

**Comprehensive Program Review Self-Study
B.S.Ed. Health and Physical Education**

**Columbus State University
October 2005**

Executive Summary for the B.S.Ed. Health and Physical Education

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs.

The B.S.Ed. program in Health and Physical Education prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for P-12 students. Creating opportunities for candidates to demonstrate excellence in the areas of teaching, scholarship, and professionalism is consistent with the College of Education (COE) Conceptual Framework and is reflected in the broad goals of the Health and Physical Education program.

Program Productivity: Above Average

Enrollment in Health and Physical Education's B.S.Ed. program has steadily increased during the last four years from 58 students in 2001 to 71 students in 2004. The number of declared majors in the program is the fourth highest in the Teacher Education Department and is very cost-effective to the University. Graduates of the program are in high demand and readily find employment.

Students in the major represent a diverse group with regard to gender, ethnicity, and age. Overall, the student enrollment by gender has been 30% female and 70% male. In the area of HPE there are traditionally more males than females in the profession. On average, 67% of the program's majors since fall 2001 have been white, 28% have been black, and 5% have belonged to other ethnic groups.

During the past four years, the average number of degrees conferred by CSU in the B.S.Ed. Health and Physical Education program was six. In comparison to like universities, CSU ranks fourth in the number of B.S.Ed. degrees conferred in Health and Physical Education.

The B.S.Ed. Health and Physical Education program helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified teachers, the program helps to improve the quality of education and the quality of life in the institution's service area.

List of Recommendations for Improving Program Quality

The faculty in the Health and Physical Education program along with the Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teachers.

- Although a couple of years away, Health and Physical Education will have to align coursework with the new Georgia Performance Standards for Health and Physical

Education. The goal is to have all Georgia Performance Standards for all content areas in place before 2008.

- Opportunities for students in the health and physical education program to see quality teaching in P-12 schools is limited due to external factors that program faculty have no control over. Thus, program faculty will increase the number of demonstration lessons taught in field experiences so that students have an opportunity to see how program faculty use best practices in their teaching. *This is a result of an informal survey of students in the program concerning what faculty could do to better prepare them as teachers.*
- Restructuring of methods classes so that students are provided with more authentic teaching experiences in field experiences. This would require establishing a system where health and physical education majors see the same students for an extended period of time so that they can establish a rapport with the students they teach. *This is a result of an informal survey of students in the program concerning what faculty could do to better prepare them as teachers.*
- Continue to provide and expand professional development and networking opportunities for undergraduate students through assisting in workshops, presentations given at regional and local conferences, and community outreach.
- Work more closely with the faculty in Health Science in addressing the content needs of B.S.Ed. students in Health and Physical Education as they prepare to teach health in public schools on the secondary level.

List of Recommendations for Improving Program Productivity

Recommendations for improving program quality, listed above, should also favorably affect program productivity—that is, more qualified students will enroll in a program they perceive to be excellent and are more likely to complete the program. Other recruitment and retention efforts will include:

- Continuing to advise students of the tutorial services available on the campus for students who have difficulty in passing the Praxis I test and to allow students to use the purchased Praxis I study guide in preparing for the test.
- Investigating the use of study buddy (a student who has passed Praxis I and using them to tutor a student who is preparing to take the test).
- Examining different ways of lowering the number of program hours from 129 to 127, so that students can complete all program hours while still maintaining the HOPE scholarship. This process will be completed by the program faculty, in conjunction with the Program Advisory Committee (PAC) by the fall of 2007.

Conclusion about the Program's Viability at CSU

The B.S.Ed. Health and Physical Education program at CSU is a viable one. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is very strong. All NCATE/PSC standards were judged met for all initial and advanced health and physical education programs.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education, Health Science, Exercise Science, and teachers in P-12 schools. Representatives from each of the groups work together to make improvements to the health and physical education program at CSU and to the health status of students in our region. Students in the B.S.Ed. program take what they learn and apply it in their classrooms to help their students learn. The B.S.Ed. program in health and physical education is a valuable resource for schools in the region who want to hire proficient teachers in the field of health and physical education.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the B.S.Ed. in Health and Physical Education propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Health and Physical Education Program Advisory Committee (PAC).

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
Continue “Campaign of Information” so that students are aware of the requirements for admission into teacher education to help with student retention in the program.	Quality Productivity Viability	2006 – Ongoing
Continue to identify resources to help students pass the Praxis I exam such as help from the writing center, tutors in math, and checkout the Praxis I study guide purchased by program faculty.	Quality Productivity Viability	2006 – Ongoing
Create a survey that can be administered in foundation classes to identify the obstacles students face that hinder their ability to complete degree requirements. Survey will be administered for the first time in fall 2006.	Quality Productivity Viability	Fall 2006 – Ongoing
Examine different ways of lowering the number of program hours from 129 to 127, so that students can complete all program hours without sacrificing program quality while still maintaining the HOPE scholarship.	Quality Productivity Viability	Fall 2007

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. The Health and Physical Education Program Coordinator will be provided one course release time each academic year to provide leadership to these activities. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

Summary Recommendation and Supporting Rationale: *Maintain at current level*

The program quality is very strong and the number of degrees conferred each year is comparable to other universities in the USG. Because of decreasing state requirements for credit hours in public schools, the need for certified teachers in the local area is less. However, with the renewed focus on the health status of children, this trend is expected to reverse. Additionally, the program is cost efficient in comparison to other degree programs offered by the University.

Graduates of the B.S.Ed. Health and Physical Education program are also a valuable resource for our students in the undergraduate program. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County.

I. Program Overview

The B.S.Ed. program in Health and Physical Education (HPE) prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for P-12 students. In health and physical education content and method courses, professional courses, and field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the College of Education (COE) Conceptual Framework and is reflected in the broad goals of the HPE program. These goals are briefly summarized as:

- Possess a strong knowledge base in the disciplines of health and physical education; possess knowledge of growth and development across the lifespan;
- Possess knowledge of literature and research that enhances creative and effective teaching;
- Be knowledgeable of the fundamental and sports skills, physical abilities, and sport forms that provide the foundation of P-12 physical education programs;
- Demonstrate competence in a variety of physical skills;
- Display an active lifestyle that reflects a high level of fitness and wellness;
- Apply acquired knowledge by planning, implementing and assessing developmentally appropriate learning experiences and sound progressions in P-12 settings;
- Use effective teaching behaviors to create positive learning environments that enhance physical, cognitive, social and emotional development;
- Think critically and reflectively about their teaching;
- Demonstrate sensitivity to the needs of students of varying abilities and skills;
- Possess a desire for learning, a commitment to continued professional growth, and an understanding of the value of accountability and collaboration in promoting a positive image of health and physical education.

It is the focus of the undergraduate HPE program to guide teacher candidates in developing proficiency in the knowledge, skills, and dispositions needed in their roles as teachers. The conceptual framework represents the interdependence of teaching, scholarship, and professionalism. The goal of our efforts in developing excellence in these three areas is improved student learning. The HPE faculty seek to develop exceptional teachers by establishing high expectations for learning in a theoretically sound program of study that is guided by professional standards, current research and best practice.

