represented on the following committees:

University Committees

Search and Screen Committees

At times students are included as part of a search and screen committee for new faculty members, including our current Dean Search and Screen Committee.

School Committees

Academic and Student Affairs

This committee is responsible for developing and implementing all academic policies and procedures that govern the school's programs and students, including academic evaluation, general grievance, and other concerns relevant to the welfare and morale of the student body of the School of Physical Education and Tourism Management. This committee also reviews the

criteria and procedures for granting honors and scholarships within the school. It implements the school policy for academic appeals and re-admission.

External Affairs

This committee is responsible for cultivating a spirit of unity and connectedness with students, alumni, and friends of the School of Physical Education and Tourism Management. It consists of current students, alumni, faculty members from both departments, and the Director of Development and External Affairs for the school.

Technology

This committee is responsible for matters involving the use of technology in the delivery of academic programs in the school. The committee makes recommendations to the dean regarding the use of student technology fee funds.

Department Committees

Curriculum Council

This council is responsible for examining and evaluating current curricular offerings as they apply to the preparedness of graduates.

In addition to serving on committees, students contribute comments on faculty course evaluations at the end of every semester. These comments are utilized in restructuring courses or formulating new ones to assist in students enhancing the knowledge, skills, and abilities required for graduation.

3. b. 3. Efforts to Support Entering Students and Place Graduates

We take many measures to support our entering students and try to utilize a variety of avenues to do so. All incoming freshman and transfer students with less than 15 credit hours who are interested in a Bachelor of Science in Physical Education are required to take HPER L135 Learning Community- Physical Education/Exercise Science. Example topics include IUPUI technology (i.e. Oncourse, Onestart, etc.), time management, goal setting, IUPUI Principle's of Undergraduate Learning, experiential learning, study skills, learning styles, library resources, exploration of campus, diversity, careers, resumes, relationships, networking, and academic advising. This class is taught by a Physical Education faculty member, the liaison advisor from University College, Kyle McCool, the liaison librarian from University Library, Kathleen Hanna, and a student mentor.

After being accepted into the School of Physical Education and Tourism Management, students are assigned a faculty member who meets with the student on a regular basis. Meeting with their academic advisor assures that the student will take the courses they need to in the order that is required since several courses serve as prerequisites for upper level HPER courses. For example, MATH 111 Algebra or higher is required for HPER P419 Fitness Testing and Interpretation, HPER P493 Tests and Measurement in Physical Education and HPER P397 Kinesiology, and MATH 153 and 154 Algebra and Trigonometry I and II and Physics 218 General Physics I are required for HPER P391 Biomechanics. All students in our department are required to take two English/writing courses (ENG W131 English Composition I and ENG W231 Professional Writing Skills or BUS X204 Business Communication) and at least one math course. Since most upper level HPER courses require a great deal of writing and math, these prerequisite courses are vital to the students' education. However, no data has been collected to examine the impact of success in the HPER courses as a result of this prerequisite coursework.

We make every effort to assist in the placement of our students in their chosen profession. Several departmental courses provide information regarding employment after graduation.

Specific courses include:

- HPER L135 Learning Community- Physical Education/Exercise Science: Students are required to create a current and dream resume.
- HPER P212 Introduction to Exercise Science: This course discusses career opportunities in exercise science, fitness studies, and sport management.
- HPER P195 History and Principles of Physical Education: This course discusses career opportunities in physical education-health education.
- HPER P443 Internship: Physical Education: Students are required to create a current resume and cover letter to use when they apply to their internships.
- HPER P393 Professional Practice Programs in Physical Education, Health, and Recreation: This is the internship course for the exercise science, fitness studies, and sport management plans of study. This course provides an opportunity for job placement and enables students to make professional contacts in the field.
- EDUC M451 Student Teaching/Middle School and M425 Student Teaching/Elementary: These are the student teaching courses for the PEHETE plan of study. This course

provides an opportunity for job placement and enables students to make professional contacts in the field.

Students in our department are notified via the Physical Education listserv about available jobs and internship opportunities from local and regional employers. In addition, the faculty within the department often provides job referrals and letters of recommendation to students. Our school also provides a network of alumni via the School of Physical Education and Tourism Management Alumni Association Board. At the university level, the IUPUI Solution Center offers internship assistance, University College offers career planning guidance, and throughout the school year students have several opportunities to attend career fairs. Our department highly encourages students to take advantage of these opportunities.

4. Outcomes

4. a. Indicators of Program Quality

4. a. 1. Evidence of Demand/Need for the Physical Education Department

Several important pieces of evidence are available to justify the demand and need for our department, including student enrollment, credit hours generated, faculty collaboration with other IUPUI units, and national health objectives.

Undergraduate Student Enrollment

The demand for our department is evidenced most notably by student enrollment trends. Since 1998, the Physical Education Department has witnessed consistent and impressive growth in undergraduate student applications and total headcount. From 1999 to 2008, student headcount (assessed at beginning of each fall semester) increased 146% (Figure 4.1), while the average class size of 300-400 level courses has increased from 15 students/class in 1999 to 27 students/class in 2008. This increase is attributed to the escalating numbers of beginning and transfer student applicants. Since 2004, the number of beginning and transfer applicants to our program has increased 63% and 18%, respectively.

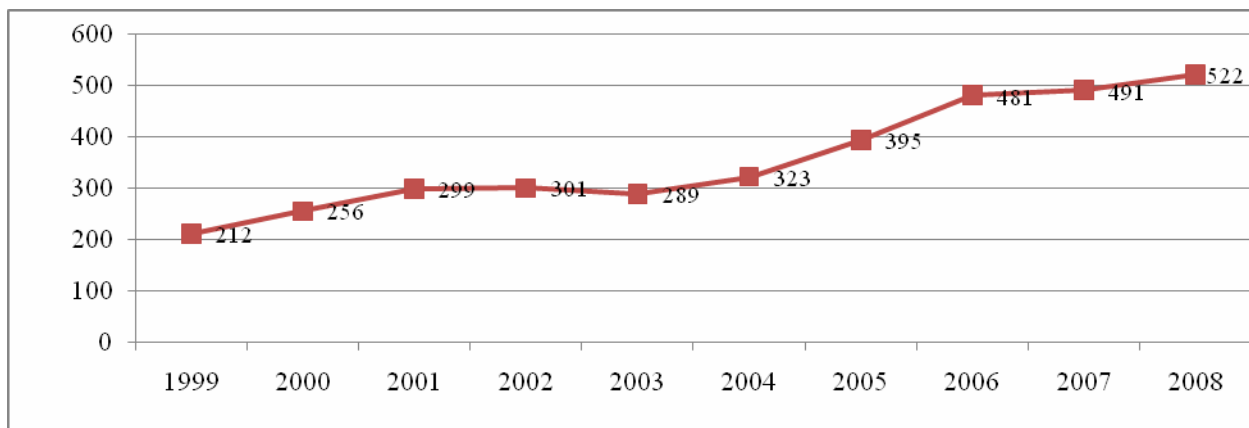


Figure 4.1. Undergraduate student enrollment in the Department of Physical Education (1999-2008). Numbers displayed represent student headcount at the beginning of each fall semester.

Student enrollment by non-Physical Education majors in Physical Education elective courses provides additional evidence of the demand for our department. In 2007, the percentage of 100-200 level and 300-400 level courses taught to non-majors was 71% and 35%, respectively. We offer more than 20 elective classes, many of which have multiple sections and are offered throughout the academic year (fall and spring) and summer. The majority of students who enroll

in these courses are non-majors. For example, E219 Weight Control and Exercise and E190 Yoga are elective courses that are regularly offered by the department. In 2007-2008, 92 students enrolled in E219; 363 students enrolled in E190. Of these students, 96% of E219 students and 98% of E219 students were non-majors. Similar enrollment patterns are observed in other elective courses, including (only a partial list): E109 Ballroom and Social Dance, E121 Conditioning and Weight Training, E135 Golf, E102 Group Exercise, E111 Basketball, and E151 Self Defense. Importantly, since no IUPUI schools currently require an activity course as part of their graduation requirements, these numbers provide significant evidence regarding the demand of the program.

The total number of graduate students has gradually increased since the program was approved in 1998 (Figure 4.2). From 2000-2007, the number of graduate students increased from nine to 25 (178% increase). The majority of these students are Indiana residents; however, in recent years, the Physical Education graduate program has attracted greater numbers of international students (8 since 2005).

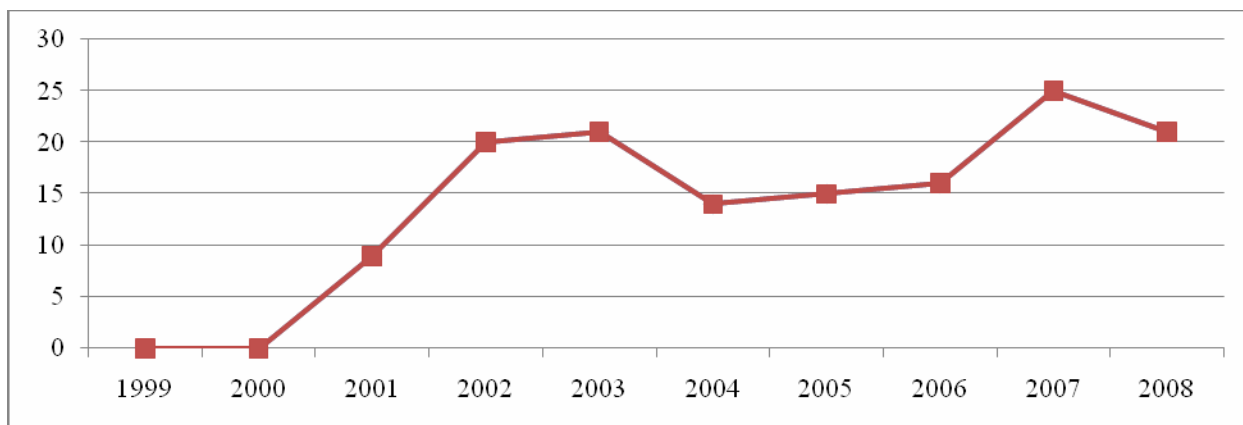


Figure 4.2. Physical Education graduate student enrollment (1999-2008).

Credit Hours

Total Credit Hours

Another indicator of the demand for the program comes from total credit hours taught by our faculty. In the past 10 years, we have seen remarkable growth in the number of credit hours generated. During this period, undergraduate student credit hours have increased approximately 715 hours per year. This represents a 60% increase from 1999 to 2008 (Figure 4.3). Similar trends have been observed with the graduate program. Since 1999, credit hour production for graduate courses has increased 164% (data not presented graphically).

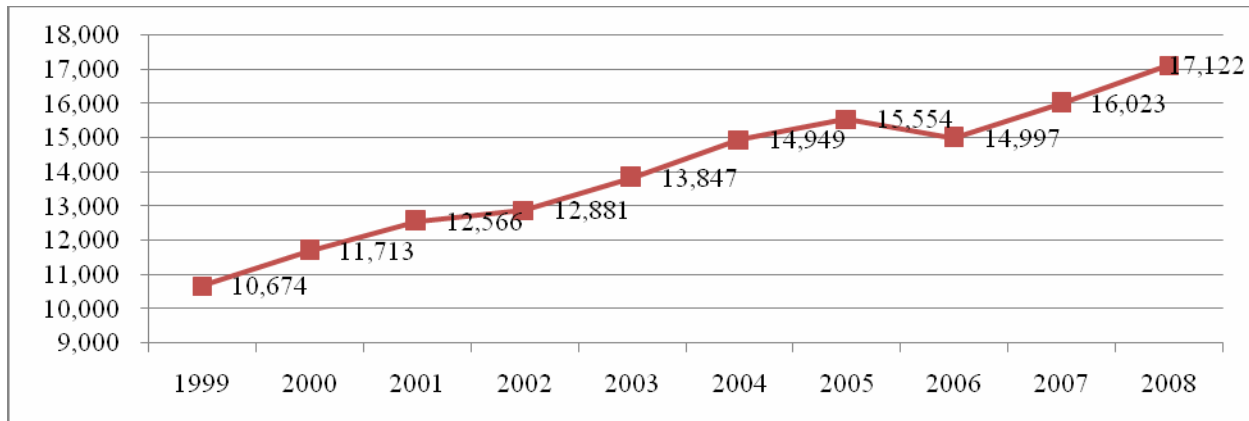


Figure 4.3. Undergraduate student credit hours taught (1999-2008).

Credit Hours by Course Level

Looking at credit hours by course level provides an additional means to show credit hour growth. Freshman and sophomore students generally take 100 and 200-level courses, while junior and senior students take 300 and 400-level courses. As shown in Table 4-1, the number of student credit hours taken has increased significantly from 1999 to 2008 for 200-level (107%), 300-level (99%), and 400-level courses (134%). Importantly, considering the number of credit hours taught for 100-level courses has remained relatively unchanged since 1999, the increases observed in the 300 and 400-level courses (the majority being Physical Education majors) reflect not only the increased demand for our courses, but also improved retention of those who initially enroll in 100-level courses.

Table 4-1. Undergraduate Student Credit Hours by Course Level

Credit Hours by Course Level										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
100	4,698	4,798	4,698	4,616	4,877	4,866	4,687	4,163	4,395	4,639
200	3,138	3,332	3,909	3,967	4,504	4,821	5,562	5,791	6,273	6,503
300	1,906	2,443	2,540	2,770	2,884	3,309	3,466	3,515	3,637	3,802
400	932	1,140	1,419	1,528	1,582	1,953	1,839	1,528	1,718	2,178

Values shown represent the number of credit hours per year (fall and spring semesters only).

Faculty Collaboration with Other IUPUI Units

There is ample evidence to show that the expertise and skills of our faculty are in demand throughout the IUPUI community (for complete listings see individual curriculum vitae in

Appendix 2.3). Several of our faculty members hold affiliated positions with other schools and organizations. For example, Dr. Mikesky holds affiliated (or adjunct faculty) positions with the Department of Anatomy and Cell Biology (IU School of Medicine), Center for Aging Research Excellence (IUPUI), Weldon School of Biomedical Engineering (Purdue University), and the Biomedical Engineering Program (IUPUI). Dr. Urtel holds a 60/40 split with the Physical Education Department and School of Education and is an adjunct faculty member with University College. Dr. Keith also holds a split position with us and the IU Center for Aging Research. And Dr. Bahamonde was the Director of the IUPUI DSRP and it is an affiliated faculty in the School Health and Rehabilitation for the Ph.D. in Health and Rehabilitation.

