

PEHR Program Review 2006-2007

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Overview of the Program and How It is Organized

Physical Education, Health and Recreation is located in the Education and Family Studies/ Physical Education, Health and Recreation Department and is administered by the Division of Arts, Letters and Science. Offices are also located in the Old Gym at Dixie State College (DSC) and in the Fitness Center. The program includes lower division, community and continuing education courses. With the change of mission at DSC, there are now upper division courses in all of the intercollegiate sports, and more in consideration.

Historically Physical Education, Health and Recreation had been administered, along with the Athletics program (intercollegiate sports competition), in a separate department under the dean of Physical Education and Athletics. In 1994, the athletics program (intercollegiate sport teams) and the Physical Education classes were divided into different units. Athletics became a separate program under the Athletic Director and the Physical Education, Health and Recreation Department was established administered by its own department chair. At this time the general education requirements included three credits in Physical Education for graduation. Under the new general education requirements adopted in 1995, Physical Education classes were no longer part of the general education requirements. It should be noted here that, with the retirement of a PEHR faculty member in 2002, PEHR has only one full-time, tenure-track faculty member. This reduction in force occurred during a time of fiscal stress within the state, and when PEHR classes were no longer required for General Education, justification existed to move the full-time tenure-track position to another division.

The Fitness Center was established in Fall of 1995 and has enjoyed remarkable success since its inception, serving the needs of many students and community members.

Another reorganization took place in 1999, and Physical Education, Health and Recreation was joined with Family and Consumer Science to create a new department.

In 2004, in response to a USHE initiative within the commissioner's office, many course numbers were changed at DSC to match course numbers at other institutions. This initiative, designed to help with a more seamless transfer of credit within state institutions, has been conducted in all academic areas within the USHE. Number changes for courses will be noted by the description of the course in the curriculum analysis.

Physical Education, Health and Recreation programs and courses all have as their specified purpose the development of lifelong health and fitness skills that help students achieve their academic career and life goals. Physical Education, Health and Recreation curricula are divided into four main focus areas:

1. Activity
2. Health
3. Recreation
4. Fitness

The role of the Physical Education, Health and Recreation in the division of Arts Letters and Sciences includes preparation to enable students to transfer to other degree granting institutions.

Courses in the Physical Education, Health and Recreation Department reflect the unique and multi-disciplinary nature of the discipline.

Students taking courses in Physical Education, Health and Recreation are benefited by enhancing their academic career and personal goals as well as developing life long health and fitness habits and skills that promote an enhanced quality of life.

The Physical Education, Health and Recreation Program provides various course work towards filling prerequisites, providing foundations for transfer to specific upper division programs, as well as developing specific skills related to respective curricular areas.

All Physical Education, Health and Recreation courses are structured to enhance critical thinking, development of life long skills, and create lasting habits to improve one's quality of life.

Mission and Goals

In keeping with the Mission Statement for Dixie State College, the PEHR Program of Dixie State College of Utah helps students at the institution to define and shape their academic, career, and life goals by providing an excellent teaching and learning environment supportive of individual interests and educational goals.

Committed to DSC's open enrollment policy, the PEHR Program offers academic and activity classes to a broad spectrum of students, traditional and non-traditional, addressing skill levels from beginning to intermediate. The health, recreation and fitness classes offer students at the college and from the community at large a chance to incorporate healthy life skills into their daily lives in a variety of formats. The Program is designed to promote student success and the faculty is dedicated to that endeavor.

In support of DSC's expanded mission to provide quality baccalaureate degrees in a high demand area, the PEHR Program and the Division of Arts, Letters, and Sciences will develop a proposal for a Bachelor's of Science Degree in Physical Education that includes several currently popular strands in the area of PEHR, such as degrees in Coaching, Exercise Science, Physical Therapy/ Sports Medicine, and Recreation Management. It is the intent of the program and the department to raise the level of academic professionalism within the program as part of the long range goals to support the stated expanded mission of the college. In conjunction with the Baccalaureate Degree in PEHR, DSC will also develop the coursework for completion of an endorsement for Secondary Education in PE.

Physical Education, Health & Recreation Program Goals:

1. Welcome and provide courses for all students, regardless of age, ethnicity, educational, or economic background.
2. Maintain specific and consistent course objectives to assist the students in the development of skills, safety, and promote of lifelong habits in health and fitness.
3. Provide quality and diverse programming for a wide range of students regardless of age, physically ability or status.

4. Provide students who express interest in PEHR course work with advisement. To help them complete course work in a timely manner and formulate a plan for their future education as well as career.
5. Provide mentorship for all adjunct instructors to maintain rigor and academic excellence in all courses.
6. Actively partner with other institutions of higher learning in the USHE to provide complementary, quality undergraduate and graduate degree programs desirable in the region.

Curriculum

Learning Objectives for PEHR

In review of all course syllabi, it is noted that objectives for the PEHR courses have been inconsistent in quality and measurability. The department chair for EFS/PEHR will be working with individual instructors in the Fall of 2006 to improve the quality of the course objectives as well as help standardize the department syllabi to the template used for accreditation.

One problem found during the review is that objectives stated in the program review from 2002 are not consistent with the objectives now being used for many of the courses. It might appear that the courses have changed without a direction in terms of applicability of the objectives, professional quality of the syllabi as a contractual document with the students, and consistency with the mission and goals of the college. It is the goal of the department to bring this consistency to the syllabi.

In addition to specific objectives for each course, all PEHR classes will now share a common set of objectives relevant to PEHR studies. These objectives support the overall Mission and Goals of the institution and are consistently present in one form or another in the goal sets for other PEHR programs throughout the USHE.

In PEHR, students will:

- A. Enhance development of physical, mental, social, and emotional well-being through physical education;
- B. Practice fitness activities to develop personal, lifelong commitment to physical activity for the long range health benefits;
- C. Develop competencies in athletic activities that will bring greater satisfaction to participation in athletics;
- D. Demonstrate an understanding of physiology that promotes safety in physical exercise;
- E. Develop a fitness plan pertinent to the physical activity of the course.

PEHR COURSE LIST, 2006

Presented here are the Dixie State College current course numbers in relation to the current Utah State Higher Education course and number, and the DSC course and numbers from prior years.

It can be seen that DSC has made numerous curricular changes to align its PEHR courses with other institutions in USHE.

USHE Course and Number	DSC Current Course and #	DSC Old Course and Number
	PEHR 1005: Health Educ	PEHR 1010
PE...1010 Aerobics	PEHR 1010: Aerobics I	PEHR 1760
PE...1020 Step Aerobics	PEHR 1020: Step Workout	
PE...1057 Yoga	PEHR 1057: Kundalini Yoga	
PE...1085	PEHR 1085: Weight Training	PEHR 1780
PE...1088 Fitness Center	PEHR 1088-1095: Fit. Center I through VIII	PEHR 1140
PE...1100 Tennis I	PEHR 1100: Beg Tennis	PEHR 1330
PE...1110 Racquetball I	PEHR 1110: Beg. Racquetball	PEHR 1170
PE...1101 Tennis II	PEHR 1101: Intermed. Tennis	PEHR 2100
PE...1130 Golf I	PEHR 1130: Beg Golf	PEHR 1310
PE...1131 Golf II	PEHR 1131: Interm Golf	PEHR 2310
PE...1145 Bowling I	PEHR 1145: Beg. Bowling	PEHR 1280
PE...1146 Bowling II	PEHR 1146: Interm Bowling	PEHR 2280
PE...1200 Basketball I	PEHR 1200: Basketball	PEHR 1400
PE...1210 Volleyball	PEHR 1210: Volleyball	PEHR 1440
PE...1225 Softball	PEHR 1225: Softball	PEHR 1490
PE...1230 Soccer	PEHR 1230: Soccer	PEHR 1470
PE...1235 Football	PEHR 1235: Football Skills	PEHR 1830
PE...	PEHR 1288, 2288, 3288, 4288 Intercollegiate Men's X-Country	
PE...	PEHR 1289, 2289, 3289, 4289 Intercollegiate Women's X-Country	
	PEHR 1290, 2290, 3290, 4290 Intercollegiate Men's Football	
	PEHR 1291, 2291, 3291, 4291 Intercollegiate Women's Volleyball	
	PEHR 1292, 2292, 3292, 4292 Intercollegiate Women's Soccer	
	PEHR 1293, 2293, 3293, 4293 Intercollegiate Men's Basketball	
	PEHR 1294, 2294, 3294, 4294 Intercollegiate Women's Basketball	
	PEHR 1295, 2295, 3295, 4295 Intercollegiate Men's Golf	
	PEHR 1296, 2296, 3296, 4296 Intercollegiate Men's Baseball	

	PEHR 1297, 2297, 3297, 4297 Intercollegiate Women's Softball	
	PEHR 1298, 2298, 3298, 4298 Intercollegiate Women's Tennis	
PE...1300 Swimming	PEHR 1300: Beg Swimming	PEHR 1600
PE...1315 Water Aerobics	PEHR 1315: Aquatic Exercise	PEHR 1940
PE...1340 Lifeguard	PEHR 1340: Lifeguarding	PEHR 1650
PE...1345 Water Safety Instructor	PEHR 1345: Water Safety Instructor	PEHR 2620
PE...1350 Scuba	PEHR 1350: Scuba Diving	PEHR 2610
PE...1450 Kung Fu	PEHR 1450: Chinese Kung Fu	PEHR 1270
PE...1405 Women's Self Defense	FCS 2410: Women's Self Defense	
PE...1510 Fishing	PEHR 1510: Freshwater Fishing	PEHR 1200
PE...1527 Rock Climbing	PEHR 1527: Intro to Climbing	PEHR 1190
PE...1530 Primitive Survival Skills	PEHR 1530: Primitive Survival Skills	PEHR 2990
PE...1535 Backpacking	PEHR 1535: Backpacking	PEHR 2990
PE...1543 First Aid	PEHR 1543: First Aid/Response to Emergency	PEHR 2050
PE...1545 Outdoor Cooking	PEHR 1545: Outdoor Cooking	PEHR 2990
PE...1550 Mountain Biking	PEHR 1550: Mountain Biking	PEHR 1180
PE...1575 Rodeo	PEHR 1575: Rodeo Rules and Conditioning	PEHR 1210
PE...1720 Social Dance	PEHR 1720: Social Dance* Class cancelled out of PE curriculum, moved to Dance	PEHR 1800
PE...1730 Folk Dance	PEHR 1730: Adaptive PE	*NEED TO CHANGE
PE...1740 Ballroom Dance	PEHR 1740: Adaptive PE II	*NEED TO CHANGE
PE...1063 Conditioning	PEHR 1770: Body Conditioning for Intercollegiate Sports	NEED TO CHANGE
PE... 1085 Weight Training I	PEHR 1790: Weight Training for Women	NEED TO CHANGE
PE...Varied!	PEHR 1850: Special Performance Cheerleading	
PE...Varied!	PEHR 1860: Rebelettes	
	PEHR 1880: Fundamentals of Team Sports	
	PEHR 1890: Fundamentals of Individual and Dual Sports	
	PEHR 1990: Developmental Skills for Children *Cancelled out of curriculum in 2006	