The B.S.Ed. Health and Physical Education program helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified teachers, the program helps to improve the quality of education and the quality of life in the institution's service area.

II. Summary Findings of the Program's Overall Quality

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs. Following is a summary of the findings taken from the BOE final report.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Assessment data from Praxis I, Praxis II, GPA's, MAP evaluations, exit examinations, and national licensing exams indicate that teacher candidates know their subject matter and candidates for other school roles know their fields, both of which are aligned with professional, state, and institutional standards. MAP evaluations and the Disposition Evaluation Form give evidence that candidates and other school personnel know how to teach their subject matter and can deliver information in a clear and meaningful way so that all students learn.

Areas for Improvement: Candidates in Art Education, Biology, Chemistry, and French do not demonstrate content mastery.

Rationale: While overall more than 80 percent of the candidates in the unit have passed their respective content licensure exams, fewer than 80 percent of candidates in Art Education, Biology, Chemistry, and French passed their respective content licensure exams. Note: Chemistry and French had only one program completer each over the past three years.

Standard 2: Assessment System and Unit Evaluation

The unit maintains a comprehensive assessment system for the initial and advanced levels to ensure the systematic collection of data, providing opportunities for the unit to analyze, evaluate, and improve the quality of programs, unit operations, and candidate performance. The assessment systems reflect the conceptual framework and are aligned with INTASC and NBPTS standards as well as specialty professional associations. The unit utilizes information technologies to effectively collect and aggregate data for candidate, program, and unit improvement.

Standard 3: Field Experiences and Clinical Practice

All of the unit's programs which prepare candidates to become teachers or fill other roles as members of the education profession include field work/clinical practice as an integral part. Use of the MAP Evaluation Instrument and the Dispositions Evaluations which connects with the Conceptual Framework supports the work of the unit and provides scaffolding so that candidates acquire the knowledge, skills, and dispositions needed by those who are in professional education roles. Candidates are also surrounded by experienced, caring, competent professionals representing both the University and P-12 partners. Innovations such as the use of information technology for scheduling and tracking candidate progress in a very flexible and comprehensive database, the STEADY new teacher mentoring program, and the refinement of the Partner School Network enhance to quality of the program and its graduates.

Standard 4: Diversity

The unit has clearly defined its candidate dispositions related to diversity, and these dispositions are assessed throughout required coursework in the initial and advanced programs. Three of the 32 unit faculty represent diversity. The diversity of candidates in unit programs roughly mirrors that of the university and service area as a whole. Because of the racial and ethnic diversity in the university's service area, initial and advanced candidates also work with a broadly diverse population of P-12 students.

Areas for Improvement: The college has not been successful in recruiting and retaining a diverse faculty.

Rationale: Even though efforts have been made to recruit additional minority faculty, currently there are three minority faculty in the unit. While this constitutes a slight improvement from 1998, a significant impact has not been made to ensure that candidates have the opportunity to work with diverse faculty.

Standard 5: Faculty Qualifications, Performance, and Development

Unit faculty have extensive academic backgrounds. Eighty-four percent (84%) of the full-time faculty, and seventeen percent (17%) of the part-time faculty hold terminal degrees while the remaining faculty either are working to complete doctoral studies or have master's degrees. Unit faculty are effective teachers who model best teaching practices in their areas of specialty. Most faculty have been engaged in scholarly activities and service activities to the local, state, regional, national, and international communities. All full-time tenured and non-tenured faculty are systematically and annually evaluated by their department chair, personnel committee, unit dean, and throughout the university input system. The faculty serve on committees and boards at the university and in the local community. They are also involved in local, state, and national professional associations. The unit has an expectation of professional growth/development of both full-time and part-time faculty, and faculty concur with the expectation by attending workshops and conferences, reading journals, and conducting research.

Areas for Improvement: Part-time faculty are not systematically evaluated.

Rationale: There is no systematic process for evaluating part-time faculty across the unit.

Standard 6: Unit Governance and Resources

The unit has the responsibility for authority for the delivery of the preparation of all professional educators. Systems and processes are in place to ensure that all constituencies are represented in the design, delivery and assessment of unit programs. Facilities, personnel and budget are adequate to meet the needs of candidates, faculty and programs. The unit does not require part-time faculty who teach or supervise student teachers to attend an orientation/training session on the conceptual framework or the use of the disposition or MAP rubrics.

Areas for Improvement: Not all part-time faculty are adequately trained on assessments used to evaluate candidates.

Rationale: The unit cannot ensure that part-time faculty have the requisite knowledge and skills to effectively assess candidates.

III. Summary Findings of the Program’s Overall Productivity: Maintain at Current Level

Enrollment in the Health and Physical Education (HPE) baccalaureate program increased 35.6% from the fall of 2000 to fall of 2004, up from 59 to 80 students. Although this rate of increase is not one of the higher ones in the Teacher Education, the number of declared majors in the program is the fourth highest in the department.

Required courses in the program are offered at least once a year and enrollment remains fairly high except in method courses. This helps to contribute to the cost-effectiveness of the program where the cost per credit hour of \$90 dollars is well below the institutional rate of \$162.15. The program has a diverse group of majors with regard to gender (30% female and 70% male), ethnicity (67% white, 28% black, and 5% other), and age (35% under 21, 52% 21-25, and 13% other). Graduates of the program are in high demand and readily find employment.

The number of baccalaureate degrees conferred by CSU in HPE has remained relatively stable from 2001 to 2004. In comparison to like universities, CSU ranks fourth along with two other USG programs in the number of degrees conferred in HPE. This is remarkable since CSU has higher standards for admission into teacher education than most other institutions in the USG.

III A. Enrollment of Students in the Program

Table 3.1 shows the enrollment trend for the baccalaureate degree in HPE in comparison with other undergraduate programs at CSU.

Table 3.1 Enrollment Trends in Undergraduate Programs at CSU

Degree Program	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	4-Year # Change	4-Year % Change
Accounting	155	152	177	215	215	60	38.7%
Art	89	98	97	109	112	23	25.8%
Art Education	17	21	17	26	33	16	94.1%
Biology	230	227	275	340	374	144	62.6%
Biology - Teacher Cert	9	17	21	22	26	17	188.9%
Chemistry	32	32	40	41	55	23	71.9%
Chemistry - Teacher Cert	3	4	4	2	5	2	66.7%
Communication	166	170	158	178	179	13	7.8%
Computer Info Systems	187	173	166	165	181	-6	-3.2%
Computer Science	355	343	339	315	261	-94	-26.5%
Criminal Justice	241	190	216	256	287	46	19.1%
Early Childhood Educ	321	352	423	479	529	208	64.8%
English Language	78	95	113	121	131	53	67.9%
English - Teacher Cert	41	51	47	64	69	28	68.3%

