

B.S. in Physical Education Health Teacher Education (PEHTE)-(K-12)

Overall Meets Expectations: 2.60

PEHTE prepares health and physical education teachers by providing excellent instruction and opportunities for observation, participation, teaching experiences in K-12 schools, and professional leadership opportunities. NC is facing a teacher shortage, and UNCG's education programs are critical to the teacher pipeline. Becki Haislip (K-12 HPE Curriculum Director, Guilford County Schools (GCS)) has expressed that the UNCG PEHTE beginning teachers are better prepared for their first year of teaching than other local colleges and universities in the Triad and surrounding areas.

Category 2 – Academic Program Demand is Approaching Expectations (1.65)

Metrics H.1 & H.2: Applications & Admissions. The decline in student enrollment experienced by PEHTE is reflective of regional and national trends. According to [EdNC](#), in a report shared with the State Board of Education, between 2021 and 2022, enrollment into NC Educator Preparation Programs (EPP) fell by 42%. The report highlighted that enrollment was down from 2021 to 2022 across all licensure groups. Challenges specific to NC include that NC has the 46th [lowest starting salary in the nation](#), state funding for the NC Teaching Fellows Program was eliminated in 2011 (support is still provided for STEM and elementary education), and the NC General Assembly eliminated advanced degree salary supplements in 2013.

Metric I: Headcount Enrollment. NC is facing a teacher shortage. UNCG's education programs are critical to the teacher pipeline in surrounding counties. Since the 2020-21 academic year, all seven students who graduated from the PEHTE program have secured jobs in Guilford and Davidson County Schools. Gary Kight (2021 PEHTE alum) was a finalist for Guilford County Rookie Teacher of the Year. COVID-19 contributed to the decrease in student enrollment. Before March 2020, 11 PEHTE students were in a cohort slated for a May 2023 graduation; however due to the inability to complete student teaching hours and the emotional strain of the pandemic, only one student was successful. Data for this review period is impacted by including the COVID years.

Metric J: Headcount Enrollment Growth Trend. To increase recruitment and enrollment in the PEHTE program, we began to promote a double major in PEHTE and Kinesiology in 2022. Judy Fowler has been a regular guest lecturer in KIN 250 to promote personal teaching experiences in PEHTE, the PEHTE program, and the double major. Since the Fall of 2021, five students have officially committed to the double major. It is important to note that PEHTE is not a traditional education major. PEHTE students must take most of the required courses for a non-education-specific area (Kinesiology with a rigorous science focus) and take specific education courses to fulfill the teacher education licensure requirements (PEHTE). Since 2017, the PEHTE program adapted its plan of study to embed teacher education concepts within the Kinesiology program of study. It decreased the required number of upper-level teacher education licensure courses from 12 courses to five courses.

The increase in student enrollment in PEHTE, with the influence of the double major, will support growth for **Metric K: Degrees Conferred.** With KIN's efforts to return to face-to-face academic advising and registration, students are receiving support during a difficult transition from the onset of COVID-19. There are currently 25 students in pre-PEHTE or PEHTE, and the next cohort of student teachers slated for Spring 2025 has increased 500% (N=6)!

Category 4 – Student Success

Metric R: Four-year Graduation Rate.

Metrics T.1 and T.2: Degree Efficiency/Attempted vs. Earned.

A Kinesiology student who is not in PEHTE can take difficult KIN Core classes (science courses with a high DFW %) during their final semester. By contrast, PEHTE students must pass these courses before the fall of their last year. Due to teacher licensure requirements, specific courses must be taken in order (fall and spring) to support the skills, knowledge, and dispositions for teacher candidacy prior to student teaching, which occurs in a UNCG PEHTE student's final semester (spring). Teacher education (PEHTE) courses are three-hour courses allowing students to apply their knowledge in the schools. Based on the course schedules (days/times), PEHTE students can never take the KIN core classes during their final year due to overlapping class times. Students who must repeat a course may have to extend their academic programming for this reason.

Lastly, 52% of PEHTE students are transfer students who tend to have many credit hours (e.g., 60+ hrs) accumulated when coming to UNCG. Transfer students frequently have MAC courses covered by their previous institution. However, many transfer students cannot use their previous courses to satisfy the KIN-specific courses offered at UNCG. The specificity of the Kinesiology program adds to the accumulation of total credit hours.

KIN Department

Although there were 2 aspects of the PEHTE program identified as “Approaching Expectations”, the overall score was “Meets Expectations”. This is reflective of the PEHTE program being housed in a robust department that is successfully meeting or exceeding expectations in all areas. Reflective of the small PEHTE program, there is only one FTE in PEHTE. Importantly, this PEHTE faculty member teaches KIN classes required by students in the HDFS Early Childhood program (KIN 342, n=24 Spring 2023) and for elementary education students (KIN 340; n=36 Fall 2023) while also teaching PEHTE classes and directing the PEHTE program (39 teaching credits, >525 SCH in CY2022).

In summary, there have been significant decreases in teachers entering the teaching pipeline due to forces external to UNCG. The B.S. in PEHTE successfully prepares teachers for the local workforce providing critical teaching resources for NC counties.

Notably, all of the education programs that have not moved their programs into their larger major were identified through the APR as Approaching Expectations for Category 2 (BS Elementary Education, BA English Secondary Education, BA Geography Secondary Education, BA History Secondary Education, BFA Art Education, BM Music Education, BS Early Childhood Development / Education). KIN's education program is comparable in size to these teacher education programs and is delivered efficiently. We excel at providing well-trained physical educators for the community and are committed to upholding our legacy.

Strengths, Opportunities, Challenges –

B.S. in Physical Education Health Teacher Education (PEHTE)

Strengths

- The PEHTE program is housed in a robust department that is successfully meeting or exceeding expectations overall.
- One faculty member working in PEHTE brings in a large number of SCH to the department: (KIN 342, n=24 Spring 2023) (KIN 340; n=36 Fall 2023) (39 teaching credits, >525 SCH in CY2022).
- One faculty member teaches the PEHTE classes and directs the PEHTE program.
- Kinesiology has been working on modifying this program. Since 2017, the PEHTE program adapted its plan of study to embed teacher education concepts within the Kinesiology program of study. It decreased the required number of upper-level teacher education licensure courses from 12 courses to five courses.
- Renowned graduates

Opportunities

- NC is facing a teacher shortage and PEHTE trains health and PE teachers.

Challenges

- Significant decreases in teachers entering the teaching pipeline.
- Enrollment trends are beyond the control of the department.
- Low enrollment
- State climate of pay for elementary school teachers in the state hampers programs ability to attract and grow program.
- The course sequencing issue raised in the context statement here needs to be addressed relative to altering degree efficiency.