

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

**Columbus State University
October 2005**

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, based in part on standards of the National Council of Teachers of English, 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.

Overall, the M.Ed. Health and Physical Education program is strong. It 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 these three areas 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: Satisfactory

Enrollment in the M.Ed. Health and Physical Education program has remained relatively stable with an average enrollment of 11.25 during the four-year period from 2001-2002 to 2004-2005. This enrollment pattern is similar to other M.Ed. programs in the Department of Teacher Education. The program has a diverse group of majors with regard to gender and age but is lacking diversity in terms of race. Overall, the figures (2001-2005) show student enrollment by gender to be 65% female and 35% male. These figures are comparable to the institution's enrollment percentages by gender. In terms of diversity, 100% of the program's majors have been, and continue to be, white. Graduates of the program are in high demand and readily find employment.

Courses are offered on a one- or two-year cycle, and enrollment in required courses remains relatively stable. This helps to contribute to the cost-effectiveness of the department. Cost per credit has steadily decreased for the university as a whole. However, the Health and Physical Education program has had a steeper decrease in comparison to the point that it now costs roughly half as much to educate a student pursuing an M.Ed. in Health and Physical Education than for the university as a whole.

The number of M.Ed. Health and Physical Education degrees conferred by Columbus State University has increased significantly in the past four years, from one in 2001-2002 to six in 2004-2005, and is comparable to or greater than the number of degrees conferred by other USG state universities. Graduates of the M.Ed. Health and Physical Education 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 Missouri.

List of Recommendations for Improving Program Quality

The program faculty and the Program Advisory (PAC) plan to take the following steps to improve the quality of the M.Ed. program in Health and Physical Education:

- 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.
- Address the need to increase the number of students from diverse backgrounds in the graduate program. This could be addressed by finding external funding options or sources that assist minority students in pursuing advanced degrees.
- Continue to work with the Hughston Orthopedic Hospital in monitoring and recruiting qualified candidates into the Columbus State University Athletic Training Fellowship Program. This partnership increased the number of students in the M.Ed. program and helped CSU to meet regional demands from school systems for health and physical education teachers who are certified athletic trainers. It would be beneficial to CSU and the Hughston Orthopedic Hospital to examine ways to increase the number of candidates in the program.
- Continue to provide and expand professional development and networking opportunities for graduate students through assisting in workshops, presentations given at national, regional, and local conferences, and collaborating on articles for publication with program faculty.
- Develop service-learning initiatives that highlight the importance of health and physical activity and are beneficial to all stakeholders including students, program faculty, the community, and/or local school districts.
- Work more closely with the faculty in Health Science in addressing the content needs of M.Ed. students in Health and Physical Education as they prepare to teach health in public schools at 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.

Conclusion about the Program's Viability at CSU

The M.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, and teachers in P-12 schools. Representatives from each of these 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.

The number of M.Ed. Health and Physical Education degrees conferred by CSU has increased significantly in the past four years and is comparable to or greater than the number of degrees conferred by other USG state universities. CSU houses one of the few graduate programs in the

state that prepares students with a background in athletic training for teaching health and physical education in P-12 schools. The program meets a critical need for many local and area high schools who seek to employ physical education teachers who are also athletic trainers.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.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>
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting Health and Physical Education graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Health and Physical Education	Productivity Viability	2006-Ongoing
3. Collaborate with the Hughston Orthopedic Hospital in monitoring and recruiting qualified candidates into the CSU Athletic Training Fellowship Program.	Productivity Viability	2006-Ongoing
4. Align appropriate graduate courses with the Georgia Performance Standards (GPS) to make the individual courses as well as the program highly attractive to prospective graduate students who will be implementing the GPS.	Quality Productivity Viability	2008
5. Continue to provide and expand professional development and networking opportunities for graduate students through interacting and collaborating with faculty in workshops, presentations and publications.	Quality	2006-Ongoing
6. Collaborate with faculty members in Health Science to address the content needs of HPE graduate students as they teach health in the P-12 setting	Quality	2006-Ongoing

The Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, 4, 5, and 6 for program improvement. Resources from external funding will be necessary to support priority 2. 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

Recommendation: *Maintain the Program at the 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 in public schools for credit hours in physical education 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.