Table 3.1 Enrollment Trends in Undergraduate Programs at CSU

Degree Program	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	4-Year # Change	4-Year % Change
Exercise Science	63	61	79	99	121	58	92.1%
Finance	65	77	85	90	117	52	80.0%
French - Teacher Cert	NA	NA	5	2	5	NA	NA
General Business	371	410	365	436	392	21	5.7%
General Studies	110	110	110	53	23	-87	-79.1%
Geology	8	13	13	15	15	7	87.5%
Geology - Teacher Cert	1	2	2	7	2	1	100.0%
Health & Physical Educ	59	63	71	83	80	21	35.6%
Health Science	128	108	121	127	114	-14	-10.9%
History	54	52	72	78	78	24	44.4%
History - Teacher Cert	37	49	55	74	88	51	137.8%
Management	68	103	161	196	232	164	241.2%
Marketing	108	129	169	199	203	95	88.0%
Mathematics	24	23	25	31	33	9	37.5%
Math - Teacher Cert	21	30	42	47	49	28	133.3%
Middle Grades Educ	80	58	68	88	93	13	16.3%
Music Performance	52	53	60	75	67	15	28.8%
Music Education	64	70	69	87	89	25	39.1%
Music, General	21	24	32	21	29	8	38.1%
Nursing	279	320	416	519	556	277	99.3%
Political Science	92	87	108	135	152	60	65.2%
Psychology	144	137	150	219	247	103	71.5%
Recreation & Park Adm	27	18	16	9	1	-26	-96.3%
Sociology	37	42	49	75	98	61	164.9%
Spanish - Teacher Educ	NA	NA	16	18	21	NA	NA
Spec. Educ. - Mental Ret	53	44	48	52	59	6	11.3%
Theatre	36	43	55	72	71	35	97.2%
Theatre Education	23	17	27	36	41	18	78.3%
Undeclared/Non-Degree	345	389	468	479	458	113	32.8%
<i>Sub-Total</i>	<i>4,294</i>	<i>4,457</i>	<i>5,050</i>	<i>5,755</i>	<i>5,991</i>	<i>1,697</i>	<i>39.5%</i>
<i>Total</i>	<i>4,454</i>	<i>4,624</i>	<i>5,319</i>	<i>5,994</i>	<i>6,300</i>	<i>1,846</i>	<i>41.4%</i>

Table 3.1 Enrollment Trends in Undergraduate Programs at CSU

Degree Program	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	4-Year # Change	4-Year % Change
Note: Above figures include students assigned to Basic Studies in University College.							

Enrollment in the baccalaureate program in HPE has increased 35.6% from the fall of 2000 to the fall of 2004, up from 59 to 80 students. This rate of increase is similar to the University's rate for all undergraduate programs of 39.5%.

Table 3.2 shows the total enrollment in all B.S.Ed. programs in the Department of Teacher Education at CSU. Although the rate of increase in enrollment for declared majors in the HPE Program from 2000-2004 is lower than most Teacher Education programs, the number of declared majors in the program is the fourth highest in the Department. It is important to note that all teacher education programs have increased enrollment since 2000.

Table 3.2 Number of Declared Majors in B.S.Ed. Programs in Teacher Education

Degree	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	4-Year # Change	4-Year % Change
Biology - Teacher Cert	9	17	21	22	26	17	188.9%
Chemistry - Teacher Cert	3	4	4	2	5	2	66.7%
Early Childhood Educ	321	352	423	479	529	208	64.8%
English - Teacher Cert	41	51	47	64	69	28	68.3%
Geology - Teacher Cert	1	2	2	7	2	1	100.0%
Health & Physical Educ	59	63	71	83	80	21	35.6%
History - Teacher Cert	37	49	55	74	88	51	137.8%
Math - Teacher Cert	21	30	42	47	49	28	133.3%
Middle Grades Educ	80	58	68	88	93	13	16.3%
Spec. Educ. - Mental Ret	53	44	48	52	59	6	11.3%

At this time, enrollment in the program is at an acceptable level. It is expected that the number of majors in the program will continue to increase as program faculty continue to include undergraduate students in professional and service related activities.

III B. Annual Degree Productivity of the Program

Table 3.3 shows the number of B.S.Ed. degrees conferred in HPE is low but has remained relatively stable over the last five-year period. However, in comparison to other programs in the College of Education, the HPE program ranks third in number of conferred degrees during the

last fiscal year and has seen a 20% increase over the last four year cycle. In contrast, the COE has seen a decrease (-7.8%) in the number of baccalaureate degrees conferred during the same time period.

Table 3.3 Number of Undergraduate Degrees Conferred – Fiscal Year

Degree Program	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	4-Year # Change	4-Year % Change
BSEd Early Child Educ	40	33	34	52	44	4	10.0%
BS Exercise Science	11	11	9	13	21	10	90.9%
BSEd Health & Phys Ed	5	5	7	8	6	1	20.0%
BSEd Middle Grades Ed	18	18	5	5	6	-12	-66.7%
BS Rec & Park Adm	6	11	6	4	7	1	16.7%
BSEd Sec Educ - Biology	0	1	1	1	2	2	
BSEd Sec Educ - Chemistry	0	0	0	1	0	0	
BSEd Sec Educ - Earth Sci	0	0	0	1	0	0	
BSEd Sec Educ - English	2	2	2	1	4	2	100.0%
BSEd Sec Educ - History	6	8	8	4	0	-6	-100.0%
BSEd Sec Educ - Math	5	3	2	1	3	-2	-40.0%
BSEd Sp Ed - Mental Ret	10	9	10	8	2	-8	-80.0%
<i>Total</i>	<i>103</i>	<i>101</i>	<i>84</i>	<i>99</i>	<i>95</i>	<i>-8</i>	<i>-7.8%</i>
<i>College Total</i>							
Baccalaureate	103	101	84	99	95	-8	-7.8%
Masters	78	74	106	112	107	29	37.2%
Specialist	30	29	40	96	63	33	110.0%
<i>Total</i>	<i>211</i>	<i>204</i>	<i>230</i>	<i>307</i>	<i>265</i>	<i>54</i>	<i>25.6%</i>

This program is below the USG threshold in degree completions. One contributing factor to the lower number of degrees conferred each year is the fact that some students take several years to complete the program because of teaching schedules, other obligations, or a lack of perceived relevance of the content to real life situations.

The Program Faculty continue efforts to connect the curriculum in required courses to issues and topics that are taught in P-12 schools. This focus is geared toward connecting the theoretical concepts to application of these concepts in the P-12 classroom. It is believed that the number of B.S.Ed. degrees conferred each year will increase as students see the relevance of what they are learning to at the University to what they will face in the real world settings.

Additionally another obstacle hindering students in completing degree requirements is their inability to meet the criteria for admission into teacher education. Students must have a 2.75 overall G.P.A. and pass all three parts (reading, writing, and math) of the Praxis I test

administered by the Educational Testing Service (ETS). Students who fail to take the test in a timely manner delay their entrance into the teacher education program and thus extend their time to complete program requirements. Students who experience difficulty with the test have been advised to use get tutorial help from the Writing Center and Math Department. Recently, program faculty have purchased a Praxis I study guide book for student use in preparing for the test.