Additionally, many of our faculty are sought out to collaborate in research projects and other activities/programs of other departments, schools, and centers at IUPUI and outside institutions. Dr. Kaleth is currently collaborating with the IU School of Medicine on a four-year clinical trial that recently received NIH funding for nearly \$2 million to evaluate a novel intervention technique designed to improve exercise adherence in patients with fibromyalgia. Dr. Bahamonde is part of a multi-disciplinary team that recently received NIH funding (nearly \$1 million) to conduct a five-year study designed to establish a “bridge” to connect two-year community colleges with four-year baccalaureate programs. Dr. Lisa Angermeier was part of a multidisciplinary team that received a \$300,000 NIH grant to develop an assessment tool for students who attended programming at the Ruth Lilly Health Education Center. Partners on this grant included faculty from the Schools of Health and Rehabilitation Sciences, Informatics, Medicine, Education and the Polis Center.

National Health Objectives

One of the most significant pieces of evidence available to justify the need for the Physical Education Department comes from governmental survey data published by the United States Department of Health and Human Services⁶. These data show disturbing trends in obesity and physical activity levels for adults, children, and adolescents in the United States. Since 1980, the prevalence of obesity among U.S. adults has approximately doubled. Greater than 34% of adults over 20 years are obese, while 16.3% of children and adolescents aged 2-19 years are obese. These trends raise serious concerns for the overall health of Americans because obesity places

⁶ Data from Centers for Disease Control and Prevention (CDC) Behavioral Risk Factor Surveillance System (BRFSS). <http://www.cdc.gov/nccdphp/dnpa/obesity/index>.

individuals at increased risk for heart disease, high blood pressure, stroke, diabetes, arthritis-related disabilities, and some cancers. Regular physical activity is associated with reduced incidence rates for all these conditions; however, despite these benefits, more than 50% of U.S. adults do not get enough physical activity to provide health benefits and 25% perform no leisure-time physical activity. In 2005, only 44% of male and 28% of female students in grades 9 through 12 met currently recommended levels of physical activity. Moreover, among children aged 9-13 years, 61.5% do not participate in any organized physical activity during non-school hours.⁷

Also, findings from 2005 survey from the American College Health Association⁸ show that 3 of 10 college students are either overweight or obese, 9 out of 10 do not follow proper nutrition guidelines, and 6 out 10 students do not exercise on a regular basis. In addition, there has been an increase in major chronic diseases such as cardiovascular disease and type 2 diabetes in college campuses. Although obesity is considered a serious problem in our society, it is often not treated as a major concern in college campuses like other negative student behaviors, such as alcohol and drug abuse. For many students, college is the first step to gain independence and is the transition from adolescence to adulthood. But, this is also a time in which students are open to making lifestyle changes. Two of the Healthy People 2010 national health objectives are to reduce the prevalence of overweight and obesity among adults and children/adolescents to less than 15% and 5%, respectively. As most health/fitness professionals know, the best methods for reducing weight are through a combination of proper nutrition and physical activity/exercise. Several courses offered by our department provide the necessary knowledge and skills to effectively teach students the appropriate methods for meeting these health objectives (partial list):

- E119 Personal Fitness
- E121 Conditioning and Weight Training
- E219 Weight Control and Exercise
- H352 Secondary School Health Curriculum and Instruction
- H363 Personal Health

⁷ Centers for Disease Control and Prevention (CDC). Physical activity levels among children aged 9-13 years: United States, 2002. *MMWR*. 2003;52, 785-788.

⁸ American College Health Association. American College Health Association National Health Assessment: Spring 2005 reference group data report. *J Am Coll Health*. 2006;55(1), 5-16.

- H464 Coordinated School Health Programs
- N220 Nutrition for Health
- P244 Performance and Teaching of Cardiovascular Fitness
- P245 Performance and Teaching of Resistance Training
- P258 Performance and Teaching of Activities for Persons with Disabilities
- P290 Movement Experiences for Preschool and Elementary Children
- P373 Progressive Resistance Exercise and Sports Conditioning
- P390 Growth/Motor Performance School Age Youth K-12
- P398 Adapted Physical Education
- P403 Rhythmic Aerobic Training
- P410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations
- P419 Fitness Testing and Interpretation
- P495 Lab Teaching in Physical Education

4. a. 2. Evidence of Quality of the Applicant Pool

At IUPUI, 57.9% of the undergraduates are women, 15.1% are ethnic minorities, and over half (53.1%) are under the age of 25. The majority of IUPUI students are Indiana residents (91%) that are enrolled full-time (61.3%). International students make up 3.8% of the student population. When compared to the average student who enrolls at IUPUI, students who enrolled in our program in 2007 are similar (50% women, 14% ethnic minority, 99% Indiana residents). However, more of our students are under 25 years of age (80%) and more are enrolled full-time (87%).

In the state of Indiana, high school graduates scored an average of 496 (verbal) and 508 (math) on the SAT. The average SAT scores of IUPUI students in 2008 were 494 and 510 for the verbal and math sections, respectively. Approximately 16.6% of IUPUI students rank in the top 10% of their high school class; 45.5% rank in the top quarter, and 84% are in the top half. In comparison, the average combined SAT score (math and verbal) for admitted Physical Education students in fall 2008 was 984. Moreover, since 2004, students have ranked, on average, in the top 42% of their high school class (compared to 64% for the average IUPUI student).

Evidence of Student Retention in the Program

The average one-year retention rates for our seniors (i.e. those students who have completed 86+ credit hours) from 2002-2006 are presented in Table 4-2. In 2003, 45% of senior students enrolling in the fall semester graduated one year later (compared to 36% for our school). However, beginning in 2004, the percentage of seniors enrolled in the fall that graduate one year later decreased from 43% in 2003 to 31% in 2006. This trend is not surprising considering more of our students are choosing plans of study that require greater numbers of credit hours or require additional math and science coursework. For example, the PEHETE plan of study requires 147 credits. Because students are given “senior” status once they reach 86 credits, students following this plan generally require two additional years to graduate. Students choosing one of the Exercise Science pre-professional plans (Pre-Physical Therapy, Pre-Occupational Therapy, or Pre-Medicine) are required to take additional classes in biology, chemistry, and physics. Additionally, for most of these programs, there are stringent GPA admission requirements. As such, some students choose to retake classes they normally would not, simply to raise their GPA. For example, it is not uncommon for a Pre-Physical Therapy student to retake a 5-credit chemistry class for which they received a B- the first time the course was taken. Importantly, while degree attainment for seniors one-year later has decreased some, there also is a slight trend for increased re-enrollment during this same period.

Table 4-2. Degree and Enrollment Status for Seniors One-Year Later for Seniors

Fall Sem	Total Enrolled	Earned Degree			Re-Enrolled			Did not Earn Degree or Re-Enroll
		Dept	School	Other	Dept	School	Other	
Department								
2002	105	43%	0%	0%	36%	0%	3%	18%
2003	93	45%	1%	0%	34%	2%	2%	15%
2004	110	29%	0%	5%	51%	0%	4%	12%
2005	144	38%	0%	3%	39%	0%	5%	15%
2006	161	31%	0%	4%	43%	0%	3%	18%

Table 4-3 summarizes the department’s retention rates compared to the School of Physical Education and Tourism Management and the university as a whole. Not surprisingly, retention rates are higher once Physical Education students reach junior-senior status (74.4% vs. 62.4% for

freshmen/sophomore). In comparison, the one-year retention rates for the average IUPUI student in 2005 were 63.8%.

Table 4-3. One-year Retention Rates by Class Standing for Physical Education and SPETM Students

Class	Fall Sem	Total Enrolled	Retained by Department			Retained by Other Program/Campus			Retained within IU
			Earned Degree	Enrolled	Total Retained	Earned Degree	Enrolled	Tot. Retn. by Other	
FR/SO	2002	116	0%	66%	66%	1%	11%	12%	82%
	2003	111	1%	59%	60%	0%	10%	10%	74%
	2004	127	0%	63%	63%	0%	11%	11%	75%
	2005	157	1%	59%	60%	0%	12%	12%	73%
	2006	204	0%	63%	63%	0%	12%	12%	75%
JR/SR	2002	185	25%	46%	71%	0%	8%	8%	80%
	2003	177	25%	47%	72%	0%	7%	7%	80%
	2004	191	20%	56%	76%	4%	6%	10%	86%
	2005	230	25%	52%	77%	2%	6%	8%	85%
	2006	269	20%	56%	76%	3%	5%	7%	83%
Summary	2002	301	15%	54%	69%	0%	9%	10%	81%
	2003	288	16%	52%	67%	0%	8%	8%	78%
	2004	318	12%	59%	71%	2%	8%	10%	82%
	2005	387	15%	55%	70%	1%	8%	10%	80%
	2006	473	11%	59%	70%	1%	8%	10%	80%

Note: Department and school figures exclude certificate program students.

Retention: Percentage of students enrolled for a given fall term who enrolled the following fall term or earned a degree prior to the start of the following fall term.

Retained by Department: Students who re-enrolled in the program department at IUPUI for the following fall semester or who earned a degree in the department from the Indianapolis campus prior to the start of the following fall term.

Retained by Other School/Campus: Students not retained by the department who either enrolled in another IUPUI program, enrolled at another IU campus, or earned a degree from another IUPUI program or from another IU Campus.

Retained within IU: Students retained within the IU system.

4. a. 3. Number of Physical Education Degrees and Certificates

Since 1999, the number of Bachelor's degrees conferred in our department has increased 152% (Figure 4.4). Within the School of Physical Education and Tourism Management, Physical Education degrees comprised approximately 54% of the degrees conferred in 2008. This is down from 82% in 1999; however, this decrease is attributed to the growth of the Department of Tourism, Conventions, and Events Management, which joined the School of Physical Education in 1994.

The combined number of Master's degrees conferred in 2007 and 2008 was 16. This number represents 37% of the total number of Master's degrees conferred since the program's inception in 2000. In this regard, a greater number of degree-seeking students are graduating from the Master's program in recent years (this data will be explained more in-depth in the graduate program review in Section 6).

As mentioned previously, our department also offers a certificate in Personal Training. Because all students following the Exercise Science plan of study receive this certificate, the number of certificates awarded is directly related to the number of students in this plan of study. Of greater significance is the number of certificates awarded to non-Physical Education majors (or non-degree seeking individuals) who are taking Physical Education courses to strengthen their educational background and skills prior to taking one of these national certifications. Since 2002, 61 certificates have been awarded to non-majors or non-degree seeking individuals. Of these, 74% have been awarded in the past three years. This trend likely is attributable to the increased interest in personal training in recent years and the need for qualified health/fitness professionals.

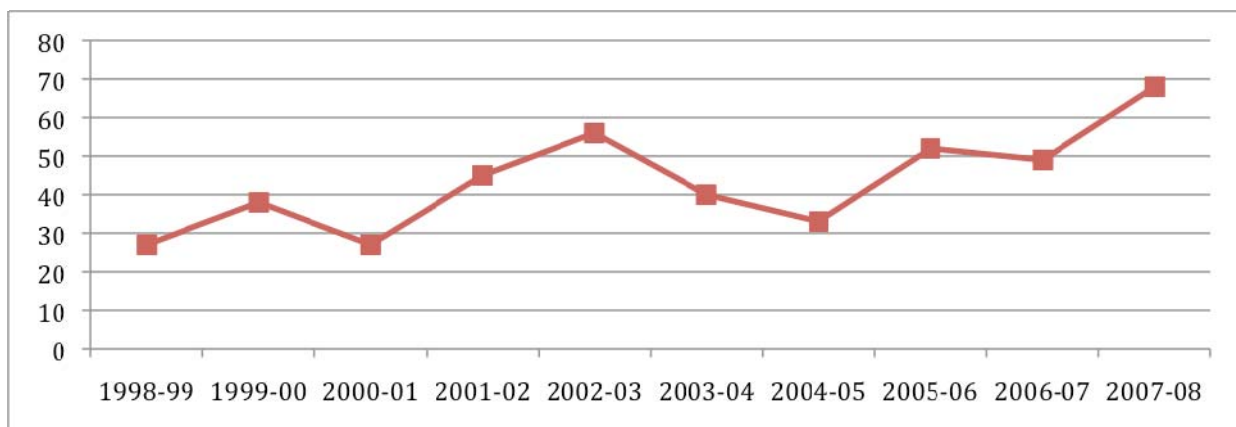


Figure 4.4. Number of Physical Education Degrees Awarded (1999-2008).

4. a. 4. Evidence of Student Mastery of General Skills

IUPUI's PULs describe the fundamental intellectual competence and cultural and ethical awareness that the University believes every graduate of an IUPUI baccalaureate degree program should attain (see Appendix 3.5). Our department utilizes the PULs as a conceptual framework for each student's coursework in their respective plan of study. These expectations speak to what IUPUI graduates will know and be able to do upon completion of their degree. Each faculty member in our department is highly encouraged to integrate their courses' goals, objectives, and assignments with the PULs. In this regard, the faculty has adopted the practice of "linking" specific PULs on course syllabi to course objectives, goals, and assignments. While no formal assessment of the PULs occur, individual faculty members have developed their own techniques for fostering the development of these principles and for evaluating students' attainment of the PULs. These techniques often include case study assignments, group activities, practical examinations, classroom discussions, oral presentations, and other formative and summative assessments. The following are select examples of how our faculty incorporate and assess each PUL:

Core Communication and Quantitative Skills: *The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology -- the foundation skills necessary for all IUPUI students to succeed.*

Dr. Kaleth addresses and evaluates this PUL through detailed laboratory reports, case study assignments, group assignments, oral presentations, practical examinations, and classroom discussions. For example, in P419 Fitness Testing and Interpretation students participate in weekly laboratory exercises that involve practical skill development and results interpretation for a variety of fitness tests. Students must verbally communicate with each other about the meaning of the results (which improves interpersonal skills), as well as write detailed interpretative reports that include both textual and graphical presentation of the outcomes.