As previously mentioned, CSU will continue working to improve the current M.Ed. program in Health and Physical Education by responding to new initiatives (e.g., Georgia Performance

Standards), improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts of students from diverse backgrounds.

I. Program Overview

The M.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. 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 Health and Physical Education program. Program objectives listed below reflect the core assumptions of the National Board for Professional Teaching Standards:

1. Locate, evaluate, conduct, interpret and apply research for the improvement of teaching;
2. Utilize technology to enhance teaching and supportive functions;
3. Demonstrate effective teaching behaviors, a variety of teaching styles, and knowledge of appropriate practices in their teaching;
4. Communicate knowledge about and appreciation for the importance of lifetime physical activity and wellness;
5. Establish goals and design learning experiences that communicate high expectations for student learning that emphasizes the development of skillful movers;
6. Demonstrate a variety of assessment techniques to evaluate and improve student learning, programs and instruction;
7. Critically analyze and reflect on teaching practices and the learning environment for the purpose of effecting change;
8. Demonstrate sensitivity to and respect for students of different abilities, genders, and racial and cultural backgrounds;
9. Demonstrate knowledge of community resources and serve as advocates for physical education and/or health in their schools and communities.

Master degree candidates who have developed *proficiency* in each of these areas through initial certification programs should develop and demonstrate *expertise* as they progress through the M.Ed. program in Health and Physical Education. Graduates of the program are prepared to apply their expertise of pedagogical content knowledge of health and physical education teaching and learning in P-12 classrooms, thus helping to meet the demand for highly qualified health and physical education teachers that bring students to high levels of learning.

The M.Ed. program in Health and Physical Education provides a quality educational experience to many local and area teachers. This is consistent with the mission of CSU of serving the educational needs of a diverse region. By preparing highly qualified teachers, the program helps to improve the quality of education and potentially 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 units faculty represents 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 members 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

Enrollment in the Health and Physical Education’s (HPE) master of education program increased 83% from Fall of 2000 to Fall of 2004, up from six students to eleven. Among the ten M.Ed. programs in the Department of Teacher Education, the HPE program ranks sixth in rate of increase. Although this ranking is low, it is expected since HPE is not considered a critical needs area, as identified by the State. Students in these areas are eligible for monetary assistance provided by the State such as HOPE scholarship money to assist them in pursuing their degree. Thus, this money is not available to students pursuing a master’s degree in health and physical education.

Courses are offered on a one- or two-year cycle, and enrollment in required courses remains relatively stable. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of majors with regard to gender (on average 64%) and age (21-40). However, minority representation within the graduate program needs to be addressed. Graduates of the program are in high demand and readily find employment.

The number of master degrees conferred by Columbus State University (CSU) in Health and Physical Education has increased by 300%, up from 2 in 2001 to 6 in 2004. The HPE program at CSU ranks third in the number of degrees conferred in comparison of like universities in Georgia.

III A. Enrollment of Students in the Program

Table 3.1 shows the enrollment trend for the M.Ed. program in Health and Physical Education in comparison with other graduate programs at CSU.

Table 3.1 Graduate Enrollment Trends by Major Program of Study

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	4-Year # Change	4-Year % Change
Masters							
Art Education	2	3	6	5	4	2	100.0%
Community Counseling	43	41	41	33	47	4	9.3%
Computer Science	52	67	60	87	74	22	42.3%
Early Childhood Educ	27	26	25	24	22	-5	-18.5%
Educational Leadership	18	50	52	51	36	18	100.0%
Environmental Science	24	18	15	15	11	-13	-54.2%
General Business	42	36	49	55	47	5	11.9%
Health & Physical Educ	6	10	13	11	11	5	83.3%

Table 3.1 Graduate Enrollment Trends by Major Program of Study

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	4-Year # Change	4-Year % Change
Info Tech Management	25	25	0	NA	NA		
Instructional Technology	NA	NA	13	11	6		
Middle Grades Educ	23	29	50	53	58	35	152.2%
Music Education	5	8	15	10	7	2	40.0%
Public Administration	231	237	273	296	342	111	48.1%
School Counseling	47	39	30	24	36	-11	-23.4%
Sec Ed - English	9	9	24	33	27	18	200.0%
Sec Ed - Science/Biology	8	13	22	20	17	9	112.5%
Sec Ed - Mathematics	11	12	13	21	20	9	81.8%
Sec Ed - Soc Sci - History	5	7	19	22	15	10	200.0%
Spec Ed - Beh Disorders	15	15	15	18	16	1	6.7%
Spec Ed - Learning Disab	11	22	33	28	31	20	181.8%
Spec Ed - Mental Retard	10	10	17	8	8	-2	-20.0%
<i>Total Masters</i>	<i>614</i>	<i>677</i>	<i>785</i>	<i>825</i>	<i>835</i>	<i>221</i>	<i>36.0%</i>