	PEHR 2010: Introduction to PE	
	PEHR 2020: Exercise Science	
	PEHR 2030: Exer. Science II	
	PEHR 2040: Exer Science III	
	PEHR 2410: Football Officiating	
	PEHR 2420: Volleyball Officiating	
	PEHR 2430: Basketball Officiating	
	PEHR 2450: Softball Officiating	
	PEHR 2850: Drill/Cheer/Dance	

PEHR COURSES

The following lists show the current PEHR courses in the categories identified by USHE:

- I. Fitness/Strengthening
- II. Individual/Dual Sports
- III. Team Sports
- IV. Intercollegiate Athletics
- V. Aquatics
- VI. Combatives
- VII. Adventure
- VIII. Coaching/Teaching/Theory Courses
- IX. Seminars

I. Fitness/Strengthening

Prefix	Number	Course Title
PEHR	1010	Aerobic Dynamics
PEHR	1020	Step Workout
PEHR	1057	Kundalini Yoga
PEHR	1085	Weight Training
PEHR	1088	Fitness Center I
PEHR	1089	Fitness Center II
PEHR	1090	Fitness Center III
PEHR	1091	Fitness Center IV
PEHR	1092	Fitness Center V
PEHR	1093	Fitness Center VI
PEHR	1094	Fitness Center VII
PEHR	1095	Fitness Center VIII
PEHR	1790	Weight Training for Women

II. Individual and Dual Sports

PEHR	1100	Beginning Tennis
PEHR	1101	Intermediate Tennis
PEHR	1110	Beginning Racquetball
PEHR	1130	Beginning Golf
PEHR	1131	Intermediate Golf
PEHR	1145	Beginning Bowling
PEHR	1146	Intermediate Bowling

III. Team Sports

PEHR	1200	Basketball
PEHR	1210	Volleyball
PEHR	1211	Intermediate Volleyball
PEHR	1225	Softball
PEHR	1230	Soccer
PEHR	1235	Football Skills

IV. Intercollegiate Athletics

PEHR	1288	
PEHR	1289	Intercollegiate
PEHR	1290	Intercollegiate Football
PEHR	1291	Intercollegiate Women's Volleyball
PEHR	1292	Intercollegiate Women's Soccer
PEHR	1293	Intercollegiate Men's Basketball
PEHR	1294	Intercollegiate Women's Basketball
PEHR	1295	Intercollegiate Men's Golf
PEHR	1296	Intercollegiate Men's Baseball
PEHR	1297	Intercollegiate Softball
PEHR	1298	Intercollegiate
PEHR	1770	Body Conditioning for Intercollegiate Athletics
PEHR	1850	Special Performance Cheerleading
PEHR	1860	Rebelettes

V. Aquatics

PEHR	1300	Beginning Swimming
PEHR	1301	Intermediate Swimming
PEHR	1315	Aquatic Exercise
PEHR	1340	Lifeguarding
PEHR	1345	Water Safety Instructor
PEHR	1350	Scuba Diving

VI. Combatives

PEHR	1450	Chinese Kung Fu
FCS	2410	Women's Self-Protection

VII. Adventure Courses

PEHR	1510	Fresh Water Fishing
PEHR	1527	Introduction to Climbing
PEHR	1530	Primitive Survival Skills
PEHR	1535	Backpacking
PEHR	1543	First Aid/Response to Emergency
PEHR	1545	Outdoor Cooking
PEHR	1550	Mountain Biking
PEHR	1575	Rodeo Rules and Competition

VIII. Coaching/Teaching/Theory Courses

PEHR	1005	Health Education
PEHR	1870	Fundamentals of Team Sports
PEHR	1880	Fundamentals of Individual/Dual Sports
PEHR	2010	Introduction to PE
PEHR	2020	Exercise Science
PEHR	2030	Exercise Science Lab
PEHR	2040	Exercise Science Lab
PEHR	2410	Football Officiating
PEHR	2420	Volleyball Officiating
PEHR	2430	Basketball Officiating
PEHR	2450	Softball Officiating

IX. Seminars

PEHR	2990-2991	Seminars in Physical Education
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COURSE DESCRIPTIONS AND OBJECTIVES:

PEHR 1005 (formerly PEHR 1010): Health Education, Credit 2.0

Course Description:

This course is for students interested in up-to-date information about a variety of health topics. It teaches a health information framework to involve the student in activities related to various health issues. This class involves lectures, oral reports and videos. The purpose of this course is to enable students to make sound health related decisions. 2 lecture hours per week

Objectives: Students successfully completing this course will:

1. Define health and wellness, and explain the interconnected roles of the interconnected roles of the physical, social, mental, emotional, environmental, and spiritual dimensions of health.
2. Discuss the health status of Americans, the factors that contribute to health, and the importance of Healthy People 2000 objectives in establishing goals for promoting health and preventing premature death and disability.
3. Evaluate the roles of gender in health an status and health research.
4. Identify the leading cause of death and lifestyle patterns associated with the reduction of risks.
5. Examine behavior how predisposing factors, beliefs, attitudes and significant others affect your behavior change.
6. Survey behavior changing techniques, and learn how to apply them to personal situations.
7. Apply decision-making techniques to behavior changes.

PEHR 1010 (formerly PEHR 1760): Aerobic Dynamics, Credit 1.0

Course Description: Course for students interested in learning the fundamentals of individual fitness. Emphasizes fitness through a variety of cardiovascular formats, muscle conditioning and flexibility. This is an activity class. 2 activity classes per week.

Objectives: Students successfully completing this course will:

1. Perform cardiovascular activities including:
 - a. Kick boxing
 - b. Running
 - c. Step aerobics
 - d. Toning
 - e. Flexibility
 - f. Agility
2. Develop and lead the class in a 20 minute aerobic routine to the music of their choice including a:
 - a. Warm-up activities
 - b. Cardiovascular workout
 - c. Cool down activities
3. Complete written quizzes and tests.

PEHR 1020 (formerly PEHR 1930): Step Workout, Credit 1.0

Course Description: Course for students to learn a variety of ways to use a Reebok step for cardiovascular training as well as muscular conditioning. This is an activity class designed to learn step aerobics as well as enhance fitness. 2 lecture hours per week.

Objectives: Students successfully completing this course will:

1. Develop a basic understanding of individual physical fitness using step aerobics.
2. Demonstrate beginning step aerobic steps.
3. Increase their level of physical fitness and physical activity.
4. Acquire skills to carry over and maintain a lifetime activity.
5. Increase muscle definition, cardiovascular benefits and fat loss.
6. Demonstrate how to monitor heart rate.

PEHR 1057: Kundalini Yoga, Credit 1.0

Course Description: The Kundalini Yoga course introduces students to the movement, meditation, and breath work practices of Kundalini Yoga. This course includes study from a text. The course presents yoga practices as a technology teaching self-awareness and consciousness. 2 lecture hours per week.

Objectives: Students completing this course will:

1. Study concepts of self-acceptance, creativity, commitment, compassion, truth, intuition boundlessness, and radiance as presented by traditional yogic thought.
2. Students will study the history of yoga and some of its different forms.

3. Students will study traditional goals of yoga practice, including the restoration of balance and finding serenity within.
4. Students will practice Kundalini Breath Work to build trust, vitality, and intuition.
5. Students will practice meditation for rejuvenation, stress relief, and healing depression.
6. Students will practice yoga postures to release fear, build strength and determination, and open the heart.

PEHR 1085 (formerly PEHR 1780): Weight Training Credits 1.0

Course Description: Course for students interested in learning the fundamentals of weight training. Course offered for men and women. Includes instruction designed to build and strengthen the body. This is an activity class. Students will receive supervised practice in various progressive resistance exercises. Students will learn basic of weight training as well as improve their body strength.

Objectives: Students successfully completing this course will:

1. Develop an understanding of beginning weight training techniques.
2. Demonstrate the importance of safety in the weight room.
3. Increase their muscular strength and tone.
4. Discuss the benefits of weight training.

PEHR 1088-1095 (formerly PEHR 1140, 2140, 2150): Fitness Center Cr-1.0

In 2006, a curriculum change was submitted to and approved by the Curriculum Committee to change the Fitness Center Class from 2.0 credits to 1.0, commensurate with the required amount of time and work. Also, Curriculum Committee approved a fee change from 10.00 to 25.00 to move toward a financial structure in which the Fitness Center is more self-sufficient. At this time, we are setting up different sections of the Fitness Center Class by giving a variety of course numbers. It is currently being considered to stick to one course number and set up a variety of sections.

Course Description: Designed for students who desire to begin and sustain a fitness program at Dixie College. Teaches students to manage a fitness program and pursue lifelong fitness goals. Dixie College's Fitness Center is equipped with the finest fitness equipment, including dozens of aerobic and strength machines, and it is staffed by trained fitness instructors. Students may receive complete fitness assessments and have one of the instructors help develop a personalized exercise program. Students must attend a general orientation at the beginning of the quarter; however, thereafter, students use the fitness equipment at times that may be convenient to them to fulfill a required number of hours spent exercising. This series must be taken in succession. Each course is prerequisite to the next course. Course fee required.

Objectives: Students successfully completing this course will:

1. Develop fitness habits to promote lifelong skills and to enhance one's quality of life.
2. Apply proper exercise technique.
3. Explain what constitutes a positive atmosphere for all to reach individual fitness goals.

4. Develop, from a variety of exercise options, an appropriate individual exercise program..
5. Apply the 5 components of Health Related Fitness

***There is a proposal in the making to create a more advanced Fitness Center class that expands requirements for study. It has not yet been presented to Academic Council or the Curriculum Committee.**

Proposed Objectives: Students successfully completing this course will:

1. Develop fitness habits to promote lifelong skills and to enhance one's quality of life.
2. Apply proper exercise technique.
3. Explain what constitutes a positive atmosphere for all to reach individual fitness goals.
4. Develop, from a variety of exercise options, an appropriate individual exercise program.
5. Discuss the basic concepts of:
6. Anatomy
7. Exercise physiology
8. Musculoskeletal injuries etc.

