Section 1  Mission and Programs

Department Mission

The mission of the Department of Physical Education and Human Performance is multifaceted and is guided by the following principles:

- Providing coursework and experiences which enable students to become qualified, dedicated physical educators for the elementary and secondary schools in Connecticut.
- Providing coursework and experiences which enable students to become qualified, dedicated, exercise and fitness professionals for the corporate sector.
- Providing coursework and experiences which enable students to become qualified, dedicated athletic trainers which service the public schools as well as private and professional organizations in the community.
- Providing coursework and experiences in the general education program which enable students to develop and maintain optimal levels of physical health, wellness and lifetime activity skills.
- Educating in the physical, social, and psychological realms. A physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implications of and benefits from involvement in physical activity, and values physical activity and its contributions to a total healthy lifestyle.

Degree Programs

- BS in Athletic Training
- BS in Physical Education
  - Teacher education (BSED)
  - Exercise science
- MS in Physical Education

Certificate Programs

- Post-Baccalaureate in Physical Education

Other Program

- Post-master’s study in Physical Education
- Provide Formal Pathway for Dance Certification for the state of CT
Section 2

Section 2 Program Summary Athletic Training (BS)

Program Rationale
The faculty of the Athletic Training Education Program strives to provide the students with the necessary theoretical and practical knowledge needed to enter the profession and also to pursue advanced study in athletic training or related allied health professions. At CCSU, importance is placed on the program’s commitment to quality classroom instruction and providing ample opportunity for the development of the athletic training student’s practical skills through clinical contact with the student-athletes of the university, while under the supervision of a certified athletic trainer. The athletic training faculty places emphasis on the student’s analytical skills, problem solving abilities, and the performance of practical skills during the athletic training student’s clinical rotations in a coeducational setting. The athletic training program takes pride in its graduation placement record and the success of its graduates in becoming productive practitioners in the field of athletic training. The Athletic Training Education Program is designed to prepare the student to assume the role of an entry-level athletic trainer upon graduation and successful completion of the Board of Certification (BOC) Examination. Central Connecticut State University’s Athletic Training Education Program is housed in the Department of Physical Education & Human Performance and grants a Bachelor’s of Science Degree in Athletic Training. CCSU’s Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Learning Outcomes
1. Understand the importance of the relationship of injury reduction through the demonstration of various preventative techniques used in athletic training, as well as the planning and coordination of a pre-participation screening
2. Demonstrate the ability to recognize and evaluate athletic injuries/illnesses
3. Demonstrate knowledge in the immediate care of acute athletic injuries/illnesses
4. Develop and demonstrate rehabilitation and reconditioning techniques for athletic injuries
5. Understand the importance of health care administration, medical documentation and medical referral
6. Understand the importance of developing/maintaining athletic training policies and procedures, including implementation of an emergency action plan
7. Develop and incorporate professional ethical standards in their professional activities
8. Understand the importance of remaining current in the profession through participation in seminars, research, and the use of other educational resources such as the Internet, professional journals, and home study courses.

Significant Curricular Changes
None at this time.
Students’ Strengths and Weaknesses / Adjustments Made Based on Assessment Findings
None at this time.

Section 2 Program Summary for Physical Education (BS)
Teacher Education (BSED)

Program Rationale or Mission
To prepare teachers of physical education who have the knowledge, pedagogical skills and professional dispositions necessary to effectively provide PreK-12 students with the necessary skills and concepts to lead an active, healthy lifestyle.

Learning Outcomes
- The ability to plan developmentally appropriate physical education lessons that focus on important skills and/or concepts in fundamental movement, fitness, games, adventure, and dance.
- The ability to plan and implement developmentally appropriate units of instruction that focus on important skills and/or concepts in fundamental movement, fitness, games, adventure, and dance
- The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary level. This includes effective integration of instructional technology and collaboration with teachers and staff.

Significant Curricular Changes
Significant changes will be made in the next academic year to meet the criteria of the new Connecticut teacher certification guidelines that go into effect in 2015 and to accommodate recent changes in the NCATE process. All curriculum changes have been approved by the Department and await University approval.

