



Physical Education- Theory Program Review



2004-05

Prepared for
Citrus Community College District

Prepared by
Mary Brawner
Mike Merandi
Steve Gomez

FULL TIME FACULTY:

Jackie Boxley
Mary Brawner
Steve Gomez
Maury Greer

Marilyn Gunstream
Steve Hartman
Mike Merandi
Cliff Wurst

PART TIME FACULTY:

Kevin Emerson
Robert Fleming
Jim Hyneman
Tammy Knott
Tim Kyle
Stephen Smith
Rick Croy

ADVISORY COMMITTEE:

Jim Williams
Pat Lawrence
Roberta Eisel
Jody Wise

PROGRAM DESCRIPTION:

Physical education theory courses are designed to provide individuals with an understanding of and a means of maintenance of physical fitness. These courses are also for the student who wishes to go into the field of teaching physical education, coaching or recreation. Most of the courses offered correspond to undergraduate requirements for majors at a four year institution.

- a) These courses serve a diverse population of the community as well as our Citrus College student population. Physical Fitness is important for the health and well being of all ages.
- b) Coursework meets degree applicable requirements for students as well as compliments the lecture/lab experience which is common to the physical education transfer program.

PROGRAM OBJECTIVES

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness,

understanding, knowledge, skills and abilities in the selected competencies.

1) Community

- a) Prepare individuals majoring in physical education for transfer to four year institutions.
- b) Explore career opportunities for individuals majoring in physical education to meet transfer expectations.
- c) Matriculate with four year college or university systems leading to a degree in physical education or general education.
- d) Explore programs in personal training certification to prepare for future employment opportunities.

2) Critical and Analytical Thinking

- a) Improve knowledge and encourage the implementation of lifelong physical activity and wellness to promote a healthy lifestyle.
- b) Recommend strategies, and methods to increase student's capacity and preparation for lifelong fitness activities in the pursuit of further personal development.
- c) Assess knowledge of health related fitness components such as cardiovascular endurance, muscular fitness, flexibility and body composition in order to develop personal fitness goals.
- d) Evaluate dimensions of wellness including emotional, social, physical, mental, intellectual and spiritual health to develop personal wellness goals.
- e) Analyze individual nutritional habits to increase awareness of proper nutrition.
- f) Evaluate stress management, weight control, drug and alcohol abuse, misuse and addiction to promote healthy lifestyles.

3) Technology / Information Competency

- a) Use technology in the assessment and evaluation of fitness levels.

4) Discipline/Participation

- a) Participate in fitness activities that promote and enhance wellness.

MISSION

COMMENDATIONS:

- a) The physical education program through its theory related course offerings fulfills the objectives of and generates outcomes in line with the mission of Citrus College.
- b) The physical education full time faculty is highly qualified to instruct classes and is sensitive to the various needs of the diverse student population.
- c) The theory courses serve an increasing number of students for the following reasons:
 - 1) realizing the benefits of lifelong fitness knowledge.
 - 2) providing a variety of course offerings to fulfill individual needs and team sports.
 - 3) providing a variety of course offerings that are transferable.
 - 4) providing distance education courses that allow students flexibility in their schedule.
- d) These courses provide students with rigorous fitness training within defined course work consistent with the four year college or university physical education requirements in a team environment.
- e) Provides CPR and First Aid training and recertification for students to meet requirements for employment.
- f) Provides lifelong mental and physical habits which in today's society will help in the fight against lifestyle related diseases such as obesity, coronary heart disease, hypertension and diabetes type II.
- g) Students understand the importance of cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition in relation to overall personal physical fitness. Courses currently offered include the following:
 - PE 170 Fitness for Life
 - PE 171 Health Science
 - PE 172 Introduction to Physical Education
 - PE 174 Introduction to Team Sports
 - PE 175 Introduction to Individual and Dual Sports
 - PE 176 Elementary Physical Education
 - PE 177 First Aid – Responding to Emergencies
 - PE 183 Women's Basketball Theory and Skills
 - PE 184 Women's Volleyball Theory
 - PE 185 Women's Softball Theory
 - PE 186 Baseball Theory
 - PE 187 Techniques and Strategy of Intercollegiate Football
 - PE 188 Basketball Theory
 - PE 189 Advanced Basketball Theory
 - PE 190 Water Polo Theory and Techniques
 - PE 192 Aquatic Theory and Techniques