Critical Thinking: *The ability of students to analyze carefully and logically information and ideas from multiple perspectives.*

Dr. Mikesky frequently uses multiple answer questions in his P409 Basic Physiology of Exercise course. With this format, there are several potential "correct" responses to a single question. This method forces the student to apply the knowledge learned from textbook readings and lecture to multiple scenarios. These types of questions reflect the student's ability to

assimilate a great deal of information, extract the essence of the concept(s), and use the information to formulate, in some cases, multiple correct answers.

Integration and Application of Knowledge: *The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.*

In a senior-level methods course, EDUC M456 Methods for Teaching Physical Education, taken by all pre-service teachers prior to student teaching, Dr. Urtel requires 10 hours of observation and 10 hours of teaching at the elementary and secondary levels. Expectations and assessment of both observational and teaching performance are informed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and NASPE standards.

Intellectual Depth, Breadth, and Adaptiveness: *The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.*

Dr. Bahamonde promotes this PUL by dividing students in his P397 Kinesiology course into small groups where they relate concepts of propulsion learned in lecture to applied experiences with a wheelchair. Students perform various biomechanical analyses related to the muscles used, mechanical principles involved, and how changes in elevation (e.g. going up a ramp) alter the mechanics of propulsion.

Understanding Society and Culture: *The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.*

Dr. Angermeier promotes this PUL by asking students in her F258 Marriage and Family Interaction class to describe their families' culture in a written paper. These papers are shared orally with the class, and each student responds to questions about hearing other people's cultural experiences.

Values and Ethics: *The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.*

Several instructors teach sections of P244 Performance and Teaching of Cardiovascular Fitness and P245 Performance and Teaching of Resistance Training. In Mrs. Swinford's P244 class, students develop specific lesson plans related to aerobic exercise. As leaders of these teaching sessions, students learn to respect individual differences in learning rates, skills, and fitness levels. Moreover, they learn how to accomplish the overall teaching objectives in a

positive manner while simultaneously emphasizing sportsmanship and camaraderie with their peers.

4. a. 5. Evidence of Student Achievement of Specified Learning Outcomes in the Major

Physical Education students are strongly encouraged to seek appropriate professional credentials to supplement their academic development. As mentioned in Section 3.a.1. on page 41, several of the Physical Education courses in the Exercise Science and Fitness Studies plans of study are designed to help students develop the knowledge, skills, and abilities to successfully pass national certification exams from the leading organizations in exercise science (NSCA's Certified Strength and Conditioning Specialist and Certified Personal Trainer, ACSM's Certified Health Fitness Specialist and Certified Personal Trainer). Except for the ACSM and NSCA Certified Personal Trainer credentials, candidates are not allowed to sit for many of these exams until their senior year or later. Thus, it has been difficult to track the total number of students who successfully pass the exams. Repeated efforts have been made to contact these organizations to obtain data for our students. Unfortunately, NSCA does not have this information available, while ACSM could not differentiate the students who had graduated from our program and the students who had graduated from IU Bloomington. Collectively (IU Bloomington and IUPUI), there were 16 individuals who took (and successfully passed) the Certified Personal Trainer exam since 2006 (100% passing rate). These results are worth noting since the national pass rate for this exam in 2006 was only 69% (1,889 candidates).

The most objective and comparable evidence of learning outcomes for undergraduates in the PEHETE plan of study are found in the Praxis II exam test results. The Praxis II exam tests general and subject-specific knowledge and teaching skills which students must pass before they obtain their teaching license. As shown in Figure 4.5, the passing rates of IUPUI PEHETE students are considerably higher compared to the national average.

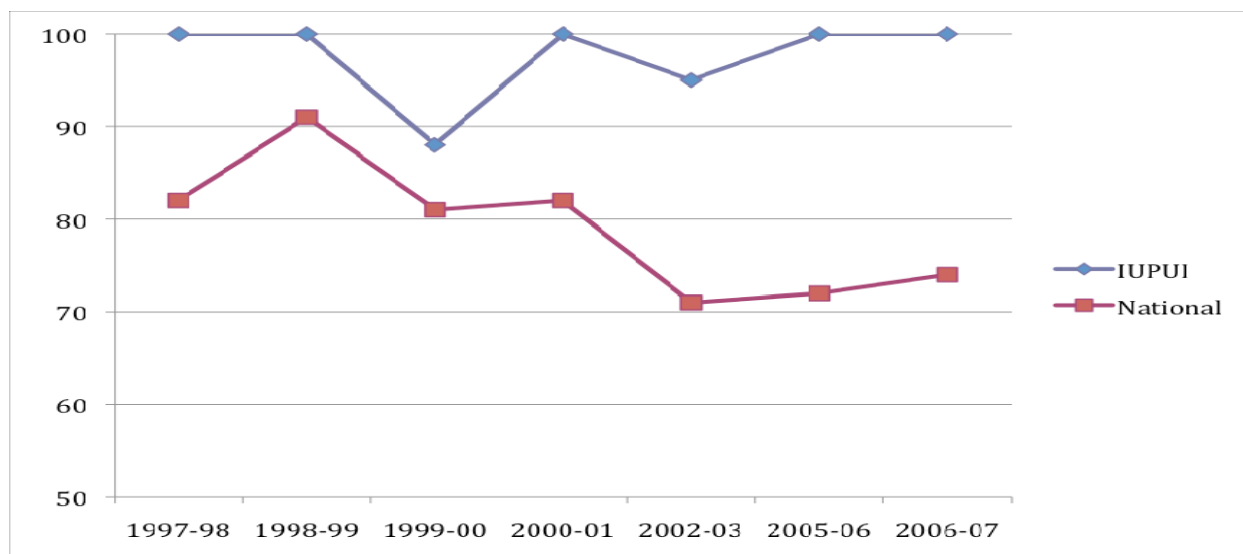


Figure 4.5. Praxis II Passing Rates of PE Students Compared to National Norms

Notes: Data not available for 2001-02, 2003-04, and 2004-05.

4. a. 6. Evidence of Student Learning in Service Courses Offered by the Department

Service learning is a priority for our department and the university as a whole. Several faculty members teach courses with service learning components including (partial list): P133 Teaching Dual-Individual Activities , P245 Performance and Teaching of Resistance Training, P398 Adapted Physical Education, P403 Rhythmic Aerobic Training, P410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations, P443 Internship: Physical Education, and H464 Coordinated School Health Programs. In addition to these courses, all students have a capstone experience (internship or student teaching) that involves service learning.

In P133, students teach high school Physical Education classes at Northwest, an Indianapolis Public School. Students write narrative journals to reflect upon events and describe their experiences. Upon completion of the course, these journals are used to assess outcomes from this service learning experience.

In P398, students work with children with disabilities. Students learn to adapt physical activities in the gymnasium and the pool to meet the needs of all children. Evidence of student learning can be found in the subjective evaluative responses from clinic reports prepared by each IUPUI student. Additionally, anecdotal comments from the children’s parents assist in the students’ learning.

In P443, students participate in service learning activities in a variety of ways. For example, as part of the curriculum, students have been involved with IndyGo in initiating a comprehensive

wellness program to benefit their employees. One to two times a semester the students would go to IndyGo for a wellness fair where students evaluated several health measures including cholesterol, blood pressure, and body composition. The students provided feedback to each employee with suggestions on how to make improvements. Additionally, students provided them with some tools to utilize, such as pedometers, exercise and nutrition logs, and handouts with health information. The overriding goals of this experience were to promote healthy lifestyles for employees of IndyGo, while simultaneously allowing our students to develop their practical skills on a population that are, for the most part, in need of wellness advice. In addition to assisting with IndyGo, students in P443 regularly perform health and fitness evaluations on other IUPUI students and, starting next year, on members of the Indianapolis community. These assessments provide additional practical experience with not only specific tests and measures, but also much needed experience in developing interpersonal skills. For example, relaying results of health and fitness tests to someone with a weight problem, high blood pressure, or poor fitness level can be difficult. Students gain valuable experience developing their communication skills in these service-learning environments.

4. a. 7. Evidence of Placement of Graduates in Employment in the Field or in Further Education

Our department currently does not employ nor possess an official tracking mechanism for placement of graduates in employment or further education. However, we do informally monitor this using a few avenues. These include: (a) having an active departmental alumni association (blended membership of faculty, staff, and alumni) with yearly meetings that offer a chance for updates, (b) an on-campus liaison for alumni development, (c) a recently appointed External Affairs Director, Laura Klaum, at the school-level; this position should increase the capacity for future monitoring, and (d) engaged faculty who are alumni and recent graduates who we keep in contact with.

4. a. 8. Evidence of Program Quality Derived from Surveys/Interviews

The Physical Education Department employs several techniques to gauge program quality from internal and external stakeholders. These include: (a) course/instructor evaluations; these are completed by currently enrolled students at the end of each semester and (b) each capstone experience supervisor (internships and student teaching) administers exit surveys to the senior-level enrolled students as well as interviews and surveys with the placement site

mentor/supervisor. Additionally, a recent graduate (<5 years) survey has recently been developed and distributed as part of a campus grant; the focus currently is with regard to those graduating in the PEHETE plan of study, but could easily be used for all departmental graduates. To date, we have not surveyed current employers of our graduates; this is primarily due to difficulty in tracking employment of said graduates.

There is ample evidence that students are satisfied with the level of instruction and academic support our department provides. Data obtained from the 2008 “Continuing Student Satisfaction and Priorities Survey” reveals that our program scores significantly higher for quality and relevance of our courses, quality of faculty teaching, research opportunities, and academic advising (Table 4-4). Importantly, 92% of our majors who answered the survey said they were satisfied or very satisfied with the instruction they receive in their major field of study.

**Table 4-4. Continuing Student Satisfaction and Priorities Survey Results
Instruction and Academic Support Services–Satisfaction ****

<i>Indicate your level of satisfaction with IUPUI in the areas of...</i>	All Other Schools	PED Means	Difference in Means	Significance
Overall quality of instruction	0.97	1.03	0.06	
Quality of teaching by faculty in your major area	1.11	1.32	0.21	*
Quality of teaching by other faculty at IUPUI	0.77	0.72	-0.05	*
Courses in your major area	0.99	1.00	0.01	
Required courses outside your major area (gen. educ. requirements)	0.55	0.34	-0.21	*
Information instructors give about course requirements	1.00	1.15	0.15	*
Relevance of classes to your career goals and objectives	0.77	0.68	-0.09	*
Academic advising in your major department or school	0.70	0.95	0.25	
Academic advising in University College	0.31	0.24	-0.07	*
Getting information about major requirements	0.80	0.93	0.13	*
General helpfulness of faculty	0.97	1.15	0.18	*
Availability of faculty for discussions outside class	0.90	1.13	0.23	
Opportunities to participate in faculty members' research	0.19	0.41	0.22	*
Tutoring and other academic support services	0.58	0.71	0.13	*
Opportunities for overseas study	0.29	0.31	0.02	
Availability of courses that provide credit for community service activities	0.30	0.34	0.04	
The classroom environment (lighting, heating/cooling, cleanliness, comfort of seats, etc.)	0.40	0.51	0.11	
Use of technology in the classroom	0.89	1.03	0.14	*
Availability of computers in public learning centers	0.87	1.21	0.34	*

*Denotes a statistically significant difference between your students and all other students at $p < 0.05$.

**Responses are provided on a 5-point scale where -2=Very Dissatisfied, -1=Dissatisfied, 0=Neutral, 1=Satisfied, and 2=Very Satisfied.

4. a. 9. External Recognition of Students, Faculty, or Graduates

Student Recognition

One indication of the quality of our program is the recognition by various agencies, organizations, and schools of our students. In addition, our students have made significant contributions to various programs and services.

- Two students were named “Major of the Year” by NASPE for their high educational marks and extensive service contributions.
- One student was recognized by IUPUI for their civic engagement and service with the awarding of the William M. Plater Civic Engagement Medallion.
- Fifteen students have been recognized by IUPUI as “Top 100 Students;” two were top 10.
- Seven students have received scholarships for Fit For Life.
- Seven students have conducted research under the auspices of the DSRP. Many of these students have presented their research at regional/national conferences and symposiums.

In addition to the undergraduate awards and distinctions associated with external agencies and the university as a whole, there are two School of Physical Education and Tourism Management and 18 Physical Education Department awards given to students at the annual Honors Day Program. In 2008, school and departmental awards and scholarships in the amount of \$33,600 were awarded to our students (see Appendix 2.2 for a complete listing). All students who have achieved excellence in academics or leadership in the form of honors, awards, or scholarships, are recognized at this event.

- **Dean's Honor List:** This award goes to all full-time students who have achieved a semester GPA of 3.5 or better.
- **Phillip K. Hardwick Scholarship:** Established in 1998, this scholarship recognizes a student in the School for outstanding community volunteerism or philanthropy.
- **Athenaeum Turners Scholarship:** The School of Physical Education was located at the Indianapolis Athenaeum from 1907 to 1970. The Athenaeum Turners of Indianapolis established this scholarship to honor a Physical Education major that demonstrates academic excellence and professional promise.
- **Clara L. Hester Scholarship:** Established in 1978, this award is presented in the name of Clara Hester, who served as director of the Normal College of the American Gymnastic Union. It is given to a full-time student majoring in Physical Education who has satisfied all academic criteria at the completion of the junior year.
- **Peg Hope Scholarship:** This scholarship is awarded to a student with a GPA of 2.5 or higher who demonstrates financial need and who has worked to defray the cost of his or her education.