PEHR 1100 (formerly PEHR 1330): Beginning Tennis, Credit 1.0

Course Description: This course will provide the basics of tennis. Instruction will offer fundamentals that will give the student basic stroke orientation and rules, as well as scoring information to encourage further involvement in the sport. As an activity class, students will learn tennis with the intent of developing a lifetime leisure and social activity that will give hours of enjoyment as a family, social, and/or competitive activity. 2 activity classes per week.

Course Objectives: Students successfully completing this course will:

1. Demonstrate the basic skills of tennis including:
 - a. Forehand and backhand serve
 - b. Lob
 - c. Volley
 - d. Drop shot
 - e. Game strategies
2. Learn and apply the rules and terminology necessary in tennis.

PEHR 1101 (formerly PEHR 2310/2100): Intermediate Tennis Credit 1.0

Course Description: This course is for those students who are interested in continuing their tennis with an expanded, more advanced skill development. As an activity course, they will learn more advanced techniques in strokes and strategy as it relates to singles and doubles play. This course is designed to improve the student's interest in the game of tennis and inspire the student to continue with tennis as a social outlet and recreational activity. 2 lecture hours per week.

Objectives: Students successfully completing this course will:

1. Apply and improve basic skills learned in Beginning Tennis.

2. Demonstrate advanced skills of tennis.

Pass written and skills tests.

PEHR 1110 (formerly PEHR 1170): Racquetball, Credit 1.0

Course Description: Course for students interested in learning the basics of racquetball. Includes instruction in serving, return, and court strategy. This is an activity class designed to give the students playing time. Students will learn skills, rules, and proper etiquette as well as improving their skill level in racquetball. Course fee required. 2 lecture hours and various lab hours per week.

Objectives: Students successfully completing this course will:

1. Acquire and demonstrate the beginning skills in racquetball including:
 - a. Lob shot
 - b. Kill shot
 - c. Forehand and backhand shots
 - d. Various serves
 - e. Game strategies
2. Discuss the rules and terminology necessary in racquetball.
3. Apply the proper racquetball etiquette and courtesies.

PEHR 1130 (formerly PEHR 1310): Beginning Golf, Credit 1.0

Course Description: Course for students interested in learning the basics of golf. Includes instruction in the fundamentals of grip, stance, swing use of various clubs, rules, and scoring. This is an activity class designed to give the students playing time at the driving range and on the golf course. Students will learn knowledge of rules and etiquette as well as improving their skill level.

Objectives: Students successfully completing this course will:

1. Explain golf etiquette and how proper etiquette enhances the overall golfing experience.
2. Demonstrate knowledge of the basic rules of golf and how to correctly apply them.
3. Define and understand the terminology associated with the game of golf.
4. Learn the principles of the short game, such as putting, pitching, chipping, and bunker play.
5. Understand and practice the skills associated with the proper striking of a golf ball. These techniques include balance, swing path, swing plane, and club-face angle.

PEHR 1131 (formerly PEHR 2310/2130): Intermediate Golf Credit 1.0

Course Description: Course for students who are interested in learning more golf skills. Teaches fundamentals of grip, stance, swing, use of clubs, as well as rules and scoring. Actual practice at the golf course will include putting and driving. Designed to improve student's golf skills, as well as provide activity. Prerequisite: PEHR 1130. Course fee required.

Objectives: Students successfully completing this course will:

1. Apply and improve basic skills learned in Beginning Golf.
2. Demonstrate advanced skills of golf.

Pass written and skills tests.

PEHR 1145 (formerly 1280): Bowling, Credit 1.0

Course Description: Course for students interested in learning the fundamentals of bowling.

Includes instruction in the stance, approach, release and roll. This is an activity class designed to give the students playing time. Students will learn knowledge of rules, scoring and etiquette as well as improving their skill level. Course fee required.

Objectives: Students successfully completing this course will:

1. Explain and demonstrate proper scoring
2. Discuss general bowling etiquette and courtesies.
3. Define bowling terminology, rules and history.
4. Demonstrate beginning fundamentals of ball releases and approaches.
5. Acquire skills to carry over into lifetime activity.
6. Develop a training program that maximizes performance and reduces injury specific to this sport.

PEHR 1200 (formerly PEHR 1400): Basketball, Credit 1.0

Course Description: Course for students interested in learning the basics of basketball. Includes instruction skills, such as dribbling, passing, shooting, team offense and defense, as well as knowledge of the game. This is an activity class designed to give the students playing time. Students will learn knowledge of basketball as well as improving their individual skill level. 2 activity classes per week.

Course Objectives: Students successfully completing this course will:

1. Demonstrate the basic skills of basketball including:
 - a. Dribbling
 - b. Passing
 - c. Shooting (set shot, jump shot, lay up)
 - d. Defense
 - e. Screens
 - f. Rebounding
 - g. Shot blocking
 - h. Game strategies
2. Learn and apply the rules and terminology necessary in basketball.

PEHR 1210 (formerly PEHR 1440): Volleyball, Credit 1.0

Course Description: Course for students interested in learning the basics of volleyball. Includes instruction in the fundamentals of service, passing, setting, and spiking, as well as knowledge of the rules of volleyball. This is an activity class designed to give the student playing time.

Students will learn knowledge of volleyball as well as improving their individual skill level. 2 activity classes per week.

Objectives: Students successfully completing this course will:

1. Acquire the basic skills of volleyball including:
 - a. Overhead set
 - b. Forearm set
 - c. Underhand and overhead serves
 - d. Digs
 - e. Blocks
 - f. Strategies for different situations
 - g. Proper volleyball etiquette
 - h. Spiking Game strategies
 - i. Keeping score
 - j. Proper rotation
 - k. Blocking rules

Learn and apply the rules and terminology necessary in volleyball.

PEHR 1225 (formerly PEHR 1490): Softball Credit 1.0

Course Description: Course for students interested in learning the basics of softball. Includes instruction in the fundamentals of play situations and rules of softball. This is an activity class designed to give the students playing time. Students will learn knowledge of game as well as improve their individual skill level. 2 activity classes per week.

Objectives: Students successfully completing this course will:

1. Acquire and demonstrate the beginning skills in softball including:
 - a. Hitting
 - b. Pitching
 - c. Fielding
 - d. Game strategies and positions

Apply the rules and terminology necessary in softball.

PEHR 1230 (formerly PEHR 1230): Soccer, Credit 1.0

Course Description: Course for students interested in learning the basics of soccer. Includes instruction in the fundamental skills such as dribbling, heading, shooting, trapping, passing, and defensive knowledge of the game as well as improving their individual skill level. 2 activity classes per week.

Objectives: Students successfully completing this course will:

1. Acquire and demonstrate the beginning skills in soccer including:
 1. Basic skills, including passing, receiving, and dribbling
 - a. Defensive skills
 - b. Shooting
 - c. Goalkeeper skills

2. Individual techniques, such as push pass, instep drive, chip, various traps, heading, throw-in, fakes, and feints
3. Define team tactics and strategy, including offensive and defensive formations, start-ups, restarts
4. Pass a written test on the rules of soccer and terminology

PEHR 1235 (formerly PEHR 1830): Football Skills, Credit 1.0

Course Description: This course is for all students interested in developing football skills, both football team members and non-team members. This course will be taught to three groups--those interested in line play, those interested in offense, and those interested in defense. Students will gain knowledge of the game as well as improve their individual skill level through skill practice. 2 lecture hours per week.

The Football Skills course has three sections: Offensive Skills, Defensive Skills, and Offensive Line Skills

Offensive Skills Objectives: Students successfully completing this course will:

1. Develop skills for offensive skill positions: running backs, quarterbacks, and receivers.
2. Successfully implement patterns and drills for offensive players.
3. Develop an understanding of multiple offensive sets and plays.

Defensive Skills Objectives: Students successfully completing this course will:

1. Develop skills for defensive Lbs and Dbs.
2. Develop drills that can be used for these tasks.
3. Implement and run pass coverages.
4. Implement zone, man and combination coverages.

Offensive Line Skills Objectives: Students successfully completing this course will:

1. Demonstrate multiple blocking skills
 1. run blocking
 2. pass blocking
2. Develop footwork and blocking skills to combat different defensive sets
3. Identify defensive sets to successfully execute offensive plays

Intercollegiate Sports

Intercollegiate sports at Dixie State College have undergone a major curriculum change in correspondence with the transition from NJCAA to Division II. Under NJCAA, student-athletes would receive 1.0 credit for each semester participating in the athletic season as well as Body Conditioning for 1.0 credit each semester. Under this structure, the student-athlete could earn 8.0 semester credits entirely related to their intercollegiate athletic sport.

More common to four-year institutions is a structure that allows a total of 4.0 credits over four years; .5 credit during the competitive season for the sport, and .5 credit in the off season for conditioning. This corresponds with other four-year institutions in the state, and thereby facilitates similarities in transfer within the USHE system. A student-athlete can receive 2.0 total credits for participating in intercollegiate competition, .5 credit for each of four years of eligibility

To structure this, each competitive sport has its own course number. The coaches are under the direction of the department chair for EFS/PEHR to comply with institution standards for syllabi and outlines. The Body Conditioning Course has one course number, with each sport given a different section number in the semester chosen for the class.

PEHR 1288, 2288, 3288, 4288: Intercollegiate Men's Cross Country, Credit .5

PEHR 1289, 2289, 3289, 4289: Intercollegiate Women's Cross Country, Credit .5

PEHR 1290, 2290, 3290, 4290 (formerly PEHR 1540): Intercollegiate Men's Football, Credit .5

Course Description: Course designed for students who play intercollegiate football. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate football games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition.

Objectives: Students successfully completing this course will:

1. Demonstrate proper techniques of football; blocking tackling, throwing, catching.
2. Acquire basic and advanced skills and theories of football.
3. Define football terminology and rules.
4. Apply the rules and terminology necessary in football.

Acquire skills to carry over into lifetime activity

PEHR 1291, 2291, 3291, 4291 (formerly PEHR 1520): Intercollegiate Women's Volleyball, Credit .5

Course Description: Course designed for students who play intercollegiate volleyball. Only those students selected to perform athletically may take the course. Includes instruction in skills and play in intercollegiate volleyball games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition.

Objectives: Students successfully completing this course will:

1. Demonstrate basic and advanced skills of volleyball including:
 - a. Pass
 - b. Volley
 - c. Set
 - d. Spike
 - e. Block
 - f. Serve
 - g. Offensive Strategies
 - h. Defensive Strategies
 - i. Serve-receive Strategies
2. Define volleyball terminology and rules.
3. Apply the rules and terminology necessary in volleyball.

Acquire skills to carry over into lifetime activity.