RECOMMENDATIONS:

- a) Review course outlines for consistency and continuity with requirements for all four year college or university systems so that full time and adjunct instructors understand the objectives and requirements for all theory related courses.
- b) Revise all course syllabi to measure student learning outcomes within three years.
- c) The physical education theory program should continue to explore course scheduling and distance education options to ensure flexibility and access for all students.
- d) Explore new course offerings that will meet the needs of the ever changing demographics of the district population.
- e) The physical education theory program should continue to be sensitive to a culturally diverse student population within their classroom.
- f) Explore courses that would allow for team teaching options.

QUALITY

COMMENDATIONS:

- a) Physical education instructors regularly consult with one another concerning course offerings.
- b) Full-time instructors are regularly evaluated through the tenure and post-tenure review process during which time students also have the opportunity to express written observations and concerns about faculty performance and course content.
- c) The physical education faculty are current in their field, dedicated and set high standards for their students and themselves.
- d) Transfer credits for the courses in this program are accepted by all CSU/UC systems.
- e) Courses reflect the distribution of age, gender and ethnicity of the student population of the college.

RECOMMENDATIONS:

- a) Standardize theory of sports course syllabi to include clear grading policy, attendance and make-up policy, office location, office hours, drop date policy and other information pertinent to district policy. This should be completed in the next three years.
- b) Student learning outcomes for all theory related courses need to be developed over the next three years.
- c) Part-time faculty should be evaluated on a yearly basis by full-time faculty and the department dean to ensure quality and uniformity within the programs.
- d) Maintain flexibility within the scheduling of classes to ensure

- availability of theory related courses to meet student's needs.
- e) Maintenance of instructional and assessment equipment to ensure proper function, safety and meets professional standards.
 - f) Implementation of student learning outcomes with appropriate standards of assessment in all theory related courses.

NEED

COMMENDATIONS:

- a) This program currently meets the needs of the students as stated in the mission statement.
- b) Fitness testing technology is available for instructors to assess each student's current level of fitness and to recommend fitness programs to attain personal fitness goals.
- c) Two full-time faculty have been hired within the last three years allowing more diversity within the physical education program.
- d) The courses of the physical education theory program help to make up one of the largest generators of FTE's for the physical education program.

RECOMMENDATIONS:

- a) The physical education faculty should explore the implementation of current fitness assessment lab into all theory related curriculum.
- b) The physical education theory program should provide instructional workshops facilitating the use of the fitness testing technology available in the fitness center assessment lab.
- c) Faculty should research current fitness assessment technology and testing modalities for use in the fitness center assessment lab.
- d) The physical education theory program should explore developing programs for certifying students as personal trainers.

FEASIBILITY

COMMENDATIONS:

- a) Faculty keep courses in the theory program up to date.
- b) Faculty network with professional colleagues both locally and statewide.
- c) The physical education faculty has demonstrated creativity in the implementation and continuation of traditional and non-traditional course curriculum.

- d) The facilities utilized by the courses in the theory program are state of the art.
- e) The facilities provide students access to one of the regions finest fitness and aquatics centers which helps promote life long fitness.

RECOMMENDATIONS:

- a) Increase the student enrollment in the theory of sport classes by attracting non majors to the classes.
- b) Increase the number of female students in the theory of sport classes in order to more closely mirror the gender proportions of the student population.

COMPLIANCE

COMMENDATIONS:

- a) All Theory related courses comply with state and federal regulations.