

**STRATEGIC PLAN
DEPARTMENT OF HEALTH AND EXERCISE SCIENCE
and PHYSICAL EDUCATION
2008-2009 Academic Year**

February 3, 2009; Updated 2011

SECTION ONE

1.1 INTRODUCTION

The department of Health and Exercise Science consists of eight faculty members. Three departmental faculty members are currently tenured, four are tenure track and one is adjunct. The department is currently in the process of hiring a new program director for the Athletic Training Education Program (ATEP). We hope to fill this non-tenure track position for the 2009-2010 academic year. Three additional part-time faculty assist with teaching anatomy and physiology lectures and labs, or teach within the general education program (FIT and ACT). The department also relies on several other full-time professionals who combine coaching, athletic training, and other responsibilities with teaching general education courses. Nine individuals are on these types of administrative contracts often called coach-teacher or athletic trainer-teacher contracts.

The department offers four majors and one minor, which include over 145 students. The number of students pursuing the coaching minor varies but we graduate about 22 coaching minors each year. Far more students than this take courses toward completion of the minor but not all students satisfy all requirements for the minor.

All students who graduate from the College complete one .5 course to satisfy the FITNESS requirement, and all complete the equivalent of .5 course of LIFETIME ACTIVITY.

1.1.1 DEPARTMENTAL MISSION STATEMENT

The department prepares individuals as scientists, educators, and practitioners. Students prepare for K-12 teaching in physical education and health education, a career in athletic training, or a career in health fitness/exercise science. Many of our students pursue graduate study within the discipline and/or allied health sciences, and are admitted to excellent graduate programs across the country.

The department provides an excellent learning experience for students that includes setting high expectations for student learning, writing, and critical thinking; providing a sound foundation of knowledge and skills required for a career in health or exercise science; encouraging students to explore cross-disciplinary issues such as service, community, justice, and faith; and preparing students for graduate study.

Additionally, opportunities for students to engage in research and service learning are integrated across programs and majors.

In addition to the preparation of students within the major and minor, the department is committed to helping each student at Gustavus improve his or her knowledge and commitment to lifetime activity and wellness. The general education program offered by the department challenges students to engage in physical activity, improve fitness, and acquire the knowledge and skills needed to establish a healthy lifestyle.

Yet another important element within the mission of the department of Health and Exercise Science is to support the mission of the college by addressing global issues, vocation, service, justice, community, and excellence within the majors, and other courses offered by the department. As models, teachers, mentors, and members of the community, we encourage students to fully explore intellectual, physical, emotional, social, spiritual, and cultural dimensions of wellness, and to become life long learners.

And finally, the department values its role in providing service to the College. By offering FTS courses, writing courses, courses designed for students enrolled within elementary or secondary education, anatomy and physiology courses for students in other majors and allied health programs, the department illustrates a deep commitment to service.

1.1.2 DEPARTMENTAL VISION

As a department, we hope to continue the process of strengthening each program. Exploring ways to broaden opportunities for majors will ensure that students are well prepared for careers in health and exercise science, and graduate study. In a world in which technology, global issues such as health care and environmental stewardship, and commitment to community necessitates cross-disciplinary knowledge and skills, the department must continue to seek ways to extend learning opportunities beyond the major and the classroom. By encouraging students to study abroad, participate in service learning opportunities, and reflect on vocation, we can better prepare students for life beyond their majors and careers.

To support student learning and achievement both in the classroom and through research, the department will maintain a classroom and departmental environment that focuses on the open exchange of ideas, positive and supportive relationships with students, and exploration of cross-disciplinary subject matter.

We hope to further expand student research opportunities across all majors and seek ways to financially support student research.

Furthermore, expanding the anatomy and physiology program through cadaver study and redefining laboratory experiences will be possible once the renovation of Lund Center is completed. The renovation of facilities is essential to ensure that students have access to appropriate technologies, laboratories, and classrooms, and to promote student and faculty research.

1.1.3 DEPARTMENTAL GOALS

Goal 1. Provide majors and a minor that effectively prepare students for a career within the discipline and for graduate study.

Goal 2. Facilitate student-faculty research, and provide mentoring to students who apply for graduate school admission.

Goal 3. Integrate within the majors and minor liberal learning skills including reading, writing, and speaking; appreciation of diversity and global issues; commitment to service; and critical thinking.

Goal 4. Facilitate exploration of personal and professional values that enable students to recognize the importance of lifelong learning and commitment to community and discipline.

Goal 5. Continue to support the College by offering courses that support majors within other departments and pre-professional programs.

Goal 6. Provide a quality general education program that includes opportunities for students to enhance personal fitness and health through acquisition of knowledge and skills needed to establish an active lifestyle that promotes wellness and prevents disease.

Goal 7. Secure appropriate funding to support further development of departmental programs and to purchase essential equipment.

1.2 PROGRAMS – MAJORS, DESCRIPTIONS, MISSION, GOALS

1.2.2 *PHYSICAL EDUCATION MAJOR*

DESCRIPTION

Physical Education majors prepare for careers related to the study of human movement. This major is generally combined with a second academic major such as health education, teaching licensure, and a minor in coaching. Many graduates teach at the elementary or secondary level and some pursue graduate study in physical education or kinesiology related fields such as exercise physiology, adapted physical education, sports pedagogy, and sports management.

MISSION

The primary mission of the Physical Education major is to provide quality academic professional preparation for students in areas related to the study of human movement, especially as it supports the pursuit of life-long physical activity and well being. The program aims to prepare future leaders who will positively impact the health behaviors and physical well being of individuals and of society through the education and promotion of life-sustaining and life-enhancing pursuits. Study is broad based, with emphasis on motor skills, fitness, scientific principles, teaching strategies, and program development. The balanced program provides students with numerous experiences to enhance their professional development. The successful completion of the Physical

Education major integrates the liberal arts and sciences with thorough professional preparation for students who are pursuing a career in teaching. The major embeds national and state competencies and standards to achieve on-going accreditation through NCATE, the Minnesota Board of Teaching, and the National Association for Sport and Physical Education (NASPE).

PHYSICAL EDUCATION MAJOR -GOALS

The graduate should:

1. Develop the knowledge and possess the skills needed to demonstrate mastery of professional competencies required by NASPE.
2. Participate in research endeavors related to physical education theory and practices both within and outside of the classroom.
3. Develop a professional disposition that exhibits excellence in relation to ethical behavior, community engagement, service to and advocacy for the physical education profession.
4. Integrate current trends and pedagogical practices into research-based philosophy, curriculum and program design as they apply to principles of life-long physical activity and well-being.
5. Develop cultural and social competence through an awareness and understanding of social justice issues and be able to effectively apply principles to future pursuits.