PEHR 1292, 2292, 3292, 4292 (formerly PEHR 1530): Intercollegiate Women's Soccer, Credit .5

Course Description: Course designed for students who play intercollegiate soccer. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate soccer games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition.

Objectives: Students successfully completing this course will:

1. Demonstrate the basic and advanced skills of soccer including:
 - a. Passing
 - b. Trapping
 - c. Shooting
 - d. Heading
 - e. Attacking
 - f. Defending
 - g. Game strategies
2. Define soccer terminology and rules.
3. Apply the rules and terminology necessary in soccer.

Acquire skills to carry over into lifetime activity.

PEHR 1293, 2293, 3293, 4293: Intercollegiate Men's Basketball, Credit .5

Course Description: Course designed for men who play intercollegiate basketball. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate basketball games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition.

Objectives: Students successfully completing the season will:

1. Demonstrate skills of offensive basketball
2. ball control, dribbling proficiency, offensive sets, passing
3. Demonstrate skills in defensive basketball
4. Zone, position defense, man defense

PEHR 1294, 2294, 3294, 4294: Intercollegiate Women's Basketball, Credit .5

Course Description: Course designed for women who play intercollegiate basketball. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate basketball games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition.

Objectives: Students successfully completing the season will:

1. Demonstrate skills of offensive basketball
5. ball control, dribbling proficiency, offensive sets, passing
6. Demonstrate skills in defensive basketball
7. Zone, position defense
8. Rebounding skills, blocking out

PEHR 1295, 2295, 3295, 4295 (formerly PEHR 1570): Intercollegiate Men's Golf, Credit .5

Course Description: Course designed for first year students who play intercollegiate golf. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate golf games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition.

Objectives: Students successfully completing this course will:

1. Know and demonstrate the rules of golf.
2. Explain the science of ball flight.
3. Demonstrate the ability to manage their ball flight.
4. Apply the principles of hole management.

Practice 30 minutes daily on chipping and putting

PEHR 1296, 2296, 3296, 4296: Intercollegiate Men's Baseball, Credit .5

Course Description: Course designed for students who play intercollegiate baseball. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate baseball games. This is an activity class

designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition.

Objectives: Students successfully completing the season will:

1. Demonstrate refined baseball skills necessary for intercollegiate competition:
 - a. Defense
 - b. Offense
 - c. Baserunning
 - d. Pitching
 - e. Game strategies and positions

PEHR 1297, 2297, 3297, 4297 (formerly PEHR 1510): Intercollegiate Women's Softball, Credit .5

Course Description: Course designed for students who play intercollegiate softball. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate softball games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition. Instructor permission required.

Objectives: Students successfully completing this course will:

1. Acquire and demonstrate the beginning and advanced skills in softball including:
 - a. Hitting
 - b. Pitching
 - c. Fielding
 - d. Game strategies and positions
2. Define softball terminology and rules.
3. Apply the rules and terminology necessary in softball.
4. Acquire skills to carry over into lifetime activity.

Compete successfully in intercollegiate softball competition.

PEHR 1298, 2298, 3298, 4298: Intercollegiate Women's Tennis, Credit .5

Course Description: Course designed for students who play intercollegiate softball. Only those students selected to perform athletically may take this course. Includes instruction in skills and play in intercollegiate softball games. This is an activity class designed to give the student-athlete competitive playing time. Students will gain knowledge of the game as well as improve their individual skill level through competition. Instructor permission required.

Course Description: *No objectives available at the time of this review as this is a brand new sport.*

PEHR 1300 (formerly PEHR1600): Beginning Swimming Credit 1.0

Course Description: Course for students interested in swimming. Includes instruction and practice in the fundamental elements of swimming and water safety skills emphasizing the basic skills of floating, rhythmic breathing, gliding and kicking, form of a crawl stroke and elementary backstroke. This is an activity class designed to give the student swimming time. Students will gain knowledge as well as improve their skill level in swimming. Course fee required. 2 lecture hours per week.

Objectives: Students successfully completing this course will:

1. Demonstrate basic competitive swimming strokes including:
 - a. Front crawl
 - b. back crawl
 - c. Breast stroke
 - d. Butterfly
 - e. Leisure stokes
 - f. Elementary back stroke
 - g. Side stroke
 - h. Breast stoke
2. Demonstrate basic water survival skills:
 - a. Tread water
 - b. Float
 - c. Proper breathing
3. Demonstrate beginning diving skills

PEHR 1340 (formerly PEHR 1650): Lifeguard Training, Cr. 2.0

Course Description: Course for students interested in furthering their knowledge and skills in swimming and getting their lifeguard training. Instruction is given in water rescue, water safety and skills. Successful completion of this course includes the Red Cross Exam, and successful students will be Red Cross certified. Prerequisite: Proficiency in two basic strokes (American Crawl and breaststroke). Course fee required. 2 lecture hours per week.

Objectives: Students successfully completing this course will:

1. Demonstrate rescuer skills in CPR and the first aid procedures for common emergencies.
2. Demonstrate skills, knowledge and techniques necessary to become a responsible lifeguard at swimming pools and non-surf open water beaches.
3. Certify American Red Cross Standard First Aid and Lifeguard Training.

Apply knowledge and demonstrate skills necessary for hiring as a life guard.

PEHR 1350 (formerly PEHR 2610): Scuba Diving, Cr. 1.0

Course Description: Designed for students interested in scuba diving. Teaches basic scuba diving techniques, scuba safety, and use of scuba equipment in a swimming pool and in strictly limited and supervised open water dives. Includes lectures on underwater environment, diving skills, equipment, techniques, respiration, breathing air at depth, safety procedures in scuba diving. While students receive the PADI (Professional Association for Diving Instructors) open

water scuba course, students must certify in scuba diving independently of this course. Course fee required. Variable lab hours per week.

Objectives: Students successfully completing this course will:

1. Become a PADI certified scuba diver
2. Demonstrate mastery of the three distinct training phases:
 - a. Classroom work (academic evaluation)
 - b. Pool training (confined water evaluation)
 - c. Open water skill evaluation dives

PEHR 1527 (formerly PEHR 1190): Intro to Climbing, Credit 1.0

Course Description: This course is designed for all students, presenting introductory information on safety, equipment and its maintenance, and climbing technique, including rappelling, bilying, and sport climbing. All climbs will be conducted on campus; however, class presentations will include introductions to local climbing venues. Fee required. 2 lab hours per week.

Course Objectives: Students successfully completing this course will:

1. Demonstrate beginning rock climbing and rappelling skills including:
 - a. Set up of a rappel and a top rope climb
 - b. Tying of knots, using a secure anchoring system
 - c. Belaying techniques
2. Know and apply proper use and care of equipment
3. Demonstrate essential safety procedures for a safe and productive experience, such as, equipment check, signal calling, etc.

PEHR 1543 (formerly PEHR 2050): First Aid/Respond to Emergency, Credit 3.0

Course Description: Course designed for students desiring to learn about first aid including allied health majors, community members, and PE majors. Includes instruction in the principles and practices in emergency care and first aid procedures for injuries and safety precautions. Successful completers will be certified through the American Red Cross in CPR and First Aid. 3 lecture hours per week.

Objectives: Students successfully completing this course will:

1. Distinguish and act in life-threatening situations including:
 - a. Rescue breathing
 - b. Choking
 - c. CPR, infant, child, adult
2. Distinguish and act in non life-threatening situations.
3. Certify in one of two areas (as desired)
 - a. Red Cross CPR

Red Cross First Aid

PEHR 1550 (formerly PEHR 1180): Beginning Mountain Biking, Credit 1.0

Course Description: This course is designed to present basic information on equipment purchase, maintenance and repair. Fitness programs and short trips are conducted in the St. George area with an extended tour planned by the group to conclude the semester.

Course Objectives: Students successfully completing this course will:

1. Ride safely off road.
2. Perform basic trail repairs.
3. Demonstrate knowledge of trail etiquette.
4. Ride into the wilderness safely and return leaving little or no trace.

PEHR 1575 (formerly PEHR 1210): Rodeo Rules and Conditioning, Credit 1.0

Course Description: This course is designed for the rodeo athlete who participates in intercollegiate rodeo or the student who has an interest in rodeo. This course includes instruction in National Intercollegiate Rodeo Association Constitution By-Laws and Rules, with a focus on building skills needed for rodeo competition. Students will gain knowledge and a greater appreciation for rodeo as well as improve their individual skill level. This course may be repeated for credit.

Objectives: Students successfully completing this course will:

1. Demonstrate knowledge of the constitution, bylaws and rules of the Intercollegiate National Rodeo Association.
2. Demonstrate proper care and treatment of rodeo animals
3. Discuss the rules and regulations of participation in the Intercollegiate National Rodeo Association.
4. Participate in two volunteer service projects for the Dixie Roundup, the Dixie 6, (high school rodeo) or other rodeo related competitions.
5. Record their practice hours on their own animal each week.

PEHR 1720 (formerly PEHR 1800): Social Dance, Credit 1.0

This course has been removed from the PEHR curriculum as of Fall 2006. It will continue to be taught on the campus, but will be taught out of the Dance Department.

Objectives:

Students successfully completing this course will:

1. Learn and perform the major American dance forms including:
 - a. Fox trot
 - b. Swing
 - c. ChaCha
 - d. Waltz
 - e. Two step
2. Complete written and skills tests.

PEHR 1730: Adaptive PE, Credit 1.0

Course Description: Course for students physically disabled or unable for physical or medical reasons to participate in the regular physical education courses. Teacher will work with the student and give assignments according to the student's individual abilities and needs. Time will be arranged by instructor.

Prerequisite: Instructor permission.

Objectives: Students successfully completing this course will:

1. Develop, with assistance from the instructor, and accomplish an individual plan for participating in physical activity appropriate to their individual abilities.

PEHR 1740: Adaptive PE, Credit 1.0

Course Description: Course for students physically disabled or unable for physical or medical reasons to participate in the regular physical education courses. Teacher will work with the student and give assignments according to the student's individual abilities and needs. Time will be arranged by instructor.

Prerequisite: Instructor permission.

Objectives: Students successfully completing this course will:

1. Develop, with assistance from the instructor, and accomplish an individual plan for participating in physical activity appropriate to their individual abilities.

PEHR 1770: Body Conditioning for Intercollegiate Athletics, credit .5

Course Description: Course for student-athletes preparing and conditioning for intercollegiate competition. Includes instruction in development of a program of exercises and activities to provide for specialized fitness for competitive performance. May be repeated for a maximum of 2 credits. Prerequisite: Instructor permission.