Enrollment in Health and Physical Education’s M.Ed. program increased 83% from fall of 2000 to fall of 2004, up from six students to eleven. Among the ten M.Ed. programs in the Department of Teacher Education, the HPE program ranks sixth in rate of increase.

The majority of students in the graduate program in Health and Physical Education are pursuing the Non-Traditional M.Ed. degree in Health and Physical Education. This program is designed for students who have an undergraduate degree in a related area and seek teacher certification with a M.Ed. degree. The increase in enrollment is due in part to the recent collaborative efforts between the College of Education, the Health and Physical Education program, and the Hughston Orthopedic Hospital. These efforts include the establishment of the Columbus State University Athletic Training Fellowship which is a two-year fellowship leading to a M.Ed. degree in Health and Physical Education with teacher certification. Students in this program become health and physical teachers with a background in athletic training, a combination of interest to many area high schools.

The Health and Physical Education Program Advisory Committee (PAC) oversees the M.Ed. program in Health and Physical Education and works to improve the curriculum, courses, and resources offered to teachers.

III B. Annual Degree Productivity of the Program

As indicated in Table 3.2, the number of M.Ed. degrees conferred each year in health and physical education is low in comparison to other degree programs in the COE but has had 100% growth in the last five years. This trend is also reflected in the areas of Secondary English, Secondary Social Science and Secondary Science.

Table 3.2 Number of Masters Degrees Conferred: College of Education

Degree Program	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	4-Year # Change	4-Year % Change
MS Comm Counseling	18	17	21	19	13	-5	-27.8%
MEd Educ Leadership	10	9	9	28	16	6	60.0%
MEd Early Child Educ	6	7	12	9	11	5	83.3%
MEd Health & Phys Ed	3	2	1	3	6	3	100.0%
MS Instructional Tech	NA	NA	3	7	4		
MEd Middle Grades Ed	9	9	10	10	10	1	11.1%
MEd School Counseling	4	8	16	8	4	0	0.0%
MEd Sec Ed - English	2	1	7	3	6	4	200.0%
MEd Sec Ed - Math	5	5	5	1	4	-1	-20.0%
MEd Sec Ed - Science	3	4	1	4	6	3	100.0%
MEd Sec Ed - Soc Sci	2	1	1	4	5	3	150.0%
MEd Sp Ed - Behav Dis	9	6	7	5	8	-1	-11.1%
MEd Sp Ed - Learn Disab	7	3	10	8	13	6	85.7%
MEd Sp Ed - Mental Ret	0	2	3	3	1	1	
<i>Total</i>	<i>78</i>	<i>74</i>	<i>106</i>	<i>112</i>	<i>107</i>	<i>29</i>	<i>37.2%</i>

This program is below the USG threshold in degree completions. In comparison to other graduate programs in the Department of Teacher Education concerning the number of degrees conferred each year, the Health and Physical Education Program ranks fifth. This is significant considering that students in most of the programs that rank higher receive some type of monetary assistance from the state (HOPE scholarship money) to assist students seeking certification in critical needs areas such as Science and Special Education. The same monetary aide is not available to graduate students in Health and Physical Education.

Graduate students in Health and Physical Education are assisted by faculty in a number of ways in helping them to complete degree requirements:

1. There are a number of graduate classes offered in the program each semester at various times to add flexibility in scheduling courses.
2. There is an additional faculty member in Health Science that allows for more health content courses to be taught.
3. Students in the Hughston Fellowship program have two years to complete all degree requirements for the Non-traditional M.Ed. degree in Health and Physical Education.

The Health and Physical Education faculty will continue to explore ways to expand the Hughston Fellowship program to increase the number of students in the program and thus the possibility of increasing the number of degrees conferred.