- **John Jordan Scholarship:** Recognizes an outstanding active member who emulates John Jordan, an exceptional former member of Alpha Chapter of Phi Epsilon Kappa.
- **Keith Coaching Scholarship:** This scholarship is awarded to a student with a cumulative GPA of 2.5 or higher who plans to pursue a career in coaching or athletic administration. Student should be a sophomore or junior majoring in a degree program in the Department of Physical Education.
- **Keith Book Award:** This provides four book awards in the amount of \$250 each to be awarded to Physical Education students for the fall semester.
- **The Lola L. Lohse Scholarship:** This scholarship is presented annually to a minority student who is majoring in Physical Education. The basis for the selection consists of involvement in extracurricular activities, student leadership, participation in professional organizations, and evidence of self-help in obtaining a college education.
- **Rudolph L. Memmel Scholarship:** The Memmel Scholarship is given in honor and recognition of "Rudy" Memmel, former head of Physical Education for the Cincinnati, Ohio public schools. Selection criteria include excellence of academic record and active involvement in activities related to the profession.
- **Phi Epsilon Kappa Scholarship Key Award:** These awards are presented to undergraduate majors who are outstanding scholars. The awards are of unique distinction and attest to the academic excellence of the students in our department.
- **The Department of Physical Education Faculty Award:** The faculty presents this award to a graduating senior as a vote of confidence in a promising future in the profession. The award is based on scholarship performance, professional attitude toward physical education as a career, and service to the department, university, and community.
- **Dr. Carl B. Sputh Memorial Scholarship:** These memorial scholarships are presented annually to outstanding juniors enrolled full time in our department. The candidates are selected by the faculty on the basis of scholastic achievement, character, need, and professional promise in the teaching of Physical Education.
- **The William A. Stecher Honor Award:** An outstanding graduating senior from the department is recognized annually at the commencement reception with this award. The candidate is selected by the faculty on the basis of scholarship, level of performance in physical activities, professional attitude, character, leadership, and service.

- **Dr. Rudy Schreiber Scholarship:** This scholarship recognizes a Physical Education major and member of Phi Epsilon Kappa for outstanding academic achievement.
- **Dr. Hitwant Sidhu Scholarship:** This scholarship honors an undergraduate Physical Education major with a GPA of 2.5 or higher who participates in voluntary service to the community, the profession, education, or the university.
- **Jeff and Sue Vessely Scholarship:** This scholarship is awarded to an incoming freshman Physical Education major with an outstanding high school academic performance record.
- **Ann Ritsert Schnurr and Katrina Schnurr Pierce Scholarship:** This scholarship supports out-of-state sophomore or junior Physical Education students who plan to teach Physical Education within the United States. Candidates must achieve a 3.0 or higher GPA.
- **Frank and Loretta Feigl Scholarship:** Two \$1,000 Frank and Loretta Feigl Scholarships are available for incoming freshman students who intend to study PEHETE.
- **Anna V. Wessel Memorial Scholarship:** The Anna V. Wessel Memorial Scholarship awards one incoming freshman female student with \$10,000 for tuition and books. Qualified applicants participate in sports via youth, church, or school leagues.

Faculty Recognition

Another indicator of the quality of our department is the external recognition of our faculty by other professional organizations, schools, and agencies. Many prestigious awards have been conferred on our faculty in recent years (see Appendix 2.3). In addition to many IUPUI Trustees Teaching Awards, numerous recognitions as a “Favorite Professor” by the IUPUI Athletic Department, and mentions in *Who’s Who Among America’s Teachers*, the following recognitions and awards have been won by one or more of our faculty:

External Awards

- Congressional Commendation of Service, Diversity Scholars Research Program
- Cambridge *Who’s Who Among Executives and Professionals in Strength Training*
- Hally Beth Poindexter Young Scholar Award, National Association for Kinesiology and Physical Education in Higher Education
- Inducted Fellow, American College of Sports Medicine
- Induction into the Indiana Athletic Trainers Association Hall of Fame
- Inducted into Ball State Cardinal Ring of Honor Hall of Fame for Athletic Trainers

- Indiana Down Syndrome Foundation “STAR” Award
- United Cerebral Palsy Association of Greater Indiana Anita Slominski Caring Award
- Indiana Dance Educator of the Year, Indiana Association for Health, Physical Education, Recreation and Dance
- Member of the United States Diving Performance Enhancement Team
- Invited Keynote Speaker for Sport Biomechanics, 2008 International Olympic Congress in Seoul, Korea
- Honor Award, Indiana Association for Health, Physical Education, Recreation and Dance

Internal Awards

- Chancellors Prestigious External Award Recognition, IUPUI
- Award Recipient, Integration of the IUPUI Principles of Undergraduate Learning Competition (Integration and Application of Knowledge PUL)
- Nomination to the 21 Club, University College, IUPUI
- IUPUI Commission on Women Recognition Award
- Walt Leinert Teaching Award, IUPUI Department of Physical Education
- Sue Barrett Research Award, IUPUI Department of Physical **Error! Reference source not found.**
- Teaching Excellence Recognition Award, IUPUI School of Physical Education and Tourism Management
- Certificate of Excellence, School of Science-Diversity Scholars Research Program
- University Research Opportunities Program Recognition Award for Outstanding Undergraduate Research Mentorship, University of Michigan
- Faculty Colloquium on Excellence in Teaching

4. a. 10. Evidence of Benefits to Honor Students from Departmental-Sponsored Honors Initiatives

The Honors Option (H-Option) is designed for students who are unable to fulfill their Honors elective requirement by taking IUPUI approved Honors courses. H-Option courses allow students to enroll in regularly offered IUPUI courses and work closely with the instructor to design a project, research paper, or other in-depth, independent study option that builds on, yet goes beyond, material regularly covered in the course. Since so few students have inquired

about (and completed) the H-Option, we have no formal methods for assessing student outcomes with this experience.

The Honors Program was able to provide information on our department's H-Option students from 2002. Since then there have been 39 students have completed additional coursework through the H-Option in our department. Below are some examples:

- One student completed a project related to exercise and pregnancy using a case study approach in P419 Fitness Testing and Interpretation. For this, the student concentrated on exercise safety and precautions, proper modes of exercise, and specific aspects of the exercise prescription (frequency, intensity, duration). The case study was presented for discussion to a senior-level Exercise Science course.
- Three students completed the H-Option as research assistants in P409 Basic Physiology of Exercise. In one case, an abstract (peer-reviewed) was presented at the national meeting of ACSM.
- Five students completed projects in N220 Nutrition for Health. For these projects, students conducted research on nutrition topics they were particularly interested in. As part of the project requirements, each student presented their findings to the class for feedback and questions. The students were able to gain a deeper understanding of research and their topic of interest.
- Two students completed mentorships through the DSRP. One student submitted an abstract (peer reviewed), which was subsequently presented as a poster at the annual meeting of ACSM and later developed into a peer-reviewed publication. Another student presented two abstracts (peer reviewed) at professional meetings.

5. Overall Assessment of Program Strengths and Concerns

5. a. Program Strengths and Concerns

Many of the strengths of the department have been previously mentioned and there also has been discussion of the areas that we would like to work on and improve. In this section we would like to address some additional strengths we have, as well as some final concerns. We would like to also address the changes we have implemented with the issues that were brought up in the 1998 departmental review.

One of department's strongest areas is its faculty. The faculty is extremely diverse, in terms of race, ethnicity, age, research interests and backgrounds. There is a good blend of strong teachers and researchers who are productive, innovative, competent and knowledgeable. The faculty also cares greatly for the department and what it represents. Each member is committed to making certain the mission of the department and school, as well as the university, is carried out. They are enthusiastic about working together to utilize their resources to make the department stronger. Senior faculty are available to junior faculty for assistance with course development, all faculty are available to assist in class coverage when needed, and the faculty as a whole are supportive and cooperative. They also have a good rapport with the students and genuinely care for them. There is a great deal of interaction between the students and faculty and the faculty are dedicated to assisting the students during their time with the department and supporting their efforts in graduating.

We also have a sound, diverse research background that allows for collaboration across many disciplines. The faculty have partnered with numerous schools, both outside and within IUPUI, including the School of Education, the School of Health and Rehabilitation Sciences, and the School of Medicine, to name a few. For example, as mentioned previously in Section 4.a.1. on page 63, Dr. Kaleth is currently partnering with members from IU's School of Medicine and Purdue University's School of Science on a four-year \$2 million NIH grant to investigate the effectiveness of a motivational intervention designed to promote and maintain a physically active lifestyle in persons with Fibromyalgia Syndrome. Also, Dr. Culp is collaborating with the Blind School of Missouri to research the self-efficacy of visually impaired students in physical education classes. There also has been collaboration with hospitals within the city, including the

Rehabilitation Hospital of Indiana, Riley Hospital, and St. Vincent Hospital. Dr. Bahamonde, for example, recently finished a two-year study that was funded by the Orthopedic Research and Education Foundation with St. Vincent Hospital's Joint Replacement Center that investigated the effects of three minimally invasive surgical approaches of hip replacement on gait. Dr. Streepey is currently working with Dr. Kevin Houston of the School of Optometry and a Rehabilitation Hospital of Indiana physician to examine whether early prism adaptation training can facilitate the rehabilitation of stroke patients experiencing hemispatial neglect. Several of the faculty have been primary investigators or co-primary investigators in funded NIH grants, such as Dr. Mikesky's work with the School of Medicine on the effects of strength training on osteoarthritis or Dr. Bahamonde's work on the Bridges to the Baccalaureate Program was mentioned in section 4.a.1.

Because of the diverse backgrounds and expertise in the department, many members of the faculty have their own areas of interest. Though this is a great strength to the department in research endeavors, service opportunities, and teaching, it has lead to unawareness by the faculty in just what each other is involved. This leads to some missed collaboration opportunities among faculty, an inability to market just what the department is achieving, and significant accomplishments that go unrecognized. An issue that goes along with this one is the lack of collaboration with the other department within the school, Tourism, Conventions, and Event Management. There needs to be more communication among the two departments about what is happening so that the departments can combine their efforts in research, program and course offerings, and marketing of the school.

One area in collaboration that we are improving in is with the School of Education. As mentioned in Section 4.a.1. on page 63, Dr. Urtel has a 60/40 joint appointment with our department and the School of Education. In this capacity he is our liaison to the school and represents us at their meetings, as well as keeps our department informed of any national or state mandates and curriculum changes we must adhere to. He therefore also has responsibilities to both departments in teaching, research, and service, such as serving on departmental and school committees.

It is important to note that the faculty are united in their dedication to the RISE Initiative that has occurred within the university. We are already very strong in the service learning category. With the exception of the Sport Management plan of study, every student of every plan of study

within the department takes part in at least one service learning course, such as P410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations. Each student within this course participates in the Motor Activity Clinic under the leadership of Dr. Stanton to provide structured activities for children with disabilities who live in Indianapolis and surrounding areas. In fact, the mission of the school is to enhance wellness, to improve quality of life and to encourage leisurely pursuits, which can all be done through service learning. However, we still do not have a formal assessment process for our service learning courses. This is something we would like to implement in the future so more objective feedback can be received in these courses.

Each student also must complete an experiential learning experience, whether that is through an internship or student teaching. Also, within the department, there is considerable hands-on application learning that occurs, including P419 Fitness Testing and Interpretation that teaches the students how to perform maximal exercise tests and then requires the students to have the skills to administer one by themselves by the end of the semester. Therefore, each student within our department acquires at least two experiences within the RISE Initiative by graduation.

However, there are also opportunities for undergraduate research, as evidenced by the department's involvement in the DSRP and the UROP. The School of Physical Education and Tourism Management has supported at least 12 minority students in the DSRP program with an outstanding graduation record and success; seven have graduated and two are about to graduate. One of the DSRP students that went through our program, Michael Hayden, is currently in his fourth year in medical school. Also, Dr. Keith has a joint appointment teaching with our department and conducting research for the IU Center for Aging Research at Regenstrief Institute. Her work there has provided numerous undergraduate students with research opportunities in the clinical weight management program called Take Charge Lite.

We have also had some students choose to do their internships in international locations, such as China and Australia. In fact, a student of ours, Kristi Dormady, will be going to Mexico in the spring of 2009 for her internship. The RISE initiative is very important to the faculty, which is showcased by the many opportunities provided within each student's time here.

Having addressed the faculty, it is also important to address the administration of our department. There is a great deal of support from the administration for professional development through travel and technology funds, class coverage to attend conferences both

nationally and internationally, encouragement to take advantage of the on-campus events, as well as utilize the Consortium for Learning and Scholarship here at IUPUI. The administration is also very supportive in allowing its tenure-track faculty time for research in the scheduling of their classes by permitting blocks of time to be dedicated to research. The administration is also widely available to its staff and is always open to listening to faculty concerns and answering their questions.

The administration has also been very supportive in providing the necessary technology support to its faculty, including allowing each faculty member a desktop computer or laptop and printer, and hiring a full-time information technology employee, Dave Hoffman. Each semester there are technology funds that allow for the purchase of new student technology equipment. Past semester purchases have included a Quinton Q Stress electrocardiogram/treadmill system for exercise testing that allowed more students to gain hands-on experience in using testing equipment used in clinical and industrial settings. Also purchased in the past includes a motion analysis system upgrade that included new cameras and a computer to allow for the sophisticated motion capture necessary for gait and movement analysis. This equipment is primarily used by undergraduate and graduate students participating in research projects and in the graduate level biomechanics class. We also offer several online courses to assist with the non-traditional student's learning.

Despite the support the administration provides to the faculty, there is a need to restructure the current organization of the department leadership. This was recommended in the 1998 review but no action was taken. Since that review the student population has vastly increased and a graduate program has been added, but we have continued with the same administrative structure. Currently there is the Dean of the school and the Chair of the department. The faculty believes that this puts a lot of responsibility on the Dean and Chair, as well as places a great demand on their time. There is a need for an Assistant Dean, as well as directors of the undergraduate and graduate programs to assist the Chair. This will allow the programs to be more visible and structured, which currently cannot be accomplished to its full extent. There is also a need for the Chair to allocate some of his responsibilities, such as advising and class scheduling. Since 1998, the restructuring that has occurred included decreasing the Chair's teaching workload by three credit hours and the dean now does not teach at all. Allowing more time for the Chair and Dean is important for there to be a stronger growth of the department, as

well as more opportunities by the two of them for representation of the department across campus. It is important to note that the current Dean, Dr. Nicholas Kellum, will be retiring following the conclusion of the 2008-2009 academic year and the current Chair, Dr. Vessely, will be retiring following the conclusion of the 2009-2010 academic year. Therefore, we will be dealing with a great deal of transformation in our administration that could lead to the aforementioned changes or new, unforeseen changes.