Objectives: Students successfully completing this course will:

1. Work diligently on specific training regimen to increase
 - a. Strength for sport
 - b. Quickness for sport
 - c. Endurance for sport
 - d. Specific skills consistent with successful execution of competitive sport

PEHR 1850: Special Performance Cheerleading, Credit .5

Course Description: This class may be taken only by those students selected to perform as Cheerleaders. This is an activity class designed to give the students time to prepare for performance. Substantial time will be spent performing. Can be repeated for a total of 4 credits over ten semesters.

Prerequisite: Instructor permission.

Objectives: Upon completion of the cheerleading class, the student will:

PEHR 1860: Rebelettes, Credit .5

Course Description: This course may be taken only by those students selected to perform as Rebelettes. This is an activity class designed to give the students time to prepare for performance. Substantial time will be spent performing. Can be repeated for a total of 4 credits over ten semesters.

Prerequisite: Instructor permission. Course fee required.

Objectives:

PEHR 1990: Developmental Skills for Children, 2.0

The Developmental Skills for Children course has been removed from the curriculum. This removal took place in the Fall of 2006.

Objectives: Students successfully completing this course will:

1. Demonstrate basic elementary school age appropriate physical skills including:
 - a. Locomotor movements
 - b. Gross motor skills
 - c. Rhythmic activities
2. Teach a fundamental physical skill to children and develop a game using this skill.
3. Discuss how physical activity enhances a child's social, physical, emotional and mental well being.
4. Teach physical activities appropriate for elementary school aged children to other class members.
5. Observe and report on elementary school play ground physical activities.

PEHR 2020: Exercise Science, 1.0

Course Description: Designed for students interested in working in the fitness industry as either a personal trainer or aerobics instructor. Covers basic human anatomy and physiology as it pertains to exercise, basic training principles in aerobics and strength training. Course contains lecture and lab exercises. Students are encouraged to have taken or take CPR training concurrently. The course objective is to prepare students for the American Council of Exercise (ACE) certifying exam. Must be taken concurrently with PEHR 2040. 2 lecture hours per week.

Objectives: Students successfully completing this course will:

1. Recognize and discuss the core curriculum of Exercise Science.
2. Explore the working field of Exercise Science.
3. Become certified as a personal trainer or group fitness instructor (if desired)-

PEHR 2030: Aerobic Instructor Training Lab, Credit 1.0

Course Description: A laboratory course to be taken concurrently with PEHR 2020. 2 lab hours per week.

Objectives: Students successfully completing this course will:

1. Recognize and discuss the core curriculum of Exercise Science.
2. Explore the working field of Exercise Science.
3. Become certified as a personal trainer (if desired)

4. Demonstrate the skills of exercise testing including:
 - a. Body composition analysis
 - b. Flexibility
 - c. Cardiorespiratory
 - d. Muscular strength
 - e. Muscular endurance
 - f. Heart rate
 - g. Blood pressure evaluations
5. Discuss exercise prescription and program design

PEHR 2040: Personal Training Instructor Lab, Credit 1.0

Course Description: A laboratory course to be taken concurrently with PEHR 2020. 2 lab hours per week.

Objectives: Students successfully completing this course will:

1. Recognize and discuss the core curriculum of Exercise Science.
2. Explore the working field of Exercise Science.
3. Become certified as a group fitness instructor (if desired)
4. Demonstrate the basic skills of a group fitness instructor
5. Demonstrate the various forms of aerobic classes including:
 - a. Step Aerobics
 - b. High/Low Aerobics
 - c. Cardio-Boxing
 - d. Water Aerobics etc.
6. Discuss class organization and design

PEHR 2600: Water Safety Instruction

Objectives: Students successfully completing this course will:

1. Demonstrate the qualities required of a Red Cross representative and role model.
2. Discuss all ARC Swimming and Water Safety materials.
3. Ensure a participant's safety.
4. Plan conduct and evaluate swimming and water safety courses.
5. Monitor participant's practice and provide corrective feedback and encouragement.
6. Customize courses to meet participant's needs.
7. Develop a plan to keep knowledge and skills current.
8. Demonstrate the required skills at an acceptable level of performance.

PEHR 2990-2999: Seminars in Physical Education Credit .5-3.0

Course Description: For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures,

travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements.

Prerequisite: Instructor permission.

Following are a group of classes that have been designed and developed in a curricular way but have not been taught for one reason or another:

PEHR 1870: Fundamentals of Team Sports Credit 3.0

Course Description: Fundamentals of Team Sports (Softball, Volleyball, Soccer, Basketball, Flag Football) For students who are interested in learning the fundamental rules, regulations and skills of individual and dual sports, specifically, softball, volleyball, soccer, basketball, flag football. The course is open to all students, but required for all PEHR majors transferring to four-year institutions. 3 lecture hours per week.

PEHR 1880: Fundamentals of Individual Dual Sports Credit 3.0

Course Description: Fundamentals of Individual and Dual Sports (Tennis, Golf, Badminton, Weight Training and Racquetball) Course for students who are interested in learning the fundamental rules, regulations and skills of individual and dual sports, specifically tennis, golf, badminton, weight training and racquetball. The course is open to all students, but required for PEHR majors transferring to four-year institutions. 3 lecture hours per week.

PEHR 2010: Introduction to PE Credit 2.0

Course Description: Course required for physical education majors. Teaches history and principles of physical education. Study of the objectives of modern physical education with a view toward the development of the basic philosophy and background of professional education. Open to first semester students. 2 lecture hours per week.

PEHR 2410: Football Officiating Credit 1.0

Course Description: For students wishing to officiate in interscholastic, intramural and community games. Teaches rules, techniques, problems and procedures in officiating football and flag football. Utilizes lecture, media, guest lecturers and practical game experience. 2 lab hours per week.

PEHR: 2420: Volleyball Officiating Credit 1.0

Course Description: For students wishing to officiate in interscholastic, intramural and community games. Teaches rules, officiating, techniques, problems and procedures used in volleyball. Uses lecture, media, guest lecturer and practical games situations. 2 lab hours per week.

PEHR 2430: Basketball Officiating Credit 1.0

Course Description: For students wishing to officiate in interscholastic, intramural and community games. Teaches rules, officiating, techniques, problems and procedures used in basketball. Uses lecture, media, guest lecturer and practical games situations. 2 lab hours per week.

PEHR 2450: Softball Officiating Credit 1.0

Course Description: For students wishing to officiate in interscholastic, intramural and community games. Teaches rules, officiating, techniques, problems and procedures used in softball. Uses lecture, media, guest lecturer and practical games situations. 2 lab hours per week.

PEHR Curriculum Design - Strengths, Weaknesses and Recommendations

For the purpose of historical reference, the following is the analysis of the strengths, weaknesses and recommendations from the 2002 Program Review:

The Physical Education Health & Recreation department in the past five years has undergone several major changes and adjustments. One of the biggest changes to the department is the loss of PEHR credit as a graduation requirement. This resulted in a tremendous loss in enrollment in the traditional PEHR courses. At approximately the same time, the Fitness Center came on line, which gave a big boost to the PEHR department enrollment. A more recent change was that of the merging of Family Consumer Science department and the PEHR department. Previous to this merger the PEHR department was part of the Athletics department. Through changes in contractual agreements coaches were free from any teaching responsibilities and therefore this change in structure of the department was necessary. The future of the PEHR department seems to be one of evolution. We as the PEHR Department must evolve. We must evolve to offer the necessary courses for transferring Physical Education students. We must also adapt to the changing forms of activity, to be able to meet the needs of Dixie State College students.

In 2006, PEHR has been a stable part of the EFS/PEHR department. There has been a deeper integration and participation. Budget management, while under the supervision of the department chair, has been transferred to the full-time employees so they know where they stand with budget. In response to the comment on evolution, the department has changed little. In a time of college transition, PEHR has not been an area of high priority to the administration. We still have only one full-time faculty member, though Christian Hildebrandt, as director of the Fitness Center, is at times afforded faculty status. We offer few new courses, and can be described as a department in a static state.

Strengths: In evaluating the differences between 2002 and 2006, there have been some bright spots, though some of these in turn expose some of the weaknesses.

◆ Fitness Center: While still the enrollment mainstay of the department, the Fitness Center is

struggling to keep up. The staff, under Hildebrandt's leadership, has eked the very most out of the aerobic machines, but the institution has never followed through on an institutional commitment to provide annual budget to replace at least two machines per year. In 2005-2006, the EFS/PEHR Department asked for 60,000 in one time dollars to replace ten (10) machines; the actual amount received was 15,000. As the aerobic machines were dead, we have had to buy a lesser quality machine and have replaced six (6) machines. This problem with the machines will continue to be a problem until the administration recognizes that operation of the Fitness Center requires a steady infusion of at least 10,000 per year to replace machines in a five year cycle. Additionally, many of the weight machines are worn out, and there has not been a plan to replace these. The weight machines cost between two thousand and three thousand dollars apiece. The FC should replace two per year in order to continually provide safe equipment. The recommendation, therefore, is for an ongoing budget of 15,000.00 to maintain the Fitness Center equipment in safe and operable status.

This author is aware that an ongoing award of 8000.00 was granted by the institution in the past, but this money was diverted by an administrator without the knowledge of the department chair, the director of the Fitness Center, or other administrators. Since that time, the money has just been absorbed into other budgets.

One bright spot for the Fitness Center has been the one time funding to repair the pool, which was received in the Spring of 2006. The pool now is not leaking like a sieve, and the machinery is more suited to maintain the pool in a decent manner.

Additionally, the Fitness Center staff has continued to be extremely important to several of the intercollegiate sports, which have asked for help in conditioning programs for the athletes. Christian has been invaluable in providing exercise space, expertise, direct coaching and teaching, and designing programs. While this has contributed to his workload, he feels committed to help the athletes and athletic programs to the best of his ability.

In addition, in response to meetings held many years ago between the school district and the College, a recommendation was made to create a partnership between the school district and the college with an intent to address the growing trend of overweight school-aged children. Christian took it upon himself to lead an effort to develop a program, which was named **BUFF KIDS**. The program began in the 2003-2004 school year. A description of the program, from introduction to present implementation and progress can be found in Appendix F. An interesting development as a result of the BK program is the current plan to apply for a Physical Education Program (PEP) Grant through the Carol White PEP Grant Competition. In reviewing the recipients of the FY 2006 PEP competition, fifty-five school districts from twenty-two states received grants averaging between \$300,000 and \$375,000 dollars. The BK program Christian has helped fits very well the purpose and the elements of the PEP grant.