Students’ Strengths and Weaknesses / Adjustments Made Based on Assessment Findings
The data indicate that a strong majority of teacher candidates in Physical Education demonstrate the necessary skills for teaching effectiveness in the public school setting. The area of providing for accommodations and modifications for individual differences improved on both the midpoint evaluation and the exit portfolio assessment last year. The student teaching evaluations however, indicate that our students show more strength at the secondary level than elementary level in differentiated learning, data collection and understanding the student. At the secondary level the weakest areas (which are strong at the elementary level) are promoting thinking through questioning and providing feedback. Efforts have been made to address these areas through the activity and methods classes as well as student teaching supervision and these are targeted discussion points. One course (PE 374) added the use of a digital voice recorder to specifically assist students in identifying feedback
patterns. The ability to develop lessons to meet objectives is well supported with 93% and 97% mastery in elementary and student teaching respectively.

**Section 2 Program Summary for Physical Education (BS) Exercise Science**

**Program Rationale or Mission**
The Exercise Science program prepares students for employment in fitness/wellness centers at worksite (business and industry) medical (hospitals, clinics and HMOs) and strength and conditioning settings. Students are given the necessary cognitive and practical experiences for certification by the American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA). Students are responsible for assessing, interpreting, prescribing and designing health, performance and physical activity programs. CCSU’s Exercise Science Program is accredited by the Commission of Allied Health Education Programs (CAAHEP) and is a university recognized program by the NSCA.

**Learning Outcomes**
Graduates of the program will be able to:
- Conduct exercise testing using ACSM protocols on a bicycle ergometer and treadmill in normal and clinical populations
- Prescribe and administer exercise programs for apparently healthy individuals, individuals at higher risk, and individuals with known disease
- Provide information concerning nutrition and the role of diet and exercise on body composition and weight control

**Significant Curricular Changes**
Additional sections of courses have been offered to accommodate the increased number of students in the major. No other significant curricular changes have been made this year.

**Students’ Strengths and Weaknesses /Adjustments Made Based on Assessment Findings**
There is an ongoing review of the appropriateness and effectiveness of resources which consists of meetings each semester with all exercise science faculty. At these meetings there is a review of the current curriculum, laboratory facilities and equipment, and clinical and non-clinical affiliations as it relates to the practicum/internship. Any changes that need to be made to meet new student qualifications for established outcomes are discussed and recommendations are brought forth to the department faculty and to the academic dean. Assessment of the program is done on a yearly basis by making sure faculty and students are aware of the learning outcomes or KSAs. It is a requirement that students that complete the practicum must register for the ACSM Certified Health Fitness Specialist Exam. Students now take the ACSM exam during their internship semester rather than their practicum semester. This will allow students more time to review for the exam. In addition, all coursework has to be completed before sitting for the exam. We continue to have a portfolio night for our intern students where each student is required to discuss their internship and suggest ways for improving our program. During our exit interviews with our internship students we have
established a communications system that will enable us to track our students with respect to job placements. Students complete a survey online that identifies satisfaction with our program. This includes open-ended questions about the strengths of our program and areas for program improvement. Longitudinal tracking of our students identify student employment and/or graduate education.

Section 2 Program Summary for Physical Education (MS)

Program Rationale or Mission
The graduate program of Physical Education is designed to: (1) increase the competency of teachers of physical education and (2) provide valuable subject matter for professionals in exercise science and sports medicine. (CCSU Graduate Catalog 2010-2012)

Learning Outcomes
Students in the program are expected to:
- interpret and determine appropriate application of any one or combination of the following theories: pedagogical (Pedagogy); psychological and sociological (Sport); biomechanical and physiological (Exercise Science);
- read and interpret research and apply significant findings relevant to their profession; and
- expand and integrate knowledge of fitness, health, and wellness and apply it to the field of teaching or exercise science.

(CCUS Graduate Catalog 2010-2012)

Significant Curricular Changes
No additional curriculum changes were made during the 2011-2012 year.