An area that can be also partly attributed to the current administrative structure is our graduate program. Currently it is not receiving the attention that it needs to become a nationally recognized program. We do not have a graduate director to oversee the program and there is a lack of research emphasis in the program. Restructuring is needed to create more organization and develop better plans of study (please see the graduate program evaluation in Section 6).

Another area that the administrative restructuring will help will be in the image of our department across campus and within Indianapolis. As the Department of Physical Education we should be the ambassador on campus for health, wellness, and exercise. We should be the one that the campus and city turns to for advice, representation, and leadership in areas that we excel. We also should be able to provide our students with wellness opportunities to take advantage of that occur within IUPUI and Indianapolis. However, due to many factors, such as lack of facilities, program visibility, and marketing, we are often the last one contacted in these situations even by university officials. As mentioned earlier, this can be attributed to the current administrative structure. Another way to resolve this is that there could be a person identified that could champion this cause and take it upon themselves to ensure we are being properly represented. However, as will be mentioned later, the load of the faculty is already heavy and this would pose a challenge to an already busy faculty member.

What all of this leads to is our department becoming more reactive than proactive; in other words, we respond to changes that occur in the industry and university and not take action beforehand. We need to start pushing ahead to be innovators in the field. This could be partly due to the fact that we are such a historic school much of what is done is linked to tradition. We were first established as a school for Physical Education; however, over the years we have evolved to also include health, wellness, exercise, and sport management. The department needs to more clearly define its position on campus and become more involved in the Life Science Initiative, as well as more clearly define its own vision so that we can become the leading

representative of health and wellness on this campus. One area that this could be reflected in is the name of our department. Though the school recently changed its name to reflect the addition of the Tourism, Convention, and Event Management department, there has been some discussion as to whether or not change the name of the department to reflect the exercise science component. However, this is still a matter of discussion within our department at this time.

While there is a lack of program visibility, it is important to add that over the past 10 years we have begun to work on increasing our marketing strategies. We have created handouts on the department to pass out at various university events and we are currently updating our website that is set to launch sometime in 2009. It will include more information on what the department is involved with and achieving and an alumni page to keep the graduates of the program up to date, as well as assist in keeping them connected to the school. Laura Klaum, the Director of Development and External Affairs, has developed *In Motion*, a magazine for the school that not only allows us to showcase both of our departments' recent achievements, but also provides a forum for updates on recent graduates and other alumni.

It is also necessary to recognize the support staff within the department. They are a vital part to the operation of the department. We have invaluable individuals that not only assist in the running of the department but allow the faculty to better do their job. Pat May, Laura Klaum, Linda Lynch, the Fiscal Officer, and the administrative assistants Wendy Iskander, Charisse Acklin, and Jessica Podgers all contribute in important ways to the department's organization and operation.

Another strength is our plans of study (see Appendix 3.1) that assist the students in specializing in an area that is growing and is currently in demand in the job market. The growth of the market reflects the growth of our department. More and more individuals in the health and exercise fields are needed and we continue to educate more students. The plans prepare the students for the area they choose to specialize in and provide them with numerous experiences to gain the necessary knowledge, including hands-on work within the classroom, practical application outside the classroom, service learning and research opportunities. The curriculum is analyzed and updated as needed through the department's Curriculum Council, which assists in matching the ever-changing nature of the fields this department represents. We also now have the Assessment and Program Review Committee who are responsible for coordinating the school's efforts in all areas of assessment, such as principles of undergraduate learning, self-

study processes, accreditation visits and program assessment. We ensure that we are adhering to the teacher education performance standards set forth by Indiana's Department of Education and we keep up to date on the changes within the exercise science field through ACSM and other nationally recognized institutions. The committee prepares an annual outcomes report to address the areas that need improvement.

Part of the strength within the plans of study is our capstone experience that every student must complete in order to graduate. The purpose of the capstone experience is to better prepare the students once they begin applying for jobs. Providing the students with more practicum hours was an area in the 1998 review that we were encouraged to work on and it is the belief of this department that we now do. As mentioned in Section 3.a.1. on page 40, for the PEHETE students, each must successfully complete 16 credit hours of student teaching. For the Exercise Science, Fitness Studies, and Sport Management students, they must successfully complete 10 credit hours of an internship. We have had a variety of students become hired by their internship sites as well, such as two of our students, Aaron Feldman and Chris Pozeznik, who were hired during the fall 2008 semester at St. Vincent Sports Performance.

Both capstone experiences include site visits by the student teaching and internship coordinators, a final evaluation of the students' efforts by the sites, and an exit interview between the student and the coordinator in the respective area. Through this exit interview we utilize student feedback as a basis for curricula review. For example, many students were stating that they were not receiving enough hands-on experience in fitness testing measurements. Therefore, in 2007 we created P443 Internship: Physical Education that provides the students in the Exercise Science and Fitness Studies plans of study additional practical experience with not just other students, but outside test volunteers as well. We are also working on providing the students with experiences in creating portfolios, as was requested in the 1998 review. Dr. Urtel, the supervisor for the student teaching experiences, is currently working on a process to allow the students to create electronic portfolios that will showcase their coursework from their time in our department.

There is still some work needed in the structuring of our plans of study. Currently every student that graduates from our department receives a Bachelor of Science in Physical Education. This has led to not having enough distinction among them so that it is clear, for example, why a student should choose the Exercise Science plan over the Fitness Studies plan. One way to

address this is possibly examining whether each plan needs some restructuring so that they are taking courses more specifically aligned with what the student plans to do once in the workforce. This could be accomplished by offering more courses that concentrate on specific skills the students will need in their field, as well as offering more electives within our department. Some courses we did add since the 1998 review include P374 Basic Electrocardiogram for Exercise Sciences and P405 Introduction to Sport Psychology. We also now offer seminar classes, such as H317 Topical Seminar in Health Education and P421 Special Topics in Physical Education. It was also addressed in the 1998 review that there needed to be more awareness by the students of the minors we offer. Since that time, however, we have decided to now only offer one minor in dance, which in the past year has produced less than 10 students. Therefore there is not as much need to publicize our minors since there is only one offered and it appeals to select students.

It speaks to the superior quality of the department that each semester there is growth in credit hours and students (refer back to Section 4.a.1. pages 60-62). This is both a reflection of the need in the job market for our plans of study, but also the excellence of teaching and classes that the department is producing and providing, and draws on the many strengths mentioned earlier. However, this growth has led to many issues that we must now deal with. These are subdivided below because all of these issues are related to one another.

- *Faculty Load:* The responsibilities of the faculty are continually growing. Beyond their teaching load, the faculty is engaged in research and service activities. For tenure-track faculty, the teaching load is equivalent to 15 credit hours per academic year. For tenured faculty, the load increases to 18 credit hours per academic year. For a comparison to other schools at IUPUI, the Schools of Science, Public and Environmental Affairs, Informatics, and Business the teaching load for tenure-track faculty is 12 credit hours per academic year and the School of Engineering and Technology is 14 credit hours per academic year. Our departmental teaching loads, along with advising and university and professional service, leaves little time to accommodate all the necessary activities needed to achieve tenure or to continue to be productive research faculty. One way we are trying to improve this situation is with the hiring of highly dedicated, passionate, and qualified lecturers. Currently there are seven full-time lecturers who must teach 24 credit hours per academic year.

- *Class Size:* The student to faculty ratio is currently 33:1 (average class size: number of full-time faculty), which is not productive to the type of hands-on curriculum the students acquire in this department. Laboratory sizes are growing and there isn't enough equipment to accommodate a lab size greater than 25 students. The classroom laboratory is also a research lab; this double-booking affects the research activities of the faculty as well as classes. Often research testing has to be scheduled around the laboratory classes. Some ways to address this could be to place a cap on the number of students allowed in the program and/or becoming more selective in the admission of students, and offering more courses during the night and summer.
- *Facilities:* It is important to note that we have maximized our facilities to the greatest extent possible, including restructuring the laboratory to fit both a classroom and a lab, we are looking into adding a second floor to the auxiliary gymnasium, there have been more office spaces created for faculty members, and we utilize nearby buildings at IUPUI for classrooms. However, the department shares its building with both Recreational Sports and Athletics and we only have one classroom available in our building. Requests have been made for funding, which were used when provided, and more requests have been made to look into the production of a new facility. Unfortunately, without proper funding and support, this will not be possible. Because of limited facilities, research is hindered, there are not enough classrooms, the weight and conditioning rooms are inadequate, and there is only so much additional space that can be made. There is an urgent need for a new facility to match the growth of the department.
- *Research Productivity:* While our faculty has done an excellent job in engaging in research opportunities, collaborating with other institutions, and acquiring grants and funding, the growth of the department, the teaching load, the service activities, and advising are affecting the research productivity. There are not enough facilities to accommodate the type of research many faculty members would like to do and having only one lab for teaching and research causes scheduling conflicts. In addition, it has been the policy of the school to increase the teaching load of tenured faculty to nine hours per semester. This policy, although favorable for teaching, is counterproductive to research. The most experienced and proven research faculty teach more classes, leaving less time to find external funding. Because this university is invested in increasing its

external funding revenue, as well as the dedication to the RISE initiative, this is an extremely important area for the department to examine. In addition, tenured faculty are more involved in university service (i.e., promotion and tenure, faculty council, and professional service), which takes away more of their time. More release time or a reprieve from some responsibilities is needed to allow for more dedication to research.

Another area that we are evaluating due to the growth is academic advising. We are very strong in advising, as evidenced by the IMIR feedback from former students that states that our department continuously ranks the highest among all schools for academic advising. Each full-time faculty member is assigned anywhere between 20 and 30 students and they are given a variety of options to meet with their advisor throughout the semester, including walk-in advising, individual appointments, and group advising sessions. The department has created clearly defined plans of study that explain the courses that are needed to graduate, as well as plans of study templates that show the students the outline of classes that they must take each semester in order to graduate within four or five years (see Appendix 3.3). We also are dedicated to counseling prospective students through the Jag Day and Campus Day events and our first year students through the L135 Learning Community- Physical Education/Exercise Science course that provides them with experiences that assist in learning about the department and allow them to get to know each other. We also have past graduates come speak to some of our courses, including L135, as well as P443 Internship: Physical Education, H317 Topical Seminar in Health Education, and H352 Secondary School Health Curriculum and Instruction. The faculty also is able to rely on each other for support when necessary and have an established communication process set up via advising notes that assists each advisor in keeping up to date on occurrences of their advisees. We also have a liaison with University College, Kyle McCool. The liaison is kept informed on any changes that occur with the curriculum and each summer a meeting is held for new advisors within University College to update them on the changes as well. We also have identified three advisors, Dr. Vessely, Mr. Bradley, and Dr. Farley, to specifically handle athletes since they must follow specific academic rules to stay eligible to play.

While our advising is indeed a strong point, it is also becoming quite cumbersome due to the extreme growth. During the weeks preceding registration for each semester, much of the faculty's time is spent advising, which takes away from other responsibilities, such as research, teaching, and service activities. There is a need to look at the advising configuration with the

possibility of restructuring it so that either the tenure-track faculty do not advise or have less advisees. Another possibility is that an advising committee be created consisting of those who volunteer their time to advise and serve for a certain amount of time before allowing others to have the opportunity. One more option is to hire a central advisor who oversees the advising to allow the faculty more time to dedicate to their other obligations.

Finally, it is important to remember that some of our strength as a department has to do with the history behind our school, which is very distinctive and was explained more in-depth previously in section 1.a. on pages 3-4. The School of Physical Education and Tourism Management is proud to be the oldest existing school for the preparation of physical education teachers in the country and is the oldest unit at IUPUI. Part of the history of the school is Camp Brosius, which was addressed in Sections 1.a. page 4 and 3.b.2. pages 49-52. As mentioned previously, there is a need to further evaluate the camp experience since there have been some concerns brought up about the experience. For example, the length of time the students are away at camp (approximately two weeks) can become burdensome to the non-traditional student with a family at home, as well as the cost for all students of leaving a job for two weeks and travel expenses. Possibly examining the length of time that the students are required to attend will alleviate this. Also, since it is currently not a requirement that the students go to camp within their freshman or sophomore years, many students wait until their final semester to go, which takes away from the camaraderie that we aim to build among the students. Though this may not increase retention rates, it may help in creating a more unified cohort in the freshman. Therefore, examining the curriculum to require camp before a certain point in a student's academic career may assist in this. Also having the faculty communicate more the mission of camp as a way to provide a dynamic learning environment and nurture student relationships could help articulate to the students the need of such an experience. We are currently addressing these concerns and each year try to improve the experience for the students.

5. b. Future Aspirations

As an urban public university, IUPUI has a wide variety of students, many who are considered nontraditional. As a way to distinguish and articulate IUPUI's benefits and accomplishments, the university has selected an official set of twelve peer institutions to use for comparative purposes and various appropriate benchmarking efforts. They are:

- SUNY at Buffalo

- Temple University
- University of Alabama-Birmingham
- University of Cincinnati- Main Campus
- University of Colorado at Denver and Health Sciences Center
- University of Illinois at Chicago
- University of Louisville
- University of New Mexico- Main Campus
- University of South Florida
- University of Utah
- Virginia Commonwealth University
- Wayne State University

In order to define our future aspirations, it is important to first identify how we compare to our peer institutions on some of the benchmarks that are important to us as a department. The standards that we have chosen to compare are: 2008 total enrollment, 2008 course credit hours (the number of hours taken by students in courses offered by the department), and degrees conferred for the 2007-2008 academic year. Not all of the peer institutions had this data available. University of Alabama-Birmingham, for example, did not make this information public and University of Colorado at Denver did not have a comparable program to ours. And some universities had some data related only to the university, not the individual school or department that would compare to ours. Specifically, though we would like to have included retention rates, none of the schools had them available for the individual programs. Also, not all institutions published each standard listed. Therefore, the data below will illustrate how we compare with what information was available to us. Our department's standing has been marked with a ♦ to indicate where we fall.