Program improvement in this area will include:

1. Restructuring methods classes so that students are provided with more authentic teaching experiences in field experiences. Thus, the secondary methods class (PELM 5216) is scheduled to meet four days a week instead of two days a week, starting fall 2006.
2. Continuing to advise students of the tutorial services available on the campus for students who have difficulty in passing the Praxis I test and to allow students to use the purchased Praxis I study guide in preparing for the test.
3. Investigating the use of study buddy (a student who has passed Praxis I and using them to tutor a student who is preparing to take the test).
4. Examining different ways of lowering the number of program hours from 129 to 127, so that students can complete all program hours while still maintaining the HOPE scholarship. However, this reduction in hours has to be completed without sacrificing program quality. This process will be completed by the program faculty, in conjunction with the Program Advisory Committee (PAC) by the fall of 2007.

III C. Program Completion Efficiency & Graduation Rate

Table 3.4 shows the graduation “rate” for all B.S.Ed. programs housed in the Department of Teacher Education at CSU and reflects the numbers supplied by the Vice President for Academic Affairs (VPAA) office. This rate reflects the number of first-time full-time undergraduate students who declared health and physical education as their major. This system allows students six years to complete all program requirements. The number of incoming freshman declaring HPE as their major was extremely low (1, 8, 2 respectively) for the past three year cycle. The program currently has 80 declared majors which seems to suggest that students come into the program late. This could be a result of changing their major or transferring in from another university. Since the average number of baccalaureate degrees conferred has been around seven for the last three years, there is a disconnect somewhere in how graduation rate is calculated.

Table 3.4 Graduation “Rate”

Six-Year Graduation Rates in Teacher Education BSEd Programs

Fall Semester Full-Time Entering Freshmen (*)

* The cohorts below are first-time full-time undergraduate students enrolled fall semester who entered the program listed below in the fall or the preceding summer term.

Fall 1997 Freshmen Cohort

By Major Program	Number in Fall 1997 Cohort	Fall 1997 Cohort Graduated by 2003	
		Number	Rate
Early Childhood Education	23	6	26.09%
Health & Physical Education	1	0	0.00%
Middle Grades Education	4	2	50.00%
Mental Retardation	2	1	50.00%
<i>Total</i>	30	9	30.00%

Fall 1998 Freshmen Cohort

By Major Program	Number in Fall 1998 Cohort	Fall 1998 Cohort Graduated by 2004	
		Number	Rate
Early Childhood Education	36	15	41.67%
Health & Physical Education	8	1	12.50%
Middle Grades Education	4	1	25.00%
Mental Retardation	4	1	25.00%
<i>Total</i>	52	18	34.62%

Fall 1999 Freshmen Cohort

By Major Program	Number in Fall 1999 Cohort	Fall 1999 Cohort Graduated by 2005	
		Number	Rate
Early Childhood Education	38	11	28.95%
Health & Physical Education	2	0	0.00%
Middle Grades Education	2	0	0.00%
Mental Retardation	1	1	100.00%
<i>Total</i>	43	12	27.91%

However, the program believes Table 3.5 is a more accurate reflection of the graduation rate for the HPE program.

Table 3.5 Graduation “Rate”

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	10%	14%	11%	11%
Health & Physical Education	7/29=24%	8/26=31%	6/23=26%	6/21=29%
Middle Grades Education	19%	15%	12%	32.5%
Special Education – Mental Retardation	25%	18%	4%	11%

It is difficult to determine the rate of graduation for the B.S.Ed. program in HPE since a true cohort system is not in place. Knowing when students enter and exit the program is paramount in calculating this number. The indicator that can be addressed is the percentage of graduates during the fiscal year in relation to the number of students admitted to the teacher education program for health and physical education. Thus, the HPE numbers above reflect that percentage. Although the percentage is low, the time that it takes for students to complete their programs of study vary. Some students take several years to complete the program because of teaching schedules and other obligations.

Although the graduation rate seems to suggest a low number of first-time full-time undergraduates declaring HPE as their major, the retention rate suggest the numbers are somewhat higher, 1, 11, and 11 respectively (See Table 3.6).

Table 3.6 Retention Rates in Teacher Education BSEd Programs

Fall Semester Full-Time Entering Freshmen (*)

* The cohorts below are first-time full-time undergraduate students enrolled fall semester who entered the program listed below in the fall or the preceding summer term.

Fall 2002 Freshmen Cohort

By Major Program	Number in Fall 2002 Cohort	Fall 2002 Cohort Returning Fall 2003		Fall 2002 Cohort Returning Fall 2004		Fall 2002 Cohort Returning Fall 2005	
		Number	Rate	Number	Rate	Number	Rate
Early Childhood Education	36	25	69.44%	22	61.11%	21	58.33%
Health & Physical Education	1	1	100.00%	1	100.00%	1	100.00%
Middle Grades Education	8	7	87.50%	5	62.50%	3	37.50%
Mental Retardation	3	3	100.00%	2	66.67%	3	100.00%
Total	48	36	75.00%	30	62.50%	28	58.33%

Fall 2003 Freshmen Cohort

By Major Program	Number in	Fall 2003 Cohort		Fall 2003 Cohort	
	Fall 2003	Returning	Fall 2004	Returning	Fall 2005
	Cohort	Number	Rate	Number	Rate
Early Childhood Education	60	46	76.67%	37	61.67%
Health & Physical Education	11	4	36.36%	5	45.45%
Middle Grades Education	5	4	80.00%	3	60.00%
Mental Retardation	4	4	100.00%	2	50.00%
<i>Total</i>	80	58	72.50%	47	58.75%

Fall 2004 Freshmen Cohort

By Major Program	Number in	Fall 2004 Cohort	
	Fall 2004	Returning	Fall 2005
	Cohort	Number	Rate
Early Childhood Education	62	48	77.42%
Health & Physical Education	11	8	72.73%
Middle Grades Education	2	2	100.00%
Mental Retardation	2	0	0.00%
<i>Total</i>	77	58	75.32%

The retention numbers suggest that the program is doing a better job over the last few years of retaining students. This may be a result of the “Campaign of Information” that program faculty have started to remind students in the lower division courses (PELM 2205, PEDS 2371, PEDS 2372) about requirements for admission into teacher education. This is to keep students focused on doing well in classes and studying for the Praxis I test so they are able to enter they program when they are eligible (i.e., completion of 45 semester hours or 9 hours if a transfer student).

Providing a quality program in is the primary concern of program faculty. We will continue to make every effort to provide meaningful and relevant coursework that prepare teachers with the knowledge, skills, and dispositions to help all students learn the pedagogical content associated with health and physical education.