III C. Program Completion Efficiency & Graduation Rate

Table 3.3 shows the graduation rates for all M.Ed. programs in the Department of Teacher Education at CSU. Graduation rates tend to fluctuate as students complete their programs of study at different rates. The graduation rates for the M.Ed. Health and Physical Education program tends to be higher than the rates for most other M.Ed. programs in the Department of Teacher Education.

Table 3.3 Graduation Rates for M.Ed. Programs in Teacher Education

Degree Program	FY 2001	FY 2002	FY 2003	FY 2004
MEd Early Child Educ	46%	36%	46%	50%
MEd Health & Phys Ed	10%	23%	55%	55%
MEd Middle Grades Ed	34%	20%	19%	45%
MEd Sec Ed - English	78%	13%	18%	59%
MEd Sec Ed - Math	42%	8%	19%	15%
MEd Sec Ed - Science	8%	18%	30%	59%
MEd Sec Ed - Soc Sci	14%	21%	23%	13%
MEd Sp Ed - Behav Dis	47%	33%	44%	19%
MEd Sp Ed - Learn Disab	45%	24%	46%	23%
MEd Sp Ed - Mental Ret	30%	18%	13%	38%

There are several reasons why graduation rates vary among students. These include:

1. The Columbus State University Athletic Training Fellowship requires students to complete the degree requirements in two years thus aiding completion of degree requirements in two years. Since the establishment of this program in the fall of 2001,

there has been a corresponding increase in the graduation rate for students in the M.Ed. program in Health and Physical Education.

2. Some students in the M.Ed. program work full time and go to school part-time, thus increasing the time to complete degree requirements.
3. Students in the Non-Traditional M.Ed. program, whose baccalaureate degrees are in areas closely related to Health and Physical Education such as Exercise Science or Athletic Training, must take a significant number of prerequisite health and physical education courses, thus increasing the time needed to complete their program of study.

Providing a quality program in Health and Physical Education is the primary concern of the faculty in the program. Ongoing efforts to offer additional support and resources to teachers as they work on their M.Ed. degree should ensure that most students who enroll in the program are able to complete it.

III D. Efficiency & Clarity of the Program's Course Requirements

The M.Ed. Program in Health and Physical Education requires a professional core (7 credits), a health and physical education concentration core (26-27 credits), and a cognate elective (2-3 credits). The degree progress sheet is shown below:

COURSE	HOURS
Professional Core	7
EDUF 6115 Educational Psychology	3
EDUF 6116 Research Methods	3
EDUF 6795 Collab: School/Student Acad. Improve.	1
Concentration	26-27
Health Education	6-9
HESC 5108 Consumer Health	3
HESC 5107 Human Sexuality	3
HESC 5188 Contemporary Health Problems	3
HESC 5795 Seminar in Alcohol & Drugs	3
Physical Education	17-21
Required Class	3
PELM 6116 Analysis Teaching Behav in Phys Educ	3
Required Select 3 Hours From:	3
PELM 6215 Physical Education for Children	3
PELM 6216 Middle Level PE	3
PELM 6217 Physical Educ in Secondary School	3
Select 11-15 Hours From:	3
PELM 6115 Curriculum Development in Phys Educ	3

PELM 6119 Assessment in Physical Education	3
PELM 6135 Teaching P-12 Fitness	3
PELM 6117 Social Development in Physical Educ.	3
PELM 6118 Legal Issues in Physical Education	3
PELM 6795 Contemporary Issues in Physical Educ.	2
PELM 6219 PE for Students with Disabilities	3
PELM 6226 Funding & Grants	3
PELM 6515 Selected Topics *	2
PELM 6899 Independent Study in Phys Educ	1-3
Cognate Elective	2-3
HESC, PELM or other approved course	
Additional Requirement	0
EDUF 6000 M.Ed. Exit Exam	0
TOTAL	36

Non-Traditional M.Ed. Program in Health and Physical Education

Students in the nontraditional program take a 52-60 hour course of study. It is similar in content to the traditional M.Ed. program plus additional hours in professional education courses, prerequisite courses in health and physical education, and student teaching. The course requirements are listed below:

Professional Core	25
EDCI 6225 Found. Ed: American Education	2
EDCI 6226 Found. Ed: Instructional Applications	2
EDCI 6227 Found. Ed: Hum. Dev./Motiv./Learning	2
EDCI 6228 Found. Ed: Special Education	3
EDUF 6116 Research Methods	3
EDUF 6795 Collab: School & Student Acad Improv.	1
EDUF 4205 InTech	2
PELM 5485 Student Teaching in Health/Phys Educ	10
Health & Phys.Educ.Concentration	19-24
Health Education	6-9
HESC 5188 Contemporary Health Problems	3
HESC 5108 Consumer Health	3
HESC 5107 Human Sexuality	3
HESC 5795 Seminar in Alcohol/Drug Abuse	3
Physical Education	16-20
Required Class	3
PELM 6116 Analysis Teaching Behav. in Phys. Edu	3

Required Select 3 Hours From

PELM 6215 Physical Education for Children	3
PELM 6216 Middle Level Physical Education	3
PELM 6217 Physical Education in Sec. School	3

Select 13-18 Hours From

PELM 6115 Curriculum Development in Phys. Educ	3
PELM 6119 Assessment in Physical Education	3
PELM 6135 Teaching P-12 Fitness	3
PELM 6117 Social Development in Phys.Edu.	3
PELM 6118 Legal Issues in Phys.Edu.	3
PELM 6795 Contemporary Issues in Physical Educ.	2
PELM 6219 Phys. Educ. for Students w/Disabilities	3
PELM 6226 Funding & Grants	3
PELM 6515 Selected Topics	2
PELM 6899 Independent Study in Physical Educ.	1-3

Additional Hours in Major

Required: EDUF 6000 M.Ed. Exit Exam	0
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10-12

Total 52-60 Hours

The requirements for both M.Ed. programs are communicated online and through the CSU Catalog. At the beginning of each semester, a Graduate Orientation is held for all new graduate students. At this orientation, program requirements are clearly communicated, and the program coordinator works with each student to develop a *tentative* program of study. Subsequently, the program coordinator communicates with graduate students each semester by e-mail, phone, or face-to-face meetings to update degree progress sheets and advise on course selection.

There is flexibility in the scheduling of graduate courses in the M.Ed. Health and Physical Education program that allows students to proceed through the program with ease with few if any scheduling conflicts.

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

As shown in Table 3.4, courses required in the M.Ed. Health and Physical Education program are offered on a regular basis. Students beginning their program in summer semester can complete their program of study in four semesters, if they so choose. Students are advised to take EDUF 6116 early in their program of study. PELM 6116 and PELM 6215/6216/6217 are offered on an alternating two-year cycle. Other courses may be taken in any order.

Table 3.4 Frequency of Course Offerings

Section	Number of Sections Per Semester												
	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 6115	5	1	3	3	4	2	4	3	3	2	2	2	2
EDUF 6116	1	5	5	6	4	4	4	3	3	2	3	3	2

EDUF 6795										1	1	1	1
EDCI 6225 *	4	5	1	1	1	1	1	1	1	1	1	1	1
EDCI 6226 *			2	1	1	2	1	1	1	1	1	1	1
EDCI 6227 *			2	1	1	2	1	1	1	1	1	1	1
EDCI 6228 *			2	1	1	2	1	1	1	1	1	1	1
PELM 6116				1						1	1		
PELM 6215/6216/6217	1						1						1
PELM 6*** courses	1	1	1		1	1		1	1		1	1	
HESC 5***	1	1	1	1	1	1	1	1	1	1	1	1	1

*Additional Courses Required in the Non-Traditional Master Degree

III F. Enrollment in the Program's Required Courses

Table 3.5 shows the average enrollment per section for required courses in the M.Ed. Health and Physical Education program. All M.Ed. students must take EDUF 6115, EDUF 6116, and EDUF 6795, so average enrollments in these courses are higher. PELM 6116 and PELM 6215/6216/6217 are required both in the traditional and non-traditional M.Ed. programs for health and physical education students.

Enrollments in these courses 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 10.2 students.