- ◆ Enrollment: Enrollment continues to be high. The Fitness Center has seen a drop in enrollment this Fall of 2006 for two reasons: the reduction of credit from 2.0 to 1.0, and the rise in fee from 10.00 to 25.00. Both of these changes were necessary, and it is anticipated that the Fitness Center will gradually recover its enrollment. Other courses in the department continue to have fairly steady enrollment.
- ◆ Diversity of courses: While DSC offers the same basic diversity of courses available in 2002, there have been few new courses. Notably, a very popular Yoga course has been added, and besides the Fitness Center it may be the most popular PEHR course in terms of enrollment. What is less evident is that compared to other colleges, DSC offers only a small number of

courses. For the size institution we have become, we have not grown commensurate to the enrollment and size of the student body. Without more faculty to lead growth and development of PEHR programs, the department stagnates. This is not to disparage the quality of the current offerings or the faculty; it is simply impossible to develop without a growth in faculty numbers.

- ◆ Merging of the Family Consumer Science Department and the Physical Education, Health & Recreation Department: These two departments have been connected since 2001, with many benefits to both. We have recognized the need to place a higher emphasis on the role of academics in Physical Education courses and are implementing this in our classes. The department has also become more organized and communicative. This has not only helped legitimize and improve our courses but as a department we are functioning on a much higher level.

In 2006, this improvement has continued to grow and improve, limited only by the extent of the budgetary and personnel limitations. There is a growing sense of ownership and commitment to the programs, to direct operations and budget management.

Recommendations

- ◆ In 2002, the recommendations included an effort to try to regain the General Education designation that was ended in the mid 1990's. It is unlikely that PEHR will return to GE, for a couple of very legitimate reasons. First among these is that PE is not a GE requirement at other schools in the USHE. Secondly, as we develop more baccalaureate degrees, it becomes clear that a smaller general education requirement facilitates timely completion of degree by allowing students to focus on their prerequisites in the first two years. This has been philosophically supported at DSC. A review of General Education took place in 2005, and PEHR courses were not included in the reform of GE; in fact, the GE total credits was reduced by two full classes.
- ◆ Since 2002, DSC has been participating in articulation conferences each year with the USBR guiding the development of commonly numbered courses to facilitate articulation. This has been a successful endeavor, and DSC now has a very clear articulation agreement with all institutions in the USHE. The one area where there are differences is in the area of intercollegiate athletics. Most PE departments are not as involved with collegiate sports as we are at DSC. The director of athletics has been extremely supportive and cooperative in the past two years to build connections with the academic department, and part of this effort has included requiring the coaches to treat their sports instruction as a legitimate college course, with syllabi and outlines that meet the standard of accreditation requirements. DSC needs to continue to add courses that will be supportive of PEHR majors, both for an articulation and transfer purpose and for the eventual development of a baccalaureate degree in PEHR.
- ◆ As DSC has changed its mission to include four-year programs, and as it has made the commitment to transition to Division II athletics, we now have upper division students on campus who need access to baccalaureate programs. A high percentage of these students could come from the corps of athletes who want to continue to attend school at Dixie and compete in their sport. The present courses have been adequately articulated within the system, as noted before. Much more important now is to develop our own baccalaureate degree. As the degree is developed, it most certainly should be done with cooperation from USHE to ensure strong articulation and common mission as other institutions in their PE

degrees. To successfully undertake this monumental task, the following objectives must be accomplished, and most effectively in this order

1. Hiring a qualified faculty member(s) to put the degree process into motion. There are PhD candidates out there that would love to come to St. George to lead us in this work.
2. Develop strong relationships with all agencies and entities that depend on professionals in physical education in each of the areas of the degree developed. These areas should include:

PE with an emphasis in coaching (Washington County School District, State Department of Education, Educational Agencies)

Recreation Management (City Leisure Departments, Recreation Programs for all ages, Summer Camp Programs, Care Center Recreation Representatives)

Personal Training (National Strength and Conditioning Association for licensing, local and regional businesses for fitness and training)

Sports Medicine/Physical Therapy (IHC, local sports medicine facilities, American College of Sports Medicine)

Secondary Education Endorsement coursework (work with the State Department of Education, Local Educational Agency, State Board of Regents)

3. Develop a core set of classes essential to a PEHR baccalaureate. These should be consistent with other institutions in the Utah System of Higher Education, and should have strong transfer/articulation consistency.
4. Develop the Letter of Intent to propose a new degree to the Board of Regents.

- ◆ One very exciting development over the past year has been the discussions and plans to develop a student center that would include a sports training facility, medical offices, a student recreation center, offices and classrooms for a physical education department, and an adjoining athletic department facility. Members of the department have participated in discussions and been given a chance to give input into the project. It makes abundant sense to build into the project the infrastructure to develop a Baccalaureate Degree at DSC. An expansion of Fitness Center services is part of the proposal.

The timeline for breaking ground is still up in the air, as fundraising for the building continues. A best guess might suggest a groundbreaking in 2009.

- ◆ Institute Sports officiating courses (4 fold). This recommendation was also in the 2002 Program Review. It has not been implemented, primarily because of a shortage of faculty to coordinate and implement the recommendations. It's still a needed service to the community, and these classes should be offered as soon as possible.

1. Provide a course that will be transferable to a baccalaureate program
2. Provide trained officials for the intramural program
3. Develop a relationship with the city recreation in providing them with trained sports officials
4. Provide necessary skill for Dixie State students to find employment

opportunities

Challenges

Very clearly, the college needs to respond to the market demand for baccalaureate degrees in our region. All departments have a huge task ahead in writing the degree proposals with a high level of professional quality. In our department, we have no full-time faculty members with a degree above a bachelor's. It will be impossible to move forward with the baccalaureate work and proposals without a PhD representing our institution. The first hurdle, then, is getting support from the institution for this degree, and getting this in the form of a tenure track position in PEHR.

Upon hiring the person to put this work together, there is a tremendous amount of work ahead in getting the right input from the different sources, in developing the collaboration we need to offer a great graduate from our college with a stellar curriculum.

Finally, we face a big hurdle in getting state support for this degree. Other institutions of higher education, primarily SUU, are likely to oppose a degree program here that will compete for students. The Board of Regents has not been helpful or supportive of new degrees at DSC without putting up a phalanx of barriers.

- ◆ In 2006, we see that it will be extremely difficult to attract PE students without the baccalaureate degree. Once a baccalaureate degree has been approved and developed, recruitment within Washington County School District will be endeavored with a reasonable expectation of success. In many of its earlier baccalaureate programs, DSC has proceeded with a strong interagency partnership. Not only should we continue to develop the partnership, it is hopeful that some of the classes offered at the college campus will provide incentive for school district students to attend the college.
- ◆ The Fitness Center continues to be a bonus in many ways to the campus and its students. As we grow and add newer facilities, there will come a time when we need to evaluate the Fitness Center program as a credited class, which is done in many institutions of higher learning, or as a drop in center, where any student with a school I.D. card can drop in any time for exercise. This practice is also common at many colleges.
- ◆ Several Physical Education baccalaureate programs in the state require a sports officiating course to graduate. By offering this type of course at Dixie State we will be able to provide a service for those students who are working for this type of degree. We will also be able to fulfill the need for qualified and trained sports officials in the city recreational system as well as in our own intramural program. Our challenges will be working out a relationship between these various institutions that will meet the needs and requirements of all parties involved. These courses have been accepted by Curriculum Committee and are now in the system, but have yet to be offered at the college.

Student Achievement – Indicators, Assessment, Analysis, and Appraisal

The Department of Physical Education, Health and Recreation at Dixie State College of Utah promotes the development of knowledge and skills which can guide students to make substantive, positive change in their life course. The goals are intended to support students in achieving their academic, career and life goals. Indicators of student learning include course-specific measurements of skills and safety procedures to promote lifelong habits of health and fitness.

The data collected from the assessments noted above will be used to determine student achievement and will be evaluated through demonstration of skills testing, activity participation, certification and success in collegiate transfer. This basic student information is the foundation for overall course success and overall program success.

The following student learning outcomes are part of the summative evaluation of the PEHR program. These indicators are directly related to individual student success, which is measured using various formative assessments in the classroom and from various applied projects and activities.

In terms of consistent application of the multiple assessments, it seems clear that the department is lacking consistency. Some of the instructors do a thorough job genuinely utilizing the proposed and adopted assessment structures, while others are less consistent. In part, this is a problem with having a large contingency of adjunct instructors, as well as having some turnover in the same group. The department needs to do a better job training and supporting the adjunct instructors in assessment.

Student Learning Outcomes	Measurements/assessment	Results	Recommendations
<p>1. The students will develop the necessary skills and knowledge of safety procedures in each activity course to promote lifelong habits of health and fitness.</p>	<p>Multiple measures will be used in classes:</p> <ul style="list-style-type: none"> *drills *game situations *skills tests *multiple choice tests *essay tests *exit surveys <p>Students will successfully apply skills and safety procedures from activity classes using the above measures with 75% success.</p>	<p>Students taking activity classes in Fall semester of 2006, completed the listed measures with a 93% rate.</p>	<p>The goal is being met, therefore no recommendations are listed.</p> <p>It should be noted that the very high percentage rate does not indicate low academic rigor in these classes. Currently DSC has a drop date that is almost nine weeks into the semester. Any student who is concerned about their GPA usually will drop classes in which they are not doing well. Many students in the PEHR classes drop at this time if</p>

			they are not receiving an A.
2. The students will develop the necessary skills to certify with the governing organizations as applicable.	Students will pass certification standards with a 75% success rate.	Classes that had certifying with different agencies, primarily the Red Cross, as an objective, 88% of students achieving certification.	The goal is being met, therefore no recommendations are listed.
3. The students will develop the essential safety procedures, necessary skills and proper use and care of equipment in each recreation course to promote lifelong skills and fitness for the enjoyment of recreational activities.	<p>Multiple measures will be used in classes:</p> <ul style="list-style-type: none"> *drills *safety skills tests *multiple choice tests *essay tests *exit surveys <p>Students will successfully apply skills and safety procedures from recreation classes using the above measures with 75% success.</p>	Students taking recreation classes in Fall Semester of 2006, completed the listed measures with a 90% rate.	<p>The goal is being met, therefore no recommendations are listed.</p> <p>(Refer to note on #1.)</p>
4. The students will develop the necessary skills and knowledge of safety procedures in each fitness course to promote lifelong habits of health and fitness.	<p>Multiple measures will be used in classes:</p> <ul style="list-style-type: none"> *drills *skills tests *fitness testing *diet analysis *health risk appraisals *exercise programming *fitness practicum *multiple choice tests *essay tests *exit surveys 	Students taking fitness classes in Fall Semester of 2001, completed the listed measures with a 77% rate.	The goal is being met, therefore no recommendations are listed.