II D. Efficiency & Clarity of the Program’s Course Requirements

The B.S.Ed. in Health and Physical Education requires a total of 129 hours for completion. Only program specific courses for the B.S.Ed. in Health and Physical Education are listed below:

Area F: Courses Related to the Major (18 hours)

EDUF 2116 Human Devel., Motiv., Lrn.	3
EDUF 2215 American Ed. Experience	3
SPED 2256 Intr. Except Learner/Gen Ed	3
EDCI 2105 Diversity in Education	1
BIOL 1216 Human Biology	4
EXSC 2135 Functional Anatomy	3
PELM 2345 Emergency Care and 1 st Aid	1

Area G: Program Requirements (63-64 hours)

*EDUF 4205 In. Tech for Student Teachers	2
EDUT 3215 Tech/Workplace/PELM 4317	2-3
*PELM 5485 Student Teaching in HPE	10
HESC 2105 Personal Health	3
HESC 3107 Habit-Forming Substances	3
HESC 4107 Fund of School Health	3
PELM 5217 Teaching Health P-12	3
PELM 2205 Intro: Physical Educ & Rec	3
PEDS 2371 Skills/Concepts Phys Activ 1	3
PEDS 2372 Skills/Concepts Phys Activ 2	3
EXSC 4131 Basic Exercise Physiology	3
*PELM 4335 Assessment in Physical Educ.	2
PELM 5215 Development of Motor Skills	3
PELM 3216 Teaching Dance	2
*PELM 3217 Physical Educ – Elementary	3
*PELM 3310 Physical Educ – Elem. Lab	1
*PELM 4215 Physical Educ - Middle Level	4
PELM 4245 Phys Activity Stu w/Disabil	3
*PELM 4417 Teaching Practicum in Health	1
*PELM 4416 Teaching Practicum in P.E.	2
*PELM 5216 Physical Educ - High School	4

Area H: Program Electives 2-3**Total Hours 129**

*Require admission to teacher education

These requirements are communicated online and through the CSU Catalog. Undergraduate students in HPE are assigned an academic advisor through the College of Education's Office of Services and Field Experiences (SAFE). The advisor meets with each teacher candidate at least once a semester, monitors his or her progress, and verifies that degree requirements are met. The program coordinator approves course substitutions and makes recommendations for student teaching placements. Additionally, the advisor and program coordinator communicate with undergraduate students each semester by e-mail, phone, or face-to-face meetings when necessary.

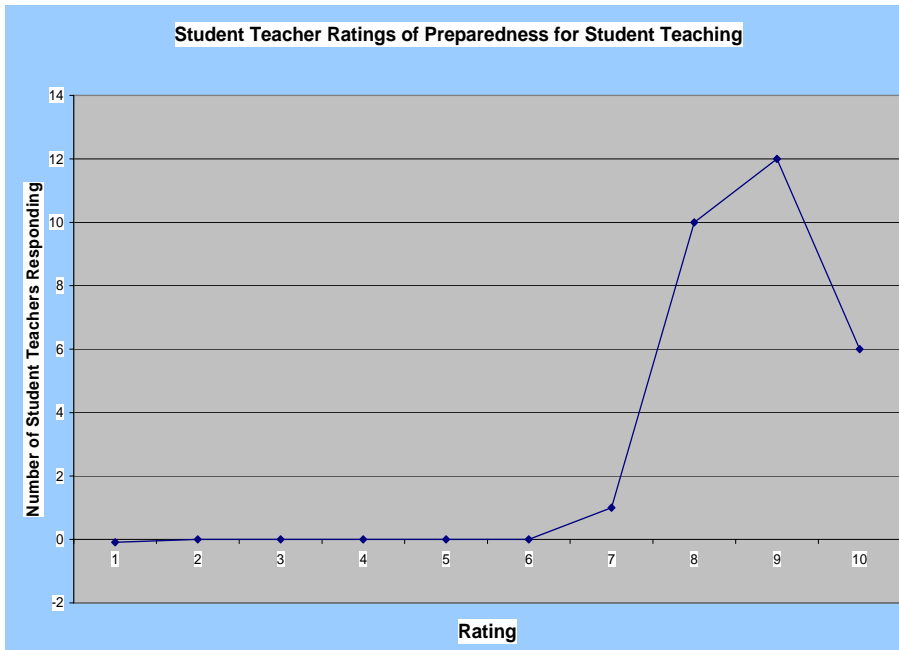
Before candidates are admitted into the certification program in HPE at the baccalaureate level, they must meet certain requirements. These requirements are listed on the application form for admission into the teacher education program and are listed below:

- Completion of EDUF 2215 (or approved equivalent) with a grade of C or better;
- Completion of 45 earned semester hours in the core with a cumulative GPA of 2.5 or better and an institutional GPA of 2.75 or better on total transcripts;
- Completion of 9 semester hours at Columbus State University with an institutional GPA of 2.75 or better and cumulative GPA of 2.5 or better - required of all transfer students in addition to 45 hours in the core;
- Good academic standing during the semester of application;
- Satisfactory performance on the Regents' Test;
- Satisfactory performance on all three parts of the Praxis I examination or an exemption based upon satisfactory scores on the SAT, ACT or GRE tests;
- Completion of essay (related to becoming a teacher of Health and Physical Education); and
- Completed background check to ensure no criminal record or discharge from the armed services that would prevent recommendation for teacher certification.

Although this information is provided to students during advising and program faculty emphasize these requirements in lower division courses (PELM 2205, PEDS 2371, PEDS 2372), there are no formal means for obtaining information concerning student satisfaction or feedback regarding ease of understanding of program requirements. The program faculty propose to create a form that is signed by students at the completion of each advising session where they acknowledge their understanding of program requirements.

Formal surveys of teacher candidates at the conclusion of their student teaching experiences indicated that they have felt well prepared to teach physical education and less prepared to teach health education. As a result of this survey, the curriculum was revised to increase the content knowledge and pedagogical content knowledge in health through the addition of two courses recommended by the Program Advisory Committee (PAC). *Fundamentals of School Health* (HESC 4107) was added to emphasize teaching strategies in a variety of health content areas and for different grade levels. *Teaching Practicum in Health* (PELM 4417) was added to provide students with an opportunity to observe, assist, and teach in middle grades health classes.

The following graph shows the responses of student teachers to the question: “On a scale from 1 to 10, 10 being the highest, how well prepared did you feel for student teaching?”



As can be seen, there were no students giving ratings below 7, and all but one student, rated preparedness at 8, 9, or 10. This suggests students felt very prepared for their student teaching experience.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

As shown in Table 3.7, courses required in the B.S.Ed. Health and Physical Education program are offered on a regular basis. All B.S.Ed. students must take EDUF 2116, EDUF 2215, and SPED 2256, so the frequency and number of course offerings in these courses is higher. Students who complete the program are certified to teach in the areas of health and physical education. Due to the dual certification, the program received approval from the State and BOR to increase the number of credit hours to complete the program from 123 to 129. This new program of study became effective during the 2005-2006 academic year. With the new program requirements, it would take students 9 semesters averaging 15 hours a semester to complete the program. Many required courses in the program are offered at least once a year. The semester when those courses are offered is communicated to the student during advisement and on his/her degree progress plan. Other courses may be taken in any order.