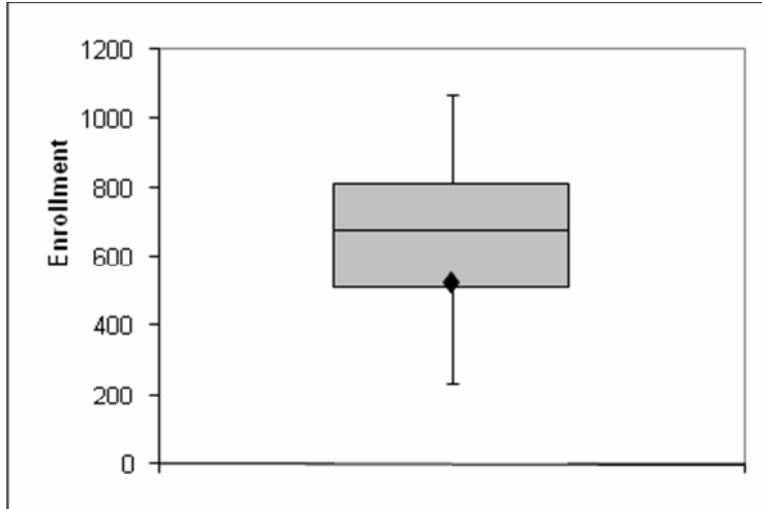


Figure 6.1. 2008 Total Enrollment

For total enrollment we are below the median (Figure 6.1), in the bottom one-third. Though we would like to increase our numbers, it will not be possible without a new facility. Therefore, for our current situation, we cannot aspire to increase our standing. However, should a new facility be in our future, it would very much be something that we would hope to increase to be considered at least in the top 50% of our peer institutions.

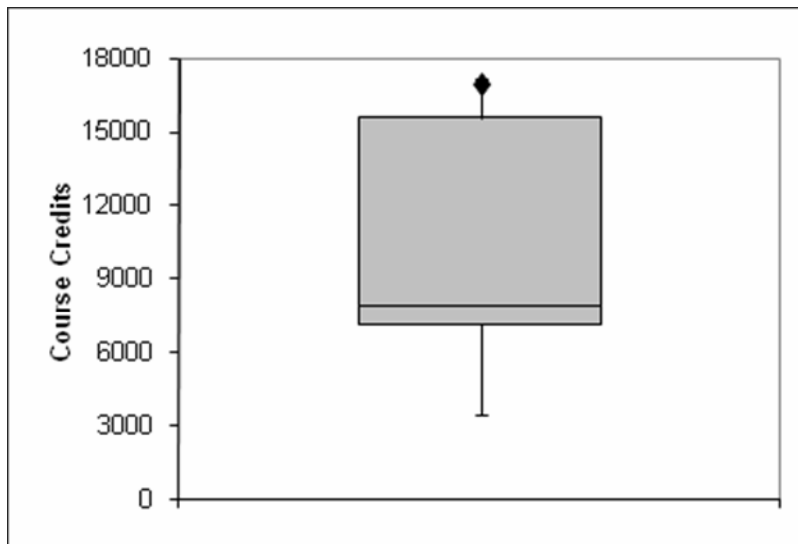


Figure 6.2. 2008 Course Credit Hours

For course credit hours (Figure 6.2) we rank in the top quartile compared to our peer institutions. This is something we are very satisfied with and would like to maintain this position.

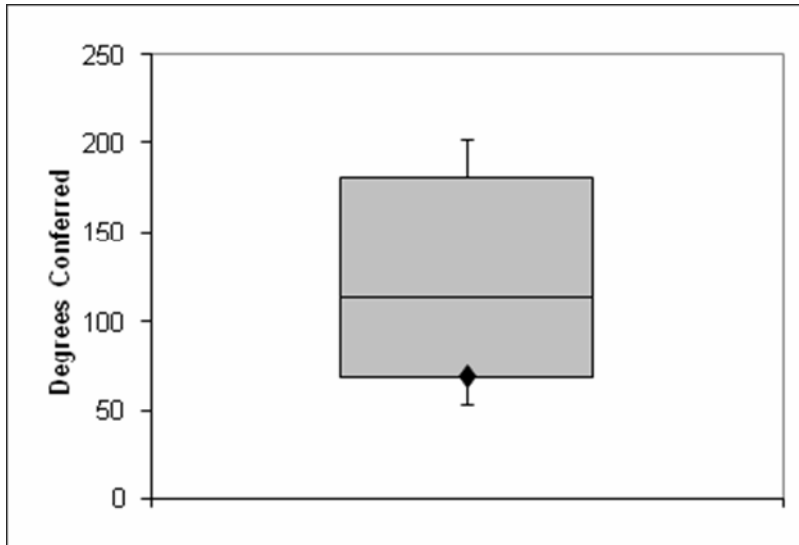


Figure 6.3. 2007-2008 Degrees Conferred

Finally, in our degrees conferred (Figure 6.3) we again fall below the median and in the bottom third. This could be related to our retention rates, which we would like to improve on, and if those are increased, we would hope to also see an increase in our degrees conferred. Therefore, in the next 10 years we would like to see our department increase to the top third when compared to our peer institutions.

Though there were not many benchmarks to compare ourselves to, we feel this provides a glimpse into how our department compares to others that are similar. We are very much committed to work on improving our areas of concern and maintaining or further developing our areas of strength. We look forward in the next ten years to how these changes will assist us in our aim to fully meet our mission and become a stronger academic institution.

6. Graduate Program Review

6. a. Overview

6. a. 1. History of the Graduate Program

Since 1972, the Indiana University School of HPER in Bloomington offered the Master of Science (MS) degree at IUPUI. Initially, the HPER faculty members were responsible for most of the instruction, but by the late 1980s faculty from IUPUI began to teach some of the courses. As the faculty in the Department of Physical Education at IUPUI grew in strength and number, the faculties and administration of the two schools agreed that the MS degree in Indianapolis should be managed by the Department of Physical Education at IUPUI. In 1999 the department applied to the Commission of Higher Education for the transfer of authority for the MS Degree to IUPUI and in 2000 it received permission to grant the MS in Physical Education at IUPUI.

Degree-seeking applicants for our department consists of primarily of two types of students: those who are pursuing careers in Exercise Science or a related field and those who are employed K-12 Physical Education teachers completing a masters degree for professional development. In addition, in 2006, the Department of Physical Education in cooperation with the National Interscholastic Athletic Administrators Association (NIAAA) launched a MS in Physical Education with an emphasis on Interscholastic Athletic Administration. From this population, the Department of Physical Education has received 80 applicants since 2004. Of these applicants 70 were accepted and 48 enrolled (Table 6-1). The program also serves non-degree students such as Physical Education teachers required to take classes to maintain their teaching license, individuals in the field of Exercise Science needing classes to complete a certification, and students in other disciplines such as nursing or anatomy for whom the Department of Physical Education’s masters program offers several Exercise Science classes that enhance their studies.

Table 6-1. Numbers of Graduate Students Applied, Accepted, and Matriculated

	Total Applicants	Total Accepted	Total Matriculated
Spring 2004	4	4	3
Summer 2004	0	0	0
Fall 2004	6	4	3
Spring 2005	4	4	3
Summer 2005	0	0	0
Fall 2005	9	8	6
Spring 2006	3	2	2

Summer 2006	2	2	2
Fall 2006	10	9	4
Spring 2007	0	0	0
Summer 2007	5	4	3
Fall 2007	11	10	7
Spring 2008	12	12	8
Summer 2008	9	7	5
Fall 2008	5	4	2
TOTAL	80	70	48

6. a. 2. Recruitment

A 2004 survey of current Department of Physical Education undergraduates and masters students revealed many of the strengths of the department's masters program. They responded that the program's diverse faculty, curricular flexibility, and synergy with other Health and Life Sciences combined with its low cost and central location made the masters program highly desirable (Table 6-2). However, these students also noted that the program was neither well-marketed nor aggressive in its recruitment of potential applicants. Aside from word-of-mouth conversation with the department's faculty, there were very few avenues for learning about the masters program and the offerings it had for students.

Table 6-2. Survey Results-Reasons to Enroll at IUPUI

What are the primary considerations in whether to enroll in the graduate program in PE at IUPUI?	SA	A	N	D	SD
Convenient location of campus	23	18	5	2	2
Continuing credit for teaching license	12	13	20	3	3
Personal interest-knowledge	20	22	7	1	0
Future jobs prospects	27	13	8	2	0
Advanced degree	16	14	16	2	2
Increase pay scale	26	14	9	0	0

Since that survey, we have made some efforts to enhance awareness of the program among current Physical Education undergraduate students and among local, national, and international applicants looking for advanced degrees in Exercise Science and Teacher Education. A website is being developed to inform potential applicants of our department and provide links to applications forms, assistantship information, the financial aid office, and to faculty research. Furthermore, our department engages in promotion of the graduate program during campus-wide activities, such as participation in the Indiana State Fair and Campus Day. During such

activities, our faculty members are on-hand to discuss the program with potential applicants and we have brochures dedicated to the graduate program to distribute.

Because the majority of the Department of Physical Education’s students come primarily from Indiana, other universities within the state serve as competition for student recruitment. The Department’s program offers students a broad selection of courses from within the fields of Exercise Science and Physical Education that allows the students to customize their education based upon their interests. This generally satisfies students looking to build upon their undergraduate education and current K-12 teachers continuing their professional education. Students looking for more specific degrees in Exercise Science such as Clinical Exercise Physiology, Fitness Management, Athletic Training, or Adapted Physical Education or students planning for careers in sport management and administration or health promotion have several in-state options located within two hours drive of the IUPUI campus (Table 6-3).

Table 6-3. Regional Universities and their Physical Education Equivalent Specialties

M.S. Program Specialties			
Institution	Exercise Science	Education and Health Promotion	Administration
Ball State University	Clinical Exercise Physiology Biomechanics Exercise Physiology Sports Performance Sport and Exercise Psychology	Adapted Physical Education Coaching Teacher Education	Sport Administration Sport Management
Butler University		Education	
Indiana State University	Exercise Science Adult Fitness Athletic Training	Coaching	Recreation and Sport Management
Indiana University – Bloomington	Applied Sport Science Athletic Training Biomechanics Ergonomics Exercise Physiology Human Development and Family Studies Motor Learning/Control Nutrition Science	Adapted Physical Education Health Promotion Outdoor Recreation School and College Health Programs Therapeutic Recreation	Athletic Administration/Sport Management Fitness Management Public Health Recreation Administration Safety Management Sport Management Tourism Management
IUPUI, School of Ed		Education	
Indiana Wesleyan		Teacher Education	
Purdue University	Health and Kinesiology		Public Health
University of Indianapolis		Education	

As a consequence of the analysis of our current recruiting strategies, we acknowledge that we must focus more resources and energy in the recruitment of students into the program. Currently, the department sets aside only a very small portion of its budget, less than \$1,000 year, to attract students into the program and is too heavily reliant on word-of-mouth within the undergraduate program and within the greater Indianapolis-metropolitan area. Aside from participating in a limited number of campus recruiting activities, the department has no strategies specifically designed to recruit local, national, international, or minority graduate students. Outlined below are strategies that may be used to attract students into the program.

Enhance Promotion

In its current form, our graduate program website is incomplete and out of date. Although it does share features, such as list of the courses in the curriculum and downloadable application forms, common to peer programs such as the University of Illinois-Chicago and Temple University, valuable information for students looking to pursue graduate-level research, like links to our facilities and faculty's research interests, are incomplete. Similar up-to-date information should also be included in all brochures given away at recruiting functions.

Although the development of the website is an important tool for recruiting students, we must also work to enhance the department's visibility locally, nationally, and internationally to bring students to the website. On a local level, the faculty of the department could reinforce the existence of the program to current undergraduate students and, more importantly, talk to them about the value of a graduate-level degree. Efforts could also be made to contact Physical Education teachers through the Indiana Department of Education and through its extensive network of alumni. The department could also work more closely with campus institutions, such as the Graduate School, to promote its existence. Physical Education faculty members looking for graduate students to help carry out their research lines could establish connections to undergraduate research programs to find students who could transition their inquiries from undergraduate to graduate-level research.

Our faculty is both diverse in its interests and heavily engaged in professional service. As a consequence, they have many opportunities to promote the school during a wide range of national and international conferences and meetings. When appropriate, the faculty should seize the opportunity to discuss the department's graduate program with both potential students and

with faculty from other schools who can be very influential in helping students choose graduate programs.

Create New or Modify Existing Programs

Although the flexibility of the Exercise Science masters program may be one of its greatest assets, it does not prepare its students for a specific type of job following graduation. Other schools' masters programs, such as Ball State University or IU Bloomington's masters programs, prepare its graduate students for employment in a specific field. Our department could consider developing such a plan of study to attract students wishing to specialize in a particular area of Exercise Science.

In some instances, Exercise Science graduate students may wish to earn a masters degree in our school before continuing on to a Ph.D. program. However, for such students, there may appear to be limited opportunities to gain the research experience in our program that would be attractive to a Ph.D. program. There is no clearly defined pathway to a research project defined for a potential graduate student. We may be better able to recruit students if a thesis option were in place that matched student interests with faculty research.

For K-12 Physical Educators, the central location of the IUPUI campus makes our graduate program ideal for continuing their professional studies. However, given the exceptionally busy schedules of full-time teachers combined with the commuting and parking difficulties associated with an urban school, many potential recruits may turn to online offerings such as those provided by Indiana Wesleyan University. We may wish to explore online or hybrid classes that could better include students for whom the commute to the IUPUI campus may be too stressful and time-consuming.

6. a. 3. Admission

The application requirements for a student seeking a graduate education from the Department of Physical Education depend upon the student's area of focus and the institution from which the student graduated. Exercise Science, Curriculum and Teaching, and Interscholastic Athletic Administration students are all required to submit three letters of recommendation, official transcripts from their undergraduate degree granting institution, and a 500-1000 word statement of interest. In addition, some students are also required to submit GRE scores if they are not graduates of the IUPUI Department of Physical Education. Applicants coming from the IUPUI department are not required to submit GRE scores as they are students who are generally known

to the graduate faculty and whose likelihood for graduate success can be predicted based upon their undergraduate performance. Interscholastic Athletic Administration students must also be members of NIAAA.