Table 3.5 Average Enrollment in the Program's Required Courses

Course	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 6115	8.4	26	13	13	13.5	15.5	11.5	10	15.3	22.5	18.5	14	19.5
EDUF 6116	25	8.8	12.2	7	13	16	13.5	19	18	25.5	14.7	17	21
EDUF 6795										35	12	16	65
EDCI 6225	9	9.4	15	22	13	20	15	19	21	14	18	15	22
EDCI 6226			14	17	16	11.5	16	17	9	20	17	10	11
EDCI 6227			14.5	12	10	15	19	18	21	14	15	11	19
EDCI 6228			15.5	20	12	20.5	20	21	21	14	24	23	25
PELM 6116*				10						11			
PELM 6215/6216/6217*		8					10						12

* Courses taken by HPE students only

By offering the required health and physical education courses on a two-year cycle, enrollment is high enough that the courses do not have to be cancelled. With the frequency and flexibility in course scheduling, students encounter fewer conflicts as they work toward completing degree requirements.

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

Table 3.6 shows the gender and ethnic origin of students in the M.Ed. Health and Physical Education program. Overall, the figures (2001-2005) show student enrollment by gender to be 65% female and 35% male. These figures are comparable to the institution’s enrollment percentages by gender.

In terms of diversity, 100% of the program’s majors have been, and continue to be, white. The program recognizes the weakness in this area. Unlike other graduate programs in the Department of Teacher Education, especially those in critical need areas, the Health and Physical Education program does not have an external source of funding for graduate students.

Recruiting minority students for the graduate program needs to be examined. This recruitment will be facilitated by the College of Education’s plan to double the number of teachers and double the diversity by the year 2010 in response to the Boards of Regents mandate.

Table 3.6 Ethnic and gender diversity among M.Ed. Health and Physical Education majors

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	6 (60%)	8 (62%)	8 (73%)	7 (64%)
Male	4 (40%)	5 (38%)	3 (27%)	4 (36%)

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005
Asian	0	0	0	0
Black	0	0	0	0
Multi-Racial	0	0	0	0
White	10 (100%)	13 (100%)	11 (100%)	11 (100%)

Table 3.7 shows the gender and ethnic origin of program graduates since Fall 2001. Overall, 95% of the program graduates have been female and 5% have been male. When compared to enrollment percentages by gender (36% male and 64% female), these figures suggest that female enrollees tend to finish the program at a much higher rate than male enrollees.

Table 3.7 Ethnic and gender diversity among M.Ed. Health and Physical Education graduates

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	1 (100%)	3 (100%)	5 (80%)	6 (100%)
Male	0	0	1 (20%)	0

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005
Asian	0	0	0	0
Black	0	0	0	0
Multi-Racial	0	0	0	0
White	1 (100%)	3 (100%)	6 (100%)	6 (100%)

Students in the M.Ed. program in Health and Physical Education are from diverse age groups. The majority of students are between 21 and 30 years of age. Table 3.8 shows the age composition of all M.Ed. students in the Health and Physical Education program since 2001.

Table 3.8 Age diversity among M.Ed. Health and Physical Education students

Age	2001-2002	2002-2003	2003-2004	2004-2005
21-25	6	8	10	7
26-30	4	4	1	2
31-40	0	1	0	2
41-50	0	0	0	0
51-60	0	0	0	0
Over 60	0	0	0	0
<i>Total # of Students</i>	10	13	11	11

Table 3.8 suggests that, while the number of students in the 21-25 yr range remains large (as one would expect), increased numbers of students in the higher age brackets are beginning to emerge. In some cases, these older students are choosing teaching as a second career choice or are entering the HPE program from other fields in order to obtain teacher certification with their M.Ed.

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 3.9 and 3.10). 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 3.9). 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.

Cost per credit has steadily decreased for the university as a whole. However, looking specifically at HPE’s M.Ed. program, Table 3.9 shows a steeper decrease in comparison to the point that it now costs roughly half as much to educate an M.Ed. in HPE than for the university as a whole.

Table 3.9 Instructional Costs for Department of Teacher Education and Graduate Secondary Education Programs

	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 (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 (M.Ed. Health and Physical Education majors)	4,059	4,466	3,990	4,072
Cost per Credit (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 3.10 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 HPE courses in the M.Ed. program on a one- or two-year cycle, 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., Educational Psychology, Action Research, Seminar in Collaboration, etc.) that are required in other M.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). Additionally, State law dictates that only certified teachers in health and

physical education can teach at the secondary level (i.e., middle and high school). These laws highlight the need for universities to prepare teachers in this content area.