Table 3.7 Frequency of Course Offerings Per Semester

Area F Courses	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 2116	4	5	2	5	5	3	6	6	3	5	6	3	5

Table 3.7 Frequency of Course Offerings Per Semester

EDUF 2215	4	5	2	5	5	2	6	5	1	7	7	2	7
SPED 2256		4	2	2	4	2	3	3	1	3	3	1	4
EDCI 2105	Course began Fall 2004									2	2	1	6
BIOL 1216		1			1			1			2		
EXSC 3135/ EXCS 2135		1			1	1		1			1		
PELM 2345	1	2	1	2	2	1	2	2	1	2	2	2	2

Area G – Program Req.	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EXSC 4131	1		1	1			1			1			2
HESC 2105	1		1	1	1	1	1	1	1	1	1	1	1
HESC 3107		1	1		1				1	1	1	1	1
HESC 4107		1			1			1			1		
PEDS 2371	1			1			1			1			1
PEDS 2372		1			1			1			1		
PELM 2205	1		1	1		1	1		1	1		1	1
PELM 3216	1			1			1			1			1
PELM 3217	1			1			1			1			1
PELM 3310	1			1			1			1			1
PELM 4215		1			1			1			1		
PELM 4245		1			1			1			1		
PELM 4317							1			1			1
PELM 4335					1			1			1		
PELM 4416	1	1		1	1		1	1		1			1
PELM 4417	New program requirement starting entering CSU Fall 2005												
PELM 5215		1			1	1		1			1		
PELM 5216	1			1			1			1			1
PELM 5217				1			1			1			1

III F. Enrollment in the Program’s Required Courses

Table 3.8 shows the average enrollment per section for required courses in the B.S.Ed. Health and Physical Education program. All baccalaureate students must take EDUF 2116, EDUF 2215, and SPED 2256, so average enrollments in these courses are higher. Enrollment in courses that can be taken prior to admission in teacher education is consistently high. However, enrollment is lower in courses that require admission to teacher education. Enrollments in PELM 3217, PELM

4215, PELM 5216, method courses in health and physical education, are the best indicators of enrollment trends in the Health and Physical Education program.

Enrollment in these courses has remained fairly consistent during the period from 2001 to 2005, with an average enrollment of 12.4 for PELM 3217, 8.2 for PELM 4215, and 11.2 for PELM 5216.

Table 3.8 Average Enrollment in the Program's Required Courses

Area F Courses	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 2116	27	25	24	26	23	20	26	21	15	28	26	14	26
EDUF 2215	24	18	12	26	24	25	26	25	18	26	25	23	25
SPED 3256 SPED 2256		17	23	28	33	26	29	28	29	25	32	27	30
EDCI 2105	Course began Fall 2004									21	25	18	22
BIOL 1216		22			14			20			13.5		
EXSC 3135/ EXCS 2135						10		29			44		
PELM 2345	20	15	14	16.5	16.5	11	14.5	14.5	14	15	14.5	9	15
Area G – Program Requirements													
EXSC 4131	28		1	28			33			36			31
HESC 2105	30		16	41	31	13	45	30	13	45	32	15	32
HESC 3107		35	13		35				40	29	32	25	30
HESC 4107		30			34			31			27		
PEDS 2371	24			20			21			24			28
PEDS 2372		22			21			18			24		
PELM 2205	31		17	27		6	25		9	24		8	25
PELM 3216	13			16			25			22			21
PELM 3217	10			12			7			18			15
PELM 3310	10			12			8			16			15
PELM 4215		8			2*			9			8		
PELM 4245		24			26			22			15		
PELM 4317							4			16			18
PELM 4335					4			8			6		
PELM 4417	New program requirement starting entering CSU Fall 2005												
PELM 4416	1	1		7			5			3	5		7

Table 3.8 Average Enrollment in the Program's Required Courses

Area F Courses	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
PELM 5215		13		1*	16	2*		20			29		
PELM 5216	12			10			13			11			10
PELM 5217				9			9			20			16

* Offered as an independent study

By offering the required PELM, HESC, and EXSC courses at least once a year, enrollment remains high.

The Biology Department created BIOL 1216 Human Biology specifically to meet the needs of health and physical education majors. This course is a prerequisite for EXSC 2135. The program faculty work collaboratively with the faculty in Exercise Science to ensure that students have satisfied the prerequisite course prior to enrolling in EXSC 2135. In two cases, students have had to extend their time to graduation due to failing to satisfy this requirement. By communicating this course sequence with students early in their program during the advising process, we hope it will become less of an obstacle for students as they work to complete their degree.

III G. Diversity of the Program's Majors and Graduates

Table 3.9 shows the gender and ethnic origin of students in the B.S.Ed. HPE program. Overall, the student enrollment by gender has been 30% female and 70% male. Although these numbers are not comparable to the institution's enrollment percentages by gender, in the area of HPE there are traditionally more males than females in the profession.

On average, 67% of the program's majors since fall 2001 have been white, 28% have been black, and 5% have belonged to other ethnic groups. There have been two international students in the program during this time period. The percentage of black students in the B.S.Ed. HPE program is comparable to the overall percentage of black students in undergraduate programs at CSU. The diversity of students in the health and physical education program in terms of ethnicity is fairly representative of the student body at CSU.

Table 3.9 Ethnic and gender diversity of B.S.Ed. Health and Physical Education majors

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	23 (40%)	15 (23%)	20 (27%)	20 (28%)
Male	35 (60%)	50 (77%)	54 (73%)	51 (72%)

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005
International	0	0	1 (1%)	1 (2%)
Asian	0	0	0	0
Black	12 (21%)	17 (26%)	22 (30%)	25 (35%)
Hispanic	1 (2%)	3 (5%)	1 (1%)	3 (4%)

American Indian	0	1 (1%)	2 (3%)	0
Multi-Racial	0	0	0	0
White	45 (77%)	44 (68%)	48 (65%)	42 (59%)

Though 27% of the students enrolled in the B.S.Ed. HPE program have been black, the overall percentage of black students graduating from the program since fall 2001 is only 11% (See Table 3.10). The reason for this is unknown at this time. Given the low total number of graduates in the program, any ethnic comparisons done on a yearly basis provide statistically meaningless results.

Table 3.10 Ethnic and gender diversity among B.S.Ed Health and Physical Education graduates

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	3 (43%)	3 (37.5%)	2 (50%)	1 (17%)
Male	4 (57%)	5 (62.5%)	4 (50%)	5 (83%)

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005
Asian	0	0	0	0
Black		1 (12.5%)	2 (33%)	
Hispanic	0	1 (12.5%)	0	0
White	7 (100%)	6 (75%)	4 (66%)	6 (100%)

Students in the B.S.Ed. program in HPE are from diverse age groups. The majority of students are between 21 and 25 years of age with the second highest age group of HPE students is under 21 years of age. The four year trend shows that the average age of students in the program is decreasing from 24 to 22.7 years of age. The second most (see Table 3.11) shows the age composition of all B.S.Ed. students in the HPE program since 2001.