Students' Strengths and Weaknesses /Adjustments Made Based on Assessment Findings
Main departmental assessment for MS includes examining the results on the comprehensive exams. Results were consistent with previous years; research and exercise science related courses resulted in lower passing rates. As a department we are confident that the current curriculum changes will improve these rates with time. Specifically, there are now 6 credits of required research classes and all students must complete at least one course in exercise science.

Additionally open-ended surveys were distributed to students who took the comprehensive exams to assess their perception of the exam process. Through examining feedback and identifying common themes, a few changes were suggested by faculty regarding the process of taking the comprehensive exams. Students will be given the option of completing the exam on a computer versus writing all four responses in blue books. The second change is in regard to the time frame of taking the comprehensive exams. The previous time frame included four hours to complete the
four exams. Faculty agreed to allow more time for the research exam and break up the testing time/day. The research portion is now administered during a two hour morning session, followed by an hour break. The remaining three exams are administered during a three hour afternoon time block.

Section 3 Summary of Faculty Accomplishments

In a table, list each faculty member’s accomplishments in 2011-12 in each category in the Department’s guidelines for promotion and tenure.¹

<table>
<thead>
<tr>
<th>Creative activity</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal articles and book chapters</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Application of research</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Presentations</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Performances</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Grants</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Section 4 Contributions to Undergraduate and Graduate Research

If applicable, please indicate how many students in your department were engaged, respectively, in undergraduate and graduate research in the past year. Please provide separate counts for research that was incorporated in a class and research that was conducted outside of class.

• There were approximately 35 students involved in undergraduate research in the past year as part of the EXS 331 class. There were 4 graduate students who completed a thesis as part of PE 599 Thesis. Research projects incorporated in a class are part of most graduate classes in exercise science with approximately 20 students involved in this type of work.

Section 5 Summary of Other Noteworthy Accomplishments, especially in revenue generation (grants, gifts, entrepreneurial programs, continuing education, etc.)

¹ The P&T policy passed by the Faculty Senate suggests several categories but each department has developed its own guidelines.

Example table: Number of Faculty Creative Activities

<table>
<thead>
<tr>
<th>Creative activity</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications of research and technology</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Articles and book chapters</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Books</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
• Athletic Training faculty organized the Central Connecticut State University 27th Annual Sports Medicine Symposium in March 2012.

Section 6 Progress in Meeting Goals

Progress in 2011-12 on goals set in previous year

Referring to goals and future plans listed by the department in last year’s annual report, report on progress made in accomplishing these items.

<table>
<thead>
<tr>
<th>Goals Set in 2010-11 Report</th>
<th>Progress in 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase the number of full-time tenure track faculty in exercise science and physical education</td>
<td>We have completed a search for a BSED position and will start a search next year for another BSED position. We have forwarded information requesting a new line in exercise science</td>
</tr>
<tr>
<td>• Increase the number of sections offered to accommodate the increase in exercise science majors</td>
<td>We have accomplished this.</td>
</tr>
<tr>
<td>• Get approval from the Department of Higher Education for a major in exercise science</td>
<td>In process.</td>
</tr>
<tr>
<td>• Get approval from the Department of Higher Education on a Master’s in Physical Education with a concentration in exercise science</td>
<td>Submitted to the Board of Regents</td>
</tr>
<tr>
<td>• Establish new criteria for acceptance into the professional program in exercise science</td>
<td>Work in progress.</td>
</tr>
<tr>
<td>• Adjust the curriculum in physical education to meet new state standards</td>
<td>Curriculum approved by Department and waiting for approval from administration.</td>
</tr>
<tr>
<td>• Provide enhanced hands-on practical experiences for students by incorporating more lab-based activity</td>
<td>Work in progress.</td>
</tr>
</tbody>
</table>
Section 7 Goals for Next Year

a. Based on program data from the Office of Institutional Research and Assessment and the results of your own department’s program assessment, identify any changes in curriculum, pedagogy, procedures, professional development, or support services planned for the next academic year to improve student learning or to increase retention and graduation.
   - All information previously discussed.