	Students will successfully apply skills and safety procedures from activity classes using the above measures with 75% success.		
5. Physical Education, Health and Recreation students who transfer to universities in UHES will know the classes currently offered at their school of choice.	<p>Students will complete transfer advisement form during their sophomore year.</p> <p>Using phone surveys of PEHR departments at universities in Utah, 70% of the responses will affirm that Dixie State College transfer students are adequately prepared for their program work.</p>	This has been an assessment recommendation for the past four years, yet has not been implemented. A dearth of staff, a lack of direction in the program, and a reduction in work force hampers these developments and assessments.	<p>Meet with PEHR students at the Freshmen Orientation and outline the proposed program of study. Confer with students again during their sophomore year to insure the student has the proper classes to transfer.</p> <p>Develop a form for PEHR students, listing required and suggested classes, to track their progress during their tenure at Dixie State College.</p> <p><u>(See Appendix D).</u></p>

Dixie State College

PEHR Course

Effectiveness Survey

Please rate yourself using the following criteria:

1. My skills in this activity, as a result of this course have
 - a. greatly improved
 - b. somewhat improved
 - c. not improved
 - d. declined
2. My understanding and knowledge of the rules, strategies, and/or safety procedures of this activity, as a result of this course has
 - a. greatly improved

- b. somewhat improved
 - c. not improved
 - d. declined
3. My enjoyment of this activity as a result of this course has
- a. greatly improved
 - b. somewhat improved
 - c. not improved
 - d. declined
4. As a result of this course my fitness level has
- a. greatly improved
 - b. somewhat improved
 - c. not improved
 - d. declined
5. As a result of having taken this course I plan to
- a. regularly engage in this type of activity
 - b. periodically engage in this type of activity
 - c. rarely engage in this type of activity
 - d. Never do this activity again

The following is a summary of the assessment of PEHR programs.

1. What will students learn or be able to do as a result of these programs?

PEHR Areas of Focus, Their Objectives and Classes:

1. Activity Courses

- ◆ Demonstration of skills
- ◆ Instruct in pertinent rules or strategies
- ◆ Demonstration of game etiquette
- ◆ Encourage healthy competition
- ◆ Development of lifelong skills and fitness for the students enjoyment

2. Health & Physical Education Courses

- ◆
- ◆
- ◆
- ◆ Certify students with the governing organizations when applicable.
- ◆

3. Recreation Courses:

- ◆
- ◆ Instruct in proper use and care of equipment
- ◆ Instruct in essential safety procedures for a safe and productive experience.
- ◆ Mandate essential safety procedures for a safe and productive experience.

◆Development of lifelong skills and fitness for the enjoyment of recreational activities

4. Fitness Courses:



(See Learning Objectives under Curriculum for individual PEHR class objectives.)

2. How do we know if students accomplish what we want them to?

See student achievement learning table under [Student Achievement — Indicators, Assessment, Analysis, and Appraisal.](#)

3. What are students' greatest challenges in achieving the learning objectives you've set for them?

Attendance is the greatest barrier to students achieving the stated learning objectives in each class. Because PEHR classes are elective courses and skill-based, students often fail to consider them as important and do not devote the necessary time and energy to succeeding in them. If students attend regularly they can easily be successful in meeting course requirements.

4. What have program faculty done to improve student success on the learning objectives that are most challenging to them?

Detailed syllabi will help the students understand the class expectations, grading procedure and other class policies from the commencement of the class. Enforcing a strict attendance policy encourages regular participation which will lead to a successful completion of course objectives. The Fitness Center, which constitutes a majority of PEHR FTE, has incorporated a variety of programs to provide options for all students to meet course requirements.

One of the goals of the PEHR faculty is to provide many options from which the students can choose. All students regardless of ability, age, fitness level and interest can find something appealing to them. A large number of activity courses both individual and team sports are available to all students. Offerings include such classes as rodeo competition, freshwater fishing, rock climbing, aerobics, backpacking, mountain biking as well as the more traditional PEHR courses of basketball, volleyball, soccer, tennis, golf, swimming, softball etc.

Instructional Staff

NAME	SUBJECTS TAUGHT	DEGREE & SCHOOL	CERTIFICATION, ACCREDITATION, AWARDS
Full Time Faculty			
Christian Hildebrandt	Fitness Center Intro to Climbing Exercise Science BUFF KIDS PROGRAM	B.S. Arizona State University, Exercise Physiology	Certified Health Fitness Instructor through American College of Sports Medicine Certified Strength and Conditioning Coach through National Strength and Conditioning Association American Red Cross: Certified First and CPR Instructor
Kelly Smith	Health Education Bowling Racquetball First Aid Water Safety Swimming Life guarding	BA, Brigham Young University, Physical Ed.	Certified through the American Red Cross for CPR Instructor, Water Safety Instructor, Lifeguard Instructor
Adjuncts			
Wayne Bullock	Tennis		Certified as a Professional Tennis Instructor with the United States Professional Tennis Registry

Casey McClellan	Rodeo	Currently working on a Master's Degree in Administration	Certificate
Kevin Dye	Scuba	A.S. Dixie State College	Master Scuba Diver Trainer Certification from P.A.D.I. Medic First Aid Instructor
Kori Esplin	Rebelettes	A.S. Dixie State College	
Donelle Forbes	Cheerleading	A.S. Dixie State College	
Wade Vest	Mountain Biking	B.S., Brigham Young University	
Greg Loebel	Self Protection		Gau-Lin of the Wing Chun Kung Fu Council
	Exercise Science Lab		
No teacher for these combative courses at the time	Martial Arts		
Rob Snow	Recreation	B.A. Recreation Administration, Brigham University M.S. Recreation Education, Brigham Young University Ph.D. Resources Development, Texas A&M University	
Maureen Eckroth	Golf	BA, U of U, MA, UNM	Compliance Officer and Eligibility Officer Dixie State College
Dave Dwyer	Softball	BS, Oregon State	
Ron Ellison	Golf		

Ron Haun	Football	MS, BYU, BS, WSU	
Linda Huddleston	Soccer	MS, NAU	
Jon Judkins	Basketball	BA, Utah State University	
Angela Kristensen	Basketball	MS, Northwest Missouri St, BS, Briar U	
Mike Littlewood	Baseball	MS in progress, BS BYU	
Carol McCarrol	Aerobics		
Benja Peterson	Yoga		
Jeff Parker	Volleyball	BSCSSac	
Kyle Wilson	Trainer	BS, SUU, MS, USSportsAcademy	
Wade Vest	Mountain Biking	BS, BYU	
MaryLynn Goudy	Health Education	MS	

Faculty FTE Production, Student Enrollment, Program Cost

The faculty member's FTE production shown in this table is broken into courses. The teacher may teach multiple sections of a single course; these are totaled together. It must be noted that a significant FTE was generated by the summer camps. In terms of program costs, these credits probably should not be totaled into the rest of the department statistics.

Year/Term	Course PEHR	Title	Teacher	Enrolled 06	FTE	Program Cost	Athletics
Summer 06	1200-1235	Summer Camps	Steve Bringham	2205	147.01		
Fall 06/Spr 07	1100-2100	Beginning/Interm Tennis	Wayne Bullock	47	4.695	1500.00	
Spring 07	1057	Kundalini Yoga	Kathy Deland	30	2.0	1500.00	
Fall 06	1770	Softball-Conditioning	Dave Dwyer	8	.53		
Spring 07	1297-3297	Intercollegiate Softball	Dave Dwyer	15	.50		
Fall06/Spr07	1350	Scuba Diving	Kevin Dye	67	4.47		
Fall 06	1130	Beginning Golf	Maureen Eckroth	24	1.60	750.00	
Fall 06/Spr07	1860	Rebelettes	Kori Esplin	16	2.14		
Spr 07	1295-2295	Intercollegiate Golf	Ron Ellison	9	.30		

Fall06/Spr07	1850/2850	Cheerleading	Donelle Forbes	32	1.87		
Spr 07	1005	Health Education 2.0	MaryLynn Goudy	13	1.73	1000.00	
Fall06	1290 1770 1235	Intercollegiate Football Football Conditioning Football Skills/Defense	Ron Haun	93 94 28	3.10 3.13 1.87		
					8.0 Tot		
Summer 06 Fall 06/Spr07	1088-1095	Fitness Center Exercise/Fitness Train Exercise Sci/FitTrainLab	Christian Hildebrandt	1191 34 18	106.73 4.10 1.20	@90,000 in costs to run the Fitness Center 1000.00 Adjunct	
Fall 06 Spring07	1292 1770 1230	Intercollegiate Soccer Body Conditioning Soccer Soccer	Linda Huddleston	26 26 13	.87 .87 .87	750.00	
					2.61		
Fall06	1720	Social Dance	Lisa Johnson	14	.93		
Fall06	1770 1293-4293	Body Conditioning MBB Intercollegiate Men's BB	Jon Judkins	17 19	.57 .63		
					1.20		
Fall06 Spring07	1770 1294-4294	Body Conditioning WBB Intercollegiate WBB	Angie Kristensen	15 12	.50 .29		
					.79		
Spring07	1235	Football Skills	Stowell Larson	44	2.93	750.00	
Fall06 Spring07	1770 1296-3296	Body Conditioning Baseball Intercollegiate Baseball	Mike Littlewood	32 25	1.07 .80		
					1.87		
Fall06	1288 1289	Intercol. Women's Xctry Intercol Men's Xctry	Ben Lott	8 6	.27 .17		
					.44		
Fall06 Spr07	1010 1020	Aerobics Dynamics Step Workout	Carol McCarrol	54 50	3.60 3.33	3000.00	
					6.93		
Fall06Spr07	1575	Rodeo Rules & Condition	Casey McClellan	11			
Fall06 Spr07 Fall06	1210 1291 1770	Volleyball Intercollegiate Volleyball Body Condition Volleyball	Jeff Parker	49 19 19	2.27 .63 .63	750.00	
					3.53		
Spring07	1298	Intercollegiate W Tennis	Eric Pelton	6	.20		

Fall06Spr07	1057	Kundalini Yoga	Benja Peterson	104	7.01	4500.00	
Sum06 Fall06 Spring07	1730 1085 1110 1145 1200 1300 1340 1543 2145 2300	Adaptive PE Weight Training Racquetball Bowling Basketball Beg Swimming Lifeguarding First Aid/Resp to Emer Intermediate Bowling Intermediate Swimming	Kelly Smith	1 32 30 62 57 23 15 74 23 16	.07 2.13 2.0 5.13 3.80 1.53 2.0 14.80 1.53 1.07 34.07	FTE	
Fall06Spr07	1510 1530 1545 1535 2991 2992	Fresh Water Fishing Primitive Survival Skills Outdoor Cooking Backpacking Sem/PE GeoCaching Sem/PE Outdoor Rec	Rob Snow	26 13 25 27 3 8	1.6 .8 1.60 1.80 .20 .53 6.53		
Summer 06 Fall06 Spring07	1100 1550	Beginning Tennis Mountain Biking	Wade Vest	22 33	1.47 2.20 3.67	4500.00	
TOTALS			INCLUDES CAMPS WITHOUT CAMPS	5054 2849	358.62 211.61	20,000.00 Adj.\ 90,000 FitCen 80,000 Kelly salary 190,000.00 -40283.00 149717.00 \$707.51 per FTE	PEHR also generates Fees: FC- 34272.00 Fees for Activity Classes: 6011.00 40,283.00 (rounded)

Physical Facilities, Equipment, and Technology

Most of the classes in this area are not dependent upon technology, but require the correct equipment and facilities. The PEHR classroom, GYM 102, is equipped with an overhead and VCR which meets the needs of lecture classes. The EFS Department secretary does most of the clerical work for the PEHR faculty and staff. We have had the great fortune to have wonderful work study students in the Athletics/PEHR area. The Old Gym is not physically connected with the EFS Building or its personnel, so PEHR instructors come up to EFS for meetings, to pick up supplies and other necessities.