Table 3.11: Age diversity among B.S.Ed. Health and Physical Education students

Age	2001-2002	2002-2003	2003-2004	2004-2005
Under 21	17	17	24	25
21-25	27	32	36	37
26-30	8	10	8	4
31-40	4	6	6	5
41-50	1	0	0	0

Table 3.11: Age diversity among B.S.Ed. Health and Physical Education students

Age	2001-2002	2002-2003	2003-2004	2004-2005
51-60	1	0	0	0
Over 60	0	0	0	0
Total # of Student	58	65	74	71
<i>Average Age</i>	24.0	23.6	22.7	22.7

Table 3.11 suggests that, while the number of students in the 21-25 age range remains large (over 50% of declared majors), the number of students in the higher age brackets remains steady. This is probably reflective of older students choosing teaching as a second career choice or entering the HPE program from other fields in order to obtain teacher certification.

III H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

The budget for the Department of Teacher Education represented approximately 13% of the total instructional costs for Columbus State University (CSU) from 2001 to 2004 (see Tables 3.12 and 3.13). During this time period, over \$1,000,000 of the department budget came from grant funds that, for the most part, supported the work of the Centers of Excellence (see note in Table 3.12). In 2004-2005, the department budget represented 8% of the total instructional costs at CSU. Considering that, in fall 2004, 1340 (19%) of the 7224 students enrolled at CSU were majoring in a program offered through the Department of Teacher Education, instructional delivery in the department is very cost-effective.

For the HPE program, the cost per credit hour decreased each year since 2001. In 2004-2005, the cost per credit hour was \$90.00 compared to \$162.15 for the institution. Although the institution has shown a decrease in the cost per credit hour during the same time period (See table 3.13), the rate of decrease is not as drastic as that of the HPE program where the cost per credit hour has dropped approximately 50% from 2001 to 2005. Thus, it now costs roughly half as much to educate a student pursuing a B.S.Ed. degree in HPE in 2005 than it did in 2001.

Table 3.12 Instructional Costs for Department of Teacher Education and the Undergraduate Health and Physical Education Program

	2001-2002	2002-2003	2003-2004	2004-2005
Department Budget*	\$3,116,951	\$3,176,287	\$3,143,501	\$2,032,092
Cost Per Major (B.S.Ed. & M.Ed. Health and Physical Education majors) <i>(Pro-Rated Expenditures / Number of Declared Majors)</i>	\$11,459	\$7,330	\$8,876	\$4,461
Credit Hours Taught Fall and Spring (B.S.Ed. & M.Ed. Health and Physical Education majors)	4,059	4,466	3,990	4,072

Table 3.12 Instructional Costs for Department of Teacher Education and the Undergraduate Health and Physical Education Program

	2001-2002	2002-2003	2003-2004	2004-2005
Cost per Credit (B.S.Ed. & M.Ed. Health and Physical Education majors)	\$192	\$128	\$189	\$90

* Note: Centers of Excellence units (ETTC, CRMC, Child Care R&R and Oxbow Meadows removed from academic departments in FY 2005).

Table 3.13 Total Instructional Costs at CSU

	2001-2002	2002-2003	2003-2004	2004-2005
Instructional Costs	\$23,311,457.76	\$23,963,598.65	\$23,784,544.59	\$25,240,030.43
Total Credit Hours	116,543	133,777	148,797	155,654
Cost per Credit	\$200.02	\$179.13	\$159.85	\$162.15

By offering the required courses in the B.S.Ed. HPE program at least one time a year, the number of students enrolled in these courses is high enough to contribute to the cost-effectiveness of the department. In addition, the program requires some of the same courses (e.g., SPED 2256, EDUF 2116, EDUF 2215) that are required in other B.S.Ed. programs. These courses have higher enrollments and thus help to contribute to the cost-effectiveness of the department.

III I. Program's Responsiveness to State Needs and Employer Demand for Program Graduates

III Ia. Program's Responsiveness to State Needs for Program Graduates

According to State law, children in grades K-8 must have health and physical education for a specified number of minutes per year (the number varies for elementary and middle school children). This State law highlights the need for universities to prepare teachers in this content area.

All Early Childhood Education (ECE) teacher candidates are required by state law to have a course in teaching physical education. The ECE program is the largest program in the Department of Teacher Education with over 500 majors and all ECE majors at CSU take PELM 3218 Development of Movement Skills in Early Childhood. The faculty members in Health and Physical Education respond to this certification requirement by offering and staffing adequate numbers of sections of this course to allow ECE candidates to progress through their programs of study in a timely manner.

Last year, the Board of Regents issued a mandate that all USG institutions that prepare teachers were to double the number and increase the diversity of teachers produced by the year 2010. The COE developed a plan to meet this mandate, not only for Health and Physical Education teachers, but also for teachers in other disciplines.

Doubling The Numbers, Doubling The Diversity Plan

1. Teacher Production Targets

Reference Year: 2003 – 2004

129 Teachers Recommended for Initial Certification 20 Minority Candidates

	2004	2006	2007	2008	2009	2010
Total	129	145	170	200	230	258
# Minorities	20	25	28	32	36	40

2. Plans for Reaching Production Targets, Including Resources Needed

a. Recruitment Activities

Resources Needed	Initiative
0	Visit counselors, athletic directors in all regional high schools
0	Maintain recruitment office at Fort Benning
0	Cooperate with Black churches in recruiting youth
0	Enroll FTA graduates
0	Implement specific recruitment plans for Atlanta City public schools
0	Seek recruitment assistance from alumni chapters of local fraternities and sororities
0	Enroll paraprofessionals from regional schools
0	Recruit non-traditional students for career changes, programs
0	Recruit graduates from College of Arts and Letters and College of Science programs

b. Retention Strategies

Resources Needed	Initiative
0	Expand services of SAFE Office to better prepare students for Praxis I, II examinations
1 Staff position (\$55,000)	Implement Avenue for Cultural Excellence program
1 Faculty position (\$55,000)	Hire minority faculty member
0	Expand scholarship and financial program options

c. Collaborative Ventures

Resources Needed	Initiative
1 Staff position (\$32,000) 2 Faculty positions (\$110,000)	Gordon College (Two Plus Two program in Early Child Education)
2 Faculty positions (\$110,000)	Fort Valley College (Special Education)
0	Chattahoochee Valley Community College (Two Plus Two transfer program)
0	Columbus Technical College (Child Care Providers)
0	Local school districts (Paraprofessionals)
2 Faculty positions (\$110,000)	Partnership with College of Arts and Letters (to accommodate additional numbers)
2 Faculty positions (\$110,000)	Partnership with College of Science (to accommodate additional numbers)

Total Resources Needed: \$582,000

III Ib. Program's Responsiveness to Employer Demand for Program Graduates

Graduates of the B.S.Ed. HPE program are employed both in local school systems such as Muscogee County and Phenix City, in Georgia school systems 100 miles or more from Columbus such as Gwinnett County in Atlanta, and in other states such as Alabama. Having graduates in surrounding school districts has had a positive impact regionally by exposing children to quality health and physical programs.