Students planning to focus on Exercise Science who hold an undergraduate degree in Physical Education or in a related area such as Kinesiology, Physiology, or Psychology and have an undergraduate GPA of 2.8 or greater, GRE scores of 900 or greater, and positive letters of recommendation are admitted into the graduate program. There are circumstances, however, where scores and letters are examined carefully to ensure that students are fairly evaluated. In some cases, for example, a student may be granted conditional acceptance into the program even if his or her undergraduate GPA is below a 2.8 provided that student has exceptionally strong letters of recommendation. Generally, the department Chair makes the decisions on admission, and the Graduate Council would be convened only for cases where conditional acceptance is likely. Table 6-4 compares our admission standards to those published on the websites for similar programs at our peer institutions.

Students applying for the graduate program to focus on Exercise Science who hold an undergraduate degree in an unrelated discipline may also be admitted after they have completed the following coursework: human physiology (one course with a lab), human anatomy (one course with a lab), principles and practices of exercise science, upper-level biomechanics, and upper-level exercise physiology.

Applicants focusing on Curriculum and Teaching and Interscholastic Athletic Administration, need only to be presently employed by a public school system, have positive letters of recommendation, and show proof of graduation from a degree-granting institute.

Table 6-4. Admission Criteria of Physical Education Equivalent Programs in IUPUI Peer Institutions

Institution	School/Dept./Division/Program	GPA	GRE	TOEFL
IUPUI	Dept. of Physical Education	2.8	900	550/213
SUNY Buffalo	Dept. of Exercise and Nutrition Sciences	3.0 (in last 60 hrs)	satisfactory	549/212
Temple	Kinesiology	3.0	satisfactory	575/250
University of Alabama-Birmingham	Physical Education Program	no report	no report	no report
University of Cincinnati	No program			
University of Colorado- Denver	No program			
University of Illinois-Chicago	Dept. of Kinesiology and Nutrition	3.0 (in last 60 hrs)	950	no report
University of Louisville	Dept. of Health and Sport Sciences	2.75	800	no report
University of New Mexico	Exercise Science Program	no report	no report	no report
University of South Florida	School of Physical Education and Exercise Science	3.0	not required	no report
University of Utah	Dept. of Exercise and Sport Science	3.0	1000	500/173
Virginia Commonwealth University	Dept. of Health and Human Performance	no report	no report	no report
Wayne State University	Division of Kinesiology, Health, and Sport Studies	2.6 for Ex Sci 3.0 for Teacher Ed	not required	no report

Profiles (undergraduate GPA, GRE scores, and first year GPA) of the students who applied, were accepted, and who matriculated are presented in Table 6-5. Since 2004, we have received complete applications from only two international students, one of whom scored a 500 on the written portion of the TOEFL and the other whose TOEFL was waived with the completion of an ELS 112 certificate. All international students are encouraged to take additional English courses following the ESL test before they are accepted into the program. In addition, a second table (Table 6-6) has been provided to show the profiles of matriculated students by their focus in the program, Exercise Science, Curriculum and Teaching, or Interscholastic Athletic Administration.

Table 6-5. Undergraduate GPA and GRE Scores of Students Applied, Accepted, and Matriculated into the Graduate Program

	Undergrad GPA		GRE Score	
	mean	range	mean	range
Applied	3.15	4 - 2.2	969	1280 - 770
N = 57	n = 47		n = 10	
Accepted	3.15	4 - 2.2	987	1280 - 770
N = 47	n = 40		n = 8	
Matriculated	3.14	4 - 2.2	987	1280 - 770
N = 46	n = 39		n = 8	

Table 6-6. Undergraduate GPA and GRE (where applicable) of Matriculated Department of Physical Education Graduate Students Grouped by Degree Focus

	Undergrad GPA		GRE Score	
	mean	range	mean	range
Matriculated ExSci	3.26	4 - 2.2	990	1280 - 770
n = 29	n = 28		n = 7	
Matriculated Curr and Teaching	2.79	3.3 - 2.5		
n = 16	n = 10			
Matriculated NIAAA	2.84	3.66-2.04		
n = 7	n = 7			

6. b. Matriculation and Progress

Once students have been accepted into the program, all students, both national and international, are assigned a faculty advisor. The role of the advisor is to support the student as he or she begins making progress toward their master's degree. Advisors help the students choose classes that reflect the students' interests, provide advice for helping the students cope with the new demands of graduate school, and, in some cases, form research collaborations with their students. As of the fall of 2008, all masters' students are required to meet with their advisors at least one time per semester prior to registering for the following semester.

For full-time students pursuing a master's degree, we have six teaching assistantships and generally fill five per year. These assistantships pay students approximately \$8,000 over the course of 10 months and also include a fee remission for their course work. Selection for the assistantships is done by our department chair and is based upon academic record, recommendations, on-site interviews, and experience. In cases where there are a number of competitive applicants, the department chair will seek the advice of the graduate council. When

a student has accepted an assistantship, he or she is responsible for 20 hours of work per week. As a consequence, a student may teach two to three activities classes such as E100 Mini Marathon Training or Pilates along with providing lab instruction and/or support for one to two academic classes (Table 6-7). In addition to assistantships, graduate students are also eligible for Fee Scholarships for full or partial tuition. The criteria for choosing students for Fee Scholarships are academic record and letters of recommendation. The graduate faculty and students are also encouraged to apply for external funding and there is some internal funding for assistance with such costs as travel expenses. We could improve our resources for funding by applying for more extramural funding, adding research assistantships with departmental funds, and applying for external fellowships, when available.

Table 6-7. Teaching Assistantship Course Titles and Responsibilities

Course	Title	Responsibility
E100-level courses	Mini Marathon, Group Exercise, Weight Training, Basketball, etc.	Fitness Instructor
P205	Structural Kinesiology	Lab Instructor
P215	Principles and Practices of Exercise Science	Lab Instructor
P290	Movement Experiences in Preschool and Elementary Children	Teaching Assistant
P373	Progressive Resistance Training	Lab Instructor
P391	Biomechanics	Teaching Assistant
P403	Rhythmic Aerobics	Teaching Assistant
P409	Basic Physiology of Exercise	Lab Instructor
P419	Fitness Testing and Interpretation	Lab Instructor
P443	Internship: Physical Education	Lab Instructor
P495	Lab: Teaching in Physical Education	Teaching Assistant

There have been a few graduate students for whom support has come from individual faculty member grants. Dr. Bahamonde partially supported a master's student to release her time from teaching to participate in a research project examining the impact of a novel hip replacement procedure on the gait of its participants. Dr. Keith annually supports a master's student to coordinate her Fit For Life program and serve as a coordinator for her P403 course.

The first year GPA of the department's graduate students ranges from 2.7-4.0 with a mean of 3.61 (n=23). This average includes only students who are interested in Exercise Science who are mostly full-time students; Curriculum and Teaching and Interscholastic Athletic Administration students are part-time. Students must maintain a 3.00 GPA to avoid academic probation. From the time of enrollment, it takes the Exercise Science students (n = 11), on average, 4.7 terms (fall, spring, summer) to graduate from the program with a range of two to eight terms.

Curriculum and Teaching students (n = 5) take, on average, 6.4 terms to complete their degrees

with a range three to 14 terms. To date, no Interscholastic Athletic Administration students have graduated from the program since it was introduced in 2006. No formal record of the program's attrition is kept.

6. c. Curriculum

6. c. 1. Overview of the Curriculum

The Physical Education graduate degree program was designed to provide advanced training to recent undergraduate students and enhance careers of professionals in either the fields of fitness and wellness or education. From the 2004 survey mentioned in section 6.a.2., it was found that the academic interests of the respondent were 42% Exercise Science and Fitness, 34% Health and Physical Education, and 12% Administration and Recreation. The type of coursework most meaningful to them was 54% Exercise Science and Fitness courses, 22% Health and Physical Education courses, and 20% Administration and Recreation courses. As a consequence of this diversity in interests, the curriculum maintains flexibility with respect to electives to allow students to specialize in a respective area without the constraints of a specialized program. The degree is a 35 credit hour program with two parts to the curriculum: core and elective (please see Appendices 4.2-4.5). The core consists of 15 hours of work representing the multidisciplinary nature of Physical Education while the elective component consists of nine additional Physical Education courses and another 11 hours from within or outside the department. Depending upon their areas of interest, students take courses from the Schools of Health and Rehabilitation, Business, Education, Liberal Arts, Medicine, Nursing, Public and Environmental Affairs, or Science. Our graduate program does not have a minor requirement but over the years several of our students have taken a minor in Gerontology. This minor is no longer available at IUPUI but it is an area that our department would like to consider reintroducing.

A list of all courses by term, including instructor name and rank, taught from fall of 2004 to fall 2008 is listed in appendix 4.6. Figures 6.1-6.5 display overall trends by the type of classes offered, instructor rank, and student enrollment by semester and academic year. Course offerings were separated into three categories: independent study, lecture, and NIAAA courses⁹. Since the summer of the 2006 we have seen a steady increase in enrollment. In addition, we

⁹ Included in the calculation of the NIAA courses is A642 Internships in Athletics, which is a variable course number used to provide credit for Interscholastic Athletic Administration students.

have seen an increase in the number of students enrolled in the Interscholastic Athletic Administration plan of study. The average student evaluation for the lectures courses is 4.79/5.0.

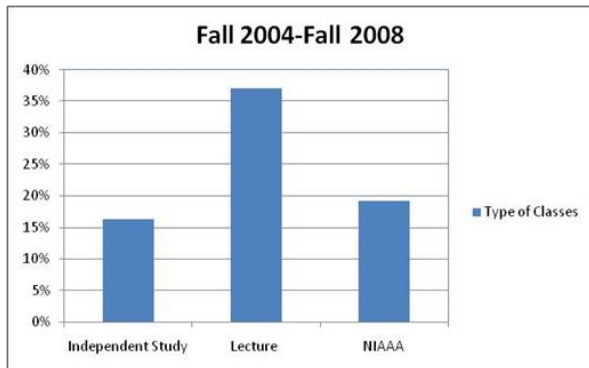


Figure 6.1

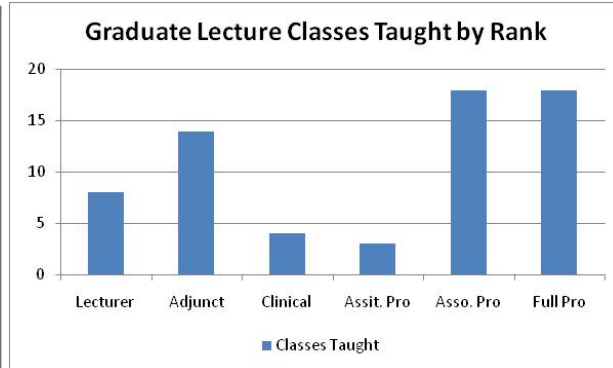


Figure 6.2

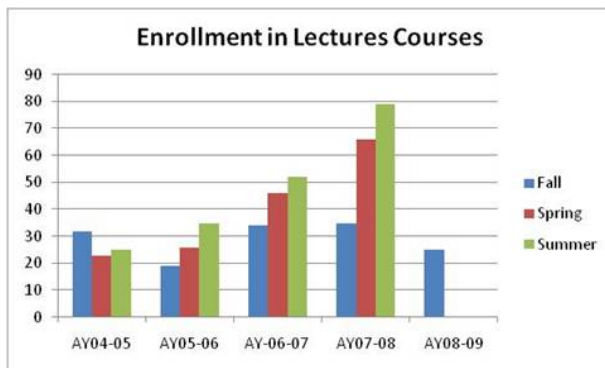


Figure 6.3

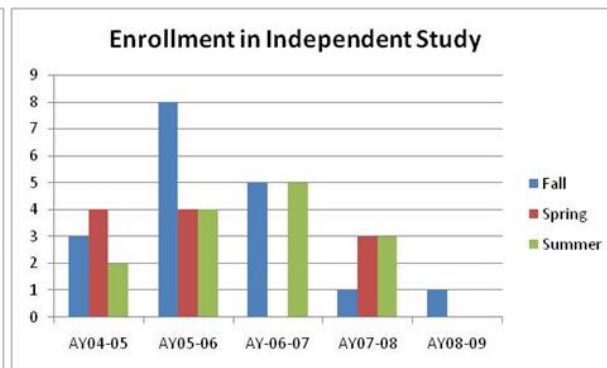


Figure 6.4

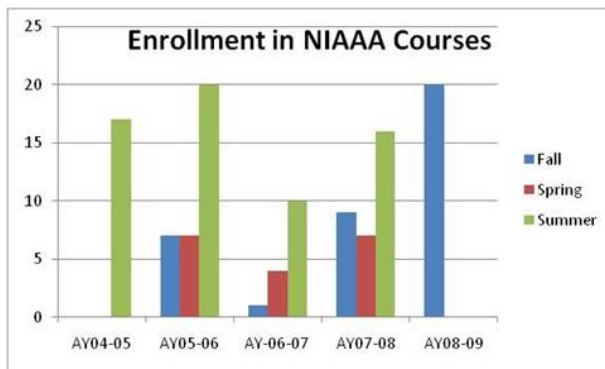


Figure 6.5

In 2004, a curriculum revision was performed to address the survey of current Department of Physical Education undergraduates and master's students previously mentioned in Section 6.a.2. and other issues brought up by faculty and students. Graduate faculty teaching courses in exercise physiology, biomechanics, and sport psychology felt that Physical Education teachers coming back to get their master's degree did not have the appropriate background to take graduate courses in these areas. Although many of them had taken the undergraduate equivalent

courses in biomechanics, exercise physiology, and sport psychology, often these courses were taken more than seven years prior to enrolling in the masters program. The Curriculum and Teaching masters students felt that these courses were more exercise science and research-oriented and did not see the practicality of taken these courses. As a result, a new plan of study was developed in the area of Curriculum and Teaching. In this plan of study the exercise science-oriented courses were replaced with more practical teacher-oriented courses (see Appendix 4.3).

In 2006, our department in cooperation with the NIAAA began to offer the opportunity to earn a MS degree in Physical Education with an emphasis on Interscholastic Athletic Administration. To qualify for this plan of study, the degree seeking student must be a member of the NIAAA and have completed a prescribed number of the NIAAA Leadership Training Courses (LTCs). For each set of three LTCs there is an Indiana University graduate course for which these LTCs are the prerequisite. Upon completion of the appropriate LTC's, the student is able to register for the "linked" graduate course. Completion of the IUPUI courses require a series of writing assignments based upon the material taught in the linked LTCs (see Appendix 4.5).