The activity classes require specialized locations, depending on the specific course. We have a gym for volleyball, basketball and badminton and other indoor activities. Balconies are located on each side that are equipped for the climbing class, aerobics, and dance classes. The college also maintains tennis courts, racquetball courts, soccer/ flag football fields, softball/baseball diamonds and an outdoor track and field area. Some of the facilities are in poor repair or completely defunct, such as the racquetball courts. The tennis courts need steady maintenance, and need to be surfaced very soon, which could cost up to fifty thousand dollars for the whole surface area.

The Fitness Center is approximately 3000 square feet and services anywhere from 1300 to 1600 students per semester. Space is at a premium and expansion is something we would love to explore—expansion of facilities, equipment, as well as programs.

Technology

2002

2 computers
2 printers
2 monitors
2 TVs
2 VCRs
Stereo and speakers, mounted in North Balcony

2006

Fitness Center

5 computers
1 laser printer
1 printer/fax/scanner/copier

4 Computers
4 Monitors
3 Printers
1 VCR/DVD
1 TV
11 Overhead TV's (some broken)

First Aid and Health Equipment

3 manikins (2 adult, 1 infant)
1 Automatic External Defibrillator

1 backboard
20 kickboards
3 diving bricks
4 rescue tubes

Aerobic Equipment

Steps with risers
3 pound weights
jump ropes

Activity Class Equipment

Basketballs
Volleyballs
Badminton nets, standards, racquets, birdies
Soccer balls
Softball bats, balls, mitts

Fitness Center Equipment

Cardiovascular Equipment

8 treadmills
3 upright stationary bikes
3 recumbent stationary bikes
3 Air Dyne stationary bikes
6 stairclimbers
2 x-robic machines
1 freerunner

6 Cybex Treadmills
2 Lifefitness Treadmills
1 Lifefitness Upright Bike
3 AirDyne Bikes
1 Stairmaster Recumbent Bike
2 Stairmaster Upright Bikes
3 Stairmaster 4000 Steppers
3 Stairmaster 4400 Cordless Steppers
2 Concept II Rowers

Strength Equipment

18 selectorized weight machines
various free weights and benches

Miscellaneous:

19 Cybex Strength Machines
1 Power Station
Various free weights and benches
Medicine Balls
Fitness Balls
Balance discs
Tubing
Jump Ropes
Plyometric Training Equipment
Exercise Testing Equipment

The indoor gym area is sufficient for current needs. A major remodel of the Old Gym was completed in 2006. There are new office spaces, new meeting spaces, and the Gym floor has been completely reconditioned. With the recent establishment of the new dance program, the balconies received heavy usage several years ago, but there is a new dance studio, which has taken some of the traffic out of the balcony areas.

The racquetball courts are dead, a direct result of ignoring maintenance needs. The racquetball classes use the St. George Recreation Center courts to provide playing facilities for the students. This requires that the students pay a high fee so that the city can be reimbursed. It is also inadequate for the number of students who want to play. The proposed Student Recreation Center has included plans for a couple of racquetball courts, but at least four would be required to run classes. They are expensive to build and maintain, and they eat up interior space in a building, so it is unlikely we'll see the four we've suggested.

The swimming pool, which is used for many of the classes, including life guarding, CPR, and SCUBA Diving, and the Fitness Center, was renovated in the Spring of 2005. It is now functioning better than it has for many years.

Most of the weight equipment that is used for teaching weight lifting and body conditioning is in poor and broken condition. This area, under the stadium at Hansen stadium, is shared with the Athletics department and is in need of better care. It is dilapidated and worn out. No one seems to be in charge and it is unsupervised often left open.

The Fitness Center receives very high usage. It is a very popular class and a large percentage of the students on campus take the class. Because of this the equipment and facility receives a great deal of wear and tear. Currently the building needs new carpeting, as it is quite worn and has several tears. It has been requested for several years and we are just waiting for our turn to come. This year we received \$5,000 for replacement of large equipment. This was greatly needed, but not sufficient as the equipment is very expensive and has been in operation for over five years. Very little has been allocated for replacement in that time.

The Fitness Center director has proposed that the Hansen Stadium weight room become part of the Fitness Center and all the weight lifting equipment be moved to that location. The Fitness Center personnel would supervise it and maintain it. They would also help to supervise the track and stadium area. More room is needed in the Fitness Center and moving the weight equipment to another location would provide room for additional aerobic training equipment in the main Fitness Center. Such a move would be beneficial to the Athletic Department, the Fitness Center and PEHR. We have made this proposal several years in a row, but the needed funds have not been available to proceed with this expansion.

Student Information

- 1. Credit hours generated:**
 - A. With the summer camps 358.62**
 - B. Without the summer camps 211.61**

C. Majors: DSC has no PEHR major

D. A report showing enrollment trends is included in the section on Student Information

E. Graduation/Retention in not applicable

F. Student placement and salary data is not available.

G. Transfer data: reviewers may find information on the transferability of courses in the section on curriculum.

2.Program costs. Includes full-time faculty and employees, adjunct faculty, part-time employees, and operations.

Salary and operational budget	@210,000.00
Full time faculty (Kelly Smith)	@80,000.00
Director of Fitness Center	@70,000.00
Adjunct Teaching Costs	@20,000.00
Part-time workers in FitCen	@25,000.00
Operational funds	@15,000.00
Fees gathered	40,283.00
Total Costs	@170,000.00
Divided by 211.61=	@804.00 per credit hour
Divided by 358.62=	@475.00 per credit hour (includes the summer camp FTE)

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Summary

Program Strengths and Challenges

Program strengths include the following:

1. Supportive faculty with positive working relationships who willing share resources and information.
2. Knowledgeable faculty that can tutor and assist students.
3. The program includes subjects that are applicable to daily life, thus increasing student interest and knowledge retention.
4. Physical fitness, athletic training, exercise science is an area of great growth and interest, with many new and developing occupations and professions. This is reflected in the number of students desiring to enter this career and who recognize the need of maintaining life long fitness.

Program challenges include the following:

1. Due to the growth in this expanding career field, faculty must remain current and aware of the developments and changes that occur in area to develop and offer appropriate and needed coursework.
2. Facilities and equipment are in need of upgrading maintenance.
3. In preparation for supporting the growing metropolis in Washington County, the PEHR Department must develop at minimum the bachelor's degree programs that will support the needs of the community and greater region.

Recommendations, Plans, and Improvements

1. Work collaboratively with agencies and facilities to develop the core and specific courses for bachelor's degree.
2. Develop and teach new bachelor's degree with multiple strands for various occupational areas.
3. Hire the necessary faculty to spearhead and implement the new degree.
4. More resources dedicated to maintain existing facilities and for the expansion of new facilities and equipment.
5. Continue to develop courses with personal and occupational interest.
6. Promote PEHR classes, stressing importance of lifelong exercise, fitness and enjoyment.

Exhibits in Visiting Team Room

Appendix A - Areas of Focus, Their Objectives and Classes:

1. Activity Courses

Objectives:

- ◆ Demonstration of skills
- ◆ Instruct in pertinent rules or strategies
- ◆ Demonstration of game etiquette
- ◆ Encourage healthy competition
- ◆ Development of lifelong skills and fitness for the students enjoyment

Courses:

- ◆ Tennis (beginning/intermediate)
- ◆ Racquetball (beginning/intermediate)
- ◆ Basketball (beginning/intermediate)
- ◆ Volleyball (beginning/intermediate)
- ◆ Swimming (beginning/intermediate)
- ◆ Soccer (beginning/intermediate)
- ◆ Softball (beginning/intermediate)
- ◆ Bowling
- ◆ Golf (beginning/intermediate)
- ◆ Dance
- ◆ Developmental Skills for Children
- ◆ Intercollegiate Athletics

2. Health & Physical Education Courses

Objectives:

- ◆ Introduce students to Physical Education and Health and related course work.
- ◆ Demonstration of Skills
- ◆ Communicate motor skills through oral, tactile or demonstrational methods
- ◆ Certify students with the governing organizations when applicable.
- ◆ Instruct in the application of major concepts in Health and Physical education

Courses:

- ◆ Health Education
- ◆ First Aid
- ◆ Water Safety Instruction
- ◆ Lifeguarding
- ◆ Sports Medicine
- ◆ Water Safety Instruction

3. Recreation Courses:

Objectives:

- ◆ Demonstration of Skills

- ◆ Instruct in proper use and care of equipment
- ◆ Instruct in essential safety procedures for a safe and productive experience.
- ◆ Mandate essential safety procedures for a safe and productive experience.
- ◆ Development of lifelong skills and fitness for the enjoyment of recreational activities

Courses:

- ◆ Mountain Biking
- ◆ Rock Climbing
- ◆ Fresh Water Fishing
- ◆ Rodeo
- ◆ Scuba Diving

4. Fitness Courses:

Objectives:

- ◆ Demonstration of skills
- ◆ Introduction the field of Exercise Science
- ◆ Promote life long fitness habits
- ◆ Instruct in and mandate essential safety procedures for a safe and productive experience
Development of lifelong skills, enhance quality of life and for the enjoyment of fitness activities

Courses:

- ◆ Fitness Center I, II, III, IV
- ◆ Aerobic Dynamics
- ◆ Body Conditioning
- ◆ Weight Training
- ◆ Step Workout
- ◆ Aquatic Exercise
- ◆ Exercise Science
- ◆ Personal Training Instruction
- ◆ Aerobic Instructor Training
- ◆ Adaptive Physical Education