Though no hard data is available regarding placement of graduates in the workplace, anecdotal evidence suggests that graduates of the B.S.Ed. in HPE program report little difficulty in securing employment at the end of their course of study. In fact, they report multiple job offers

that allow them the freedom to choose the situation that best suits them. The program faculty have received inquiries from schools or districts within and outside our service region in the last three years that are looking to hire health and physical education teachers. The counties reflected by these requests are: Muscogee, Chattahoochee, Marion, Pike, Effingham, Brantley, Lee and Russell.

III J. Position of the Program’s Annual Degree Productivity among Comparable USG Programs

As Table 3.14 shows, the number of degrees conferred by CSU in the B.S.Ed. in HPE program has remained relatively stable from 2001 to 2004. A review against comparable universities, CSU ranks fourth along with two other USG programs in B.S.Ed. degrees conferred in the HPE program.

Table 3.14 Number of Degrees Conferred Among Comparable USG Programs

Institution	FY 2001	FY 2002	FY 2003	FY 2004
Columbus State University	5	7	8	6
Georgia Southern University	16	13	9	4
Albany State University	7	4	3	1
Armstrong Atlantic State University	12	10	10	6
Augusta State University	17	17	10	9
Georgia Southwestern State University	19	11	14	13
Kennesaw State University	28	23	11	6
University of West Georgia	20	17	13	27

This ranking is fairly remarkable since all teacher education programs listed in Table 3.14, with the exception of Kennesaw State University, have lower G.P.A. (2.50) requirements for admission into teacher education than CSU. Students at CSU cannot apply for admission into teacher education until they have earned 45 semester hours in the core with a cumulative GPA of 2.5 or better and an institutional GPA of 2.75 or better on total transcripts. The higher G.P.A. requirement at CSU potentially reduces the number of students admitted to the program, thus potentially lowering the number of possible graduates.

III K. This Program’s Contribution to Achieving CSU’s Mission

The HPE program helps CSU to accomplish its mission of serving the educational needs of a diverse region by providing a professional program that leads to a baccalaureate degree. The program curriculum is strong in the core of general education and in the academic program.

The third strategic planning goal of the University is “to support select mission areas that will strengthen Columbus State University as a distinguished academic institution.” One of the selected missions is educator preparation. Thus, the program serves the educational needs of a diverse region by preparing highly qualified teachers who often teach in the local school system, thereby helping to improve the quality of education and the quality of life in the institution’s service area. Additionally, a collaborative relationship exists with many local school systems

(Partner School Network) and many of the program's field experiences are in schools with underserved populations. This relationship enhances the unique image of the university and provides creative opportunities for students.

An annual evaluation of the program is completed each year by the program coordinator to assess how well the program is meeting established goals. In this evaluation, a matrix is completed that outlines the connection between the goals for the University, COE, Department, and the Program. These evaluations can be found on file in the Department of Teacher Education.

IV. Conclusion about the Program's Viability at CSU

The B.S.Ed. HPE program at CSU is a viable one. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is very strong. All NCATE/PSC standards were judged met for all initial and advanced health and physical education programs.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education, Health Science, Exercise Science, and teachers in P-12 schools. Representatives from each group work together to make improvements to the health and physical education program at CSU and to the health status of students in our region. The College of Education coordinates field experiences and clinical practice through its Partner School Network (PSN) and the COE Office of Services and Field Experiences (SAFE). The PSN is made up of schools within the CSU service area whose personnel have agreed to collaborate with the COE in designing, delivering, and evaluating field experiences and clinical practice. Both university and school-based faculty are involved in implementing and evaluating the unit's conceptual framework and the school program. Because the HPE program conduct field experiences in many P-12 schools, the partnership with area schools is a strong. The HPE Program Advisory Committee (PAC) reviews and makes recommendations on major curriculum decisions involving the preparation of undergraduate candidates. Representatives from P-12 schools comprise a majority of the committee's membership, which also includes faculty from the College of Science and the College of Education as well as HPE majors. The PAC was very active in 2003-2004, making recommendations for the improvement of the B.S.Ed. program. Agendas and minutes from these meetings are available if needed.

Teacher candidates in the program take what they learn and apply it in their classrooms to help their students learn. Thus, the B.S.Ed. program in HPE is a valuable resource for schools in the region who want to hire proficient teachers in the field of health and physical education.

V. Program Improvement Plan

The faculty in the HPE program along with the Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teachers.

- Although a couple of years away, HPE will have to align coursework with the new Georgia Performance Standards for HPE. The goal is to have all Georgia Performance Standards for all content areas in place before 2008.

- Create a Statement of Understanding to be signed by students at the completion of each advising session acknowledging their understanding of program requirements.
- Restructure method classes so that students are provided with more authentic teaching experiences in field experiences. This would require establishing a system where health and physical education majors see the same students for an extended period of time so that they can establish a rapport with the students they teach. *This is a result of an informal survey of students in the program concerning what faculty could do to better prepare them as teachers.* To meet this bullet, the secondary methods class (PELM 5216) is scheduled to meet four days a week instead of two days a week, starting fall 2006.
- Continue to provide and expand professional development and networking opportunities for undergraduate students through assisting in workshops, presentations given at regional and local conferences, and community outreach.
- Continue to work more closely with the faculty in Health Science in addressing the content needs of B.S.Ed. students in HPE as they prepare to teach Health in public schools on the secondary level.

The plan to increase the number of degree completers will include the following activities:

- Continue “Campaign of Information” so that students are aware of the requirements for admission into teacher education to help with student retention in the program.
- Continue to identify resources to help students pass the Praxis I exam such as help from the writing center, tutors in math, and checkout the Praxis I study guide purchased by program faculty.
- Create a survey that can be administered in foundation classes to identify the obstacles students face that hinder their ability to complete degree requirements. Survey will be administered for the first time in fall 2006.
- Examine different ways of lowering the number of program hours from 129 to 127, so that students can complete all program hours while still maintaining the HOPE scholarship. However, this reduction in hours has to be completed without sacrificing the program quality. This process will be completed by the program faculty, in conjunction with the Program Advisory Committee (PAC) by the fall of 2007.

VI. **Summary Recommendation: Maintain at Current Level**

The program recommends maintaining the program at the current level. The quality of the program is very strong and the number of degrees conferred each year is comparable to other universities in the USG. Additionally, the program is cost efficient in comparison to other degree programs offered by the University.

Graduates of the B.S.Ed. HPE program are also a valuable resource for our students in the undergraduate program. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. As the only USG institution within a 90-mile radius of Columbus that prepares teachers in HPE, CSU provides the service region an opportunity to become proficient teachers who possess the requisite pedagogical content knowledge to offer quality HPE programs in P-12 schools.