The 2004 survey also indicated which type of class delivery the students preferred (Table 6-8). The number one class format favored by the student was combination of distance learning and classroom experience format, second by the intensive summer session or one night a week format. Forty-eight percent preferred online classes.

Table 6-8. Survey Results: Class Format Statistics

What type of format would you find most useful in terms of delivery of your classes?	SA	A	N	D	SD
Intensive weekend sessions	8	10	5	18	8
Distance learning (video, web based)	9	15	12	11	2
Combination of Distance learning and classroom experience (Hybrid)	11	24	5	6	3
2.5-3.0 hours time block 1 night weekly	10	24	4	10	1
1.25 hours time block 2 nights/week	8	16	9	12	4
Day classes	7	15	6	11	9
Intensive summer workshops	9	25	2	9	4
Regular summer classes	6	14	16	9	4

Currently our masters program does not have formal interdisciplinary links with other graduate programs at IUPUI. With changes in the Exercise Science plan of study it could be linked with the recently developed Ph.D. Program in Health and Rehabilitation, Ph.D. programs at IU Bloomington, or it could serve as a stepping stone to the Doctor of Physical Therapy degree. We do have some faculty members that are part of other programs here at IUPUI and have served as external reviewers for doctoral dissertations. Dr. Mikesky is an adjunct professor in the department of Cell Biology and Anatomy and both he and Dr. Bahamonde are both affiliated faculty of the newly developed Ph.D. Program in Health and Rehabilitation. Through these relationships they have been able to serve in several Ph.D. dissertations and master theses:

Committee Members:

Dr. Kristen Schwendner - Ph.D. Cell Biology and Anatomy (Dr. Mikesky-Director)

Dr. Kerry Thompson- Ph.D. Cell Biology and Anatomy (Dr. Mikesky-Director)

Dr. Jody Riskosky- Ph.D. Biomedical Engineering (Dr. Mikesky-Director)

Dr. Thurman Alvey- MS Cell Biology and Anatomy (Dr. Mikesky and Dr. Bahamonde)

Dr. Amanda Cecil- Ph.D. Recreation, IUB (Dr. Bahamonde)

Mrs. Rachel Swinford- Ph.D. student in Health and Rehabilitation (Dr. Mikesky and Dr. Stanton)

Dr. Karen Powell- Ph.D. Nursing, IUPUI (Dr. Mikesky)

Dr. Hsio-Lang Wang- Ph.D. Nursing, IUPUI (Dr. Mikesky)

Mrs. Adele Meyer- MS Sports, Rand Afikaans University (Dr. Mikesky and Dr. Bahamonde)

Dr. Eze Chuwemeka- MS Clinical Research (Dr. Bahamonde)

External Reviewer:

Dr. Jung Moon- Ph.D. Biomechanics, Purdue University (Dr. Bahamonde)

Dr. Marchar Reid- PhD. Biomechanics, University of Western Australia (Dr. Bahamonde)

Dr. Boom Whatt Lim- Ph.D. Exercise Physiology, University of Melbourne

6. c. 2. Improving the Curriculum

Our curriculum could be improved by taking the following steps concerning the mission of the program, faculty teaching the graduate courses, and the plans of study available.

Mission

The primary mission of the graduate program has been to provide a service by offering graduate level courses in Physical Education and Exercise Science to the local community. The IUPUI masters program provides a centralized location for students to obtain an MS degree without having to travel to IU Bloomington or Ball State University or, in the case of NIAAA, a mostly online degree. The large majority of our graduate students are enrolled in the program because of its location or convenience (please see survey results in Table 6-2 in Section 6.a.2.). The program as it stands today does not have a research focus and only a few of the students have opted to conduct research studies.

There are four distinct groups of students in our program; teachers, exercise scientists, athletic administrators and a few non-degree students. The reasons for doing graduate work are different in the main three student populations. Teachers take graduate classes to maintain their teaching license and/or to get the masters degree for financial reward. These graduate students have full time jobs and the time demands and expectations are different from the full-time graduate students in Exercise Science. Due to their time demands and expectations these students want classes that meet their schedule (summer classes, workshops, online classes, or hybrid courses) which will give them the ability to complete the degree in a more convenient way. They also want a program with more applied coursework with less emphasis on research. Interscholastic Athletic Administration students must be athletic administrators and members of the NIAAA, they are mostly from out of state, and have similar expectations as the Curriculum and Teaching students. In contrast, Exercise Science students are more likely to go into a graduate program to improve jobs prospects since the better paying jobs usually require an advanced degree, or to get a Master's degree as the stepping stone into other professional

programs (Doctor of Physical Therapy, M.D. or Ph.D.). The bulk of these students received teaching assistantships from our department and they are more likely to be involved in research with faculty because it is important for their future academic and professional development.

As a faculty we have to redefine the mission of each plan of study. The Curriculum and Teaching plan of study should stay as service-oriented program but there should be a research option available for those students that would like to pursue a doctorate degree through the School of Education. This plan of study needs to be expanded to offer more curriculum and teaching courses and online and/or hybrid courses to meet the demands of the students. Currently this program provides a service for Indianapolis area teachers. By going to a mostly online and hybrid program we could expand the reach of the program state-wide. There are several universities already doing an online masters degree in Physical Education. An example of such a program is the online masters in Physical Education offered at Florida State University¹⁰ and University of South Florida¹¹. In Indiana, Ball State University is offering an online master's degree in Coaching which has been very successful in recruiting Physical Education teachers¹².

Faculty

We need to better utilize the expertise and resources of our graduate faculty in our curriculum. Our department currently has ten tenure-line faculty (excluding the Dean and Chair) actively doing research. Of the ten tenure-line faculty, only four have taught more than three graduate courses during the period from fall 2004 to fall 2008. Data from this period shows that 45% of the faculty teaching lectures courses in the masters program (including Interscholastic Athletic Administration courses) do not have a doctoral degree (please see Appendix 4.6). By involving the entire tenure-line faculty we will be able to offer a larger variety of courses and provide a greater selection of elective courses.

Curriculum

The Curriculum and Teaching plan of study has to be re-evaluated. This plan of study needs to offer more online and hybrid courses as well as more relevant elective courses. The core courses should be revised to include curriculum and/or teaching methods courses. The Exercise

¹⁰ <http://www.fsu.edu/~smrmpe/onlinems.html>

¹¹ <http://www.coedu.usf.edu/main/departments/physed/programs/progGOnl.html>

¹² <http://www.bsu.edu/physicaleducation/article/0.,7901--.00.html>

Science plan of study also requires some evaluation. The current plan of study is too general and is not research-based. The national trend for most masters programs in Exercise Science is to specialize in an area of expertise. With the current faculty expertise we could develop a Clinical Exercise Science plan of study that will provide the students with in-depth understanding of applied physiology, clinical biomechanics, and the effect of health disorders on exercise performance, together with the knowledge and skills to conduct exercise testing of symptomatic and asymptomatic population groups and prescribe appropriate exercise programs. This plan of study will be more in line with the Life and Health Sciences initiative, it would be open to more external funding opportunities, will provide more opportunities for collaboration with other IUPUI schools (Health and Rehabilitation Sciences, Medicine, Nursing, and Science), and would attract more quality students. Finally, Interscholastic Athletic Administration is a relatively new plan of study but it should be thoroughly evaluated in a couple of years to make sure it is meeting the needs of the students and the expectations of the departmental faculty.

Other future curriculum expansions could be a minor in Exercise Gerontology in collaboration with the IU Center for Aging Research. Another possible initiative would be a joint masters program in Sport Management with the Schools of Business and Law.

It is also helpful to the students to be assigned an advisor according to their curricular interest. Currently students are assigned based on the plans of study. However, within each are specific areas of interest. For example, the Exercise Science plan includes physiology, biomechanics, and motor control, so it would be beneficial to the students to assign them to a faculty member with that particular specialty.

6. d. Graduate School Reputation and Research Productivity

There is no available information regarding rankings of masters programs in Kinesiology and/or Physical Education. In 2006 the American Academy of Kinesiology and Physical Education¹³ ranked Kinesiology and Physical Education doctoral programs in the US. It is important to point out that two of IUPUI's peer institutions (the University of Illinois- Chicago, 15th and the University of Utah, 26th) are ranked in the report. Of IUPUI's peer institutions seven have Ph.D. programs, three have only masters programs, and two do not offer a graduate degree in the field.

¹³<http://www.aakpe.org/>, A Review and Evaluation of Doctoral Programs 2000-2004 by the American Academy of Kinesiology and Physical Education, *Quest*, 2006:58, 176-196.

Because our masters program has been service-oriented, only a few students have been involved with research. The majority of the research has been done with undergraduate students or graduate students from other programs (Cell Biology and Anatomy, Biomedical Engineering). Some of these students have been supported by fellowships or training grants. Only one graduate student was partially supported to do research.

- Dr. Kerry Thompson- US NAVY (Dr. Mikesky)
- Dr. Kristen Schwendner- ACSM Research Grant (Dr. Mikesky)
- Dr. Jody Riskowski- BME Fellowship and NSF Training (Dr. Mikesky)
- Mrs. Rachel Swinford- Partial support, Hip Replacement Grant (Dr Bahamonde)

Those students that have been involved in research have had multiple publications and, along with the entire graduate population, are highly encouraged to attend national and international meetings, as well as submit their abstracts. Below is a list of publications of students in the program or those that have graduated since the last review.

1. Streepey, J., **Mock, M.M.**, Riskowski, J., Van Wye, R., Vitvitski, B., and Mikesky, A. Effects of quadriceps and hamstrings PNF stretching on knee proprioception (*in preparation*). (Masters student in Exercise Science.)
2. Meneghini R.M., Smits, S.A., **Swinford, R.R.**, and Bahamonde, R.E. (2008) A Randomized, Prospective Study of 3 Minimally Invasive Surgical Approaches in Total Hip Arthroplasty: Comprehensive Gait Analysis. *The Journal of Arthroplasty*, 23(6): 68-73. (Masters student in Exercise Science)
3. Bahamonde, R. and **Stevens, R.** (2006) Comparison of two methods of manual digitization on accuracy and time of completion. *Proceedings of the XXIV International Symposium on Biomechanics in Sports*, pp 680-684: Salzburg, Austria, July 14-18. (Masters student in Exercise Science)
4. **Riskowski, J.L.**, Mikesky, A.E., Bahamonde, R., **Alvey III, T.V.**, and Burr, D.B. (2006) Proprioception, gait kinematics, and rate of loading during walking: are they related? *Journal of Musculoskeletal and Neuronal Interaction*. 5(4): 379-387. (Riskowski- Ph.D. in Biomedical Engineering working under Dr. Mikesky; Alvey- Masters student in Anatomy working with Dr. Mikesky and Dr. Bahamonde)
5. **Thompson, K.R.**, Mikesky, A.E., Bahamonde, R. and Burr, D. (2003) Effects of resistance training on proprioception and function in older adults. *Journal of Musculoskeletal and Neuronal Interaction*, 3(3): 223-231. (Ph.D. student working under Dr. Mikesky)
6. Mikesky, A.E., Bahamonde, R., Stanton, K. and **Alvey III T.V.** (2002) Acute effects of "the Stick" on strength, power, and flexibility. *Journal of Strength and Conditioning Research*, 16(3): 446-450. (Masters student in Anatomy working with Dr. Mikesky and Dr. Bahamonde)
7. **Davis, M.**, Bahamonde, R. and Gross, D. (2001) Shock absorption characteristics of footwear worn by aerobics instructors. *Proceedings of the XIII International Symposium*

on Biomechanics in Sports, pp 219-222: San Francisco, June 20-25. (Masters student in Exercise Science)

8. Mikesky, A.E., Meyer, A., and Thompson, K.L. (2000) Relationship between quadriceps strength and rate of loading during gait in women. *Journal of Orthopaedic Research*, 18(2): 171-175. (Masters student in Anatomy working with Dr. Mikesky and Dr. Bahamonde)
9. Schwendner, K.I., Mikesky, A.E., Wigglesworth, J.K., and Burr, D.B. (1994) Recovery of dynamic muscle function following isokinetic fatigue testing. *International Journal of Sports Medicine*. 16(3):185-189. (Ph.D. student Cell Biology and Anatomy in working under Dr. Mikesky)
10. Schwendner, K.I., Mikesky, A.E., Peacock, M., Holt, W., and Burr, D.B. (1997) Differences in muscle endurance and recovery between fallers and non-fallers, and between young and older women. *Journal of Gerontology*. 52(3):M155-160. (Ph.D. student in Cell Biology and Anatomy working under Dr. Mikesky)

Ways to Improve the National Ranking of the Graduate Program

In the past, the administration of the graduate program has been a responsibility of the department Chair. However, because of the volume of work by the Chair, the graduate program has not received the attention it has needed nor has it been developed to its full potential. It has been proposed to the administration to assign a director of the graduate program that will take over the day-to-day operation of the graduate program.

We also need to utilize the resources of all tenure-line faculty members by ensuring that they have an opportunity to teach at the graduate level. Furthermore, we need to implement the curricular changes proposed earlier. Our Exercise Science plan of study needs to become specialized and research-oriented. Focusing on the clinical aspect of Exercise Science will be more in line with the Life and Health Science mission of IUPUI, will increase collaboration and partnership with other schools on campus, and will put the faculty and program in a position to attract more external funding. Recruiting students to this plan of study will also help the research productivity of the faculty. We need to continue moving the Curriculum and Teaching plan of study to a fully online and hybrid model in order to reach a larger audience. We are currently in the process of delivering more online classes. For example, P510 Qualitative Analysis of Human Movement is already online and a second course, K576 Measurement and Evaluation in Physical Activity, will go online in spring 2009.

Finally, we need to increase the research productivity of our masters program by having a research option for the students, funding research assistantships, and giving the appropriate release time to faculty that are engaged in research so they can obtain extramural funding. If

these changes can be implemented in a timely manner, we feel that it will help our graduate program grow and become both a nationally and internationally recognized program.