Last year, the Board of Regents issued a mandate that all USG institutions that prepare teachers were to double the number of graduates by the year 2010. The COE's plan to meet this mandate is below:

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 M.Ed. Health and Physical Education 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 Missouri. Having graduates in surrounding school districts has had a positive impact regionally by exposing children to quality health and physical education programs.

Though no hard data is available regarding placement of graduates in the workplace, anecdotal evidence suggests that graduates of the M.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. 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.

Students in the Non-Traditional M.Ed. program take three classes with undergraduate students. Because of their presence in these classes some undergraduate students have decided to continue their education by pursuing the M.Ed. in Health and Physical Education.

The College of Education currently conducts an annual survey of all teacher education program graduates and their supervisors/employers. This survey helps determine the overall satisfaction with the preparation provided by the teacher education programs at CSU.

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

As Table 3.11 shows, the number of degrees conferred by CSU in the M.Ed. in the HPE program has risen sharply from 2001 to 2004, from two to six. While the number of degrees awarded in any particular program tends to fluctuate from year to year, there has, in general, been an upward trend in degree productivity of CSU’s M.Ed. in the HPE program.

A review against comparable universities, CSU ranks third (along with Georgia State University) in number of M.Ed. degrees conferred in the HPE program.

Table 3.11 M.Ed. Health and Physical Education Degrees Conferred by Institution

Institution	FY 2001	FY 2002	FY 2003	FY 2004
Columbus State University	2	1	3	6
Georgia Southern University	0	0	2	1
Albany State University	10	4	8	4
Armstrong Atlantic State University	0	0	0	0
Augusta State University	5	4	3	1
Georgia Southwestern State University	2	5	5	9
Kennesaw State University	0	0	0	0
University of West Georgia	11	9	1	9
Georgia State University	2	1	3	6

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

The M. Ed. Program in 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 an advance degree. The program curriculum is strong and meets Board of Regents and State mandates.

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 Chair's Office.

IV. Conclusion about the Program's Viability at CSU

The M.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, College of Science (i.e., Health Science), HPE students, and teachers in P-12 schools. Representatives from each of these groups form the Program Advisory Committee (PAC) and work together to make improvements to the health and physical education program at CSU and to the health status of students in our region. Agendas and minutes from these meetings are on file.

The M.Ed. program in health and physical education is a valuable resource for teachers in our region who want to grow professionally and gain expertise in the field of health and physical education. Students in the M.Ed. program take what they learn and apply it in their own classrooms to help their students learn about living a healthy active lifestyle.

The number of M.Ed. Health and Physical Education degrees conferred by CSU has increased significantly in the past four years and is comparable to or greater than the number of degrees conferred by other USG state universities. As the only USG institution within a 90-mile radius of Columbus that offers a master's degree specifically in Health and Physical Education, CSU

provides teachers in its service region an opportunity to gain expertise in their pedagogical content knowledge in the discipline. This is an opportunity that they might not have if CSU did not offer this degree program.

V. Program Improvement Plan

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, HPE 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.
- Address the need to increase the number of students from diverse backgrounds in the graduate program. This could be addressed by finding external funding options or sources that assist minority students in pursuing advanced degrees. Implementing the College of Education's unit plan for double the number of teachers and doubling the diversity by 2010.
- Continue to work with the Hughston Orthopedic Hospital in monitoring and recruiting qualified candidates into the Columbus State University Athletic Training Fellowship Program. This partnership increased the number of students in the M.Ed. program and helped CSU to meet regional demands from school systems for health and physical education teachers who are certified athletic trainers. It would be beneficial to CSU and the Hughston Orthopedic Hospital to examine ways to increase the number of candidates in the program.
- Continue to provide and expand professional development and networking opportunities for graduate students through assisting in workshops, presentations given at national, regional, and local conferences, and collaborating on articles for publication with program faculty.
- Develop service-learning initiatives that highlight the importance of health and physical activity and are beneficial to all stakeholders including students, program faculty, the community, and/or local school districts.
- Work more closely with the faculty in Health Science in addressing the content needs of M.Ed. students in Health and Physical Education as they prepare to teach health in public schools at the secondary level.

VI. Summary Recommendation

Recommendation: Maintain the Program at the 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 M.Ed. 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.

As previously mentioned, CSU will continue working to improve the current M.Ed. program in Health and Physical Education by responding to new initiatives (e.g., Georgia Performance Standards), improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts of students from diverse backgrounds.