b. List the department’s plans and goals for the next academic year. [Note that the Higher Education Opportunity Act 488(a)(1)(A) requires institutions to publish plans for the improvement of academic programs. Some material from 6 may be placed on the CCSU website.]
   - Complete search for BSED tenure track faculty member
   - Get approval for exercise science tenure track faculty member
   - Provide enough sections of courses for students to graduate on time
   - Begin entrepreneurial activities in exercise lab
   - Review exercise science curriculum and adjust to match current job related tasks

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   - Provide enough sections of courses for students to graduate on time
   - Begin entrepreneurial activities in exercise lab
   - Review exercise science curriculum and adjust to match current job related tasks

c. Describe any planned reallocation of resources in the coming year to respond to changing needs or priorities.
   - None at this time.

d. Identify, explain, and justify any needs for additional resources, including faculty staff, space, operating funds, etc.
   - Due to the increase in the number of students majoring in exercise science an additional faculty member is needed

List of Faculty Accomplishments (see Section 3)

Catherine Fellows

Presentations, Workshops, conferences
Presenter, Director, Dancentral AAHPERD, Dance Gala Boston Ma. 2012 (did not happen)

Presenter, Fellows and CCSU Registrar, CCSU Dance Program and Theatre Dept. ACT Magnet School in Willimantic, Nov 2011


Presenters, C Fellows, and S. Hankey, Dance Education in CT. Naugutuck Com College Oct, 2011

Julia Frederick participated in The Roland Petit Dance Co Event and Honor Award in London England, July 18, 2011
Nicole Carano, Choreographed Hairspray Middletown High School, performs lead in 42 Street Curtain Call Theatre, Stamford.

**Awards**

C. Fellows is the recipient of the *Professional Honor Award* from the CT Association of Health, Phys. Ed. Recreation and Dance. Award night takes place on Thurs, November 17, 2011. Crowne Plaza, Cromwell.

**Performances and Community events**

The following events and performances are sponsored, presented or directed by Catherine Fellows:

Director, Choreographer, *CHANGE: A contemporary Dance Concert, Partnering Dance and Diversity*. April, 13, 2012 Welte

Presenter, Albano Ballet performed "Summer Dance Concert" Welte Aug. 11, 2011, approx 500 in attendance

**David Harackiewicz**

**Journal Articles**

*Harackiewicz, D.V..* (2011, Fall). Will 10,000 steps a day be sufficient to improve health and fitness outcomes in college students? Findings from the UNISTEP (University students exercise and physical activity) Study. *Connecticut Association for Health, Physical Education, Recreation, and Dance: The Bulletin, 58*(1), 9.


**Presentations**


**Jason Melnyk**

**Publications:**


**Presentations:**


Jason Melnyk. Sit-ups and crunches are obsolete. A new way to train the core. CTAHPERD Conference. Cromwell, CT, November 18th, 2011.

**Sue Smith**

**Journal Article**


**Mike Voight**

**Journal article:**


**Invited Presentation:**


Professional Activity:
Leadership consulting workshops with teams from the University of Texas, USC, Mississippi State University, Georgia Tech University, and others. Fall 2011-Spring 2012.

Sean Walsh
Reviewed Manuscripts For:

2011 Medicine & Science in Sports & Exercise (2)

Active Participation in Professional and Learned Societies:

2010-2012 Executive Committee Member as Member at Large for the New England Chapter of the American College of Sports Medicine

2010-Present Chair of the CTAHPERD College Bowl at the annual meeting of meeting of the Connecticut Association for Health, Physical Education, Recreation, & Dance

PRESENTATIONS
National:

Regional:

State & Local:

Non-refereed Publications:

Grants
Sean Walsh. Physical Inactivity: Our Destiny? 2011 CSU-AAUP Research Grant

Data Tables Supplied by OIRA
- Completions by program (academic year)
- Fall headcount enrollment by program
- Student credit hours and FTE enrollment
• Faculty headcount, load, student credit hours
• Cost comparisons from the Delaware Study of Instructional Costs and Activity
• Completions by gender and race/ethnicity
• Headcount enrollment by
  o Gender and race/ethnicity
  o Class level
  o Full-time/part-time enrollment status
  o Entering students by type

Assessment Reports and Feedback