# Comprehensive Program Review Self-Study

# BSED Health and Physical Education

## Columbus State University

## February 2013

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**Major Findings of the Program's Quality and Productivity**

**Program Quality: Very Strong**

In February 2013, a continuing approval review of the Educator Preparation Unit at CSU 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 2008 NCATE Standards and the Georgia 2008 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. There were no areas for improvement cited, and the team noted multiple areas of strength.

Overall, 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 and Health Professions (COEHP) Conceptual Framework and is reflected in the broad goals of the Health and Physical Education program.

The B.S.Ed. in Health and Physical Education is very strong and prepare highly qualified health and physical education teachers who have the knowledge, skills, and dispositions to help all students learn. This is demonstrated by GACE II pass rates of 90% or above, consistent ratings of meets or exceeds expectations on performance evaluations.

**Program's Strength in the Area of Quality**

Appropriateness of Faculty Credentials
Use of Part-Time Faculty
Indicators of Good Teaching
Indicators of Good Advising
Quality of Faculty Research and Scholarship
Service Activities to Enhance Program, Department, College, Institutions, Community
Quality of Faculty Achievements
Relationship between Program's Curriculum and Its Outcomes
Utilization of Multidisciplinary Approaches Utilization of Multicultural Perspectives

**Program's Strengths in the Area of Productivity**

Enrollment in Program for Past 5 Years
Diversity of the student population
Quality of Facilities and Equipment
Cost Effectiveness of Instructional Delivery

**Program's Weaknesses in the Area of Quality**

Degrees Awarded Over the Past 5 Years
Quality of Student Achievements

**Program's Weaknesses in the Area of Productivity**

Retention Rates
Graduation Rate of Program

*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.

- Continue the collaborative partnership with the SAFE Office concerning student advising and ensuring students are aware of program requirements.
- Restructure the method class in health so students are provided with more authentic teaching experiences in field experiences. This is a result of exit surveys from student teaching where students indicated they felt less prepared to teach the health content. To meet this bullet, the teaching P-12 Health class was divided into two separate methods classes (PHED 5218 Teaching P-8 Health and PHED 5219 Teaching Health in the High School).
- 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.

***List* of Recommendations for Improving Program Productivity**

- 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 GACE I exam such as help from the writing center, tutors in math, and the GACE I study guide.
- 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 2013.
- Examine different ways of combining courses or offering courses via different instructional formats so that students can complete all program hours while still maintaining the HOPE scholarship. However, this process 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) during the fall 2013.

**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 2013, 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.

**Summary Recommendation and Supporting Rationale:** *Maintain at current level*
The program quality is very strong with talented and dedicated faculty members that are widely trained to teach a variety of courses in the discipline. Our faculty members are focused on the success of our students and our program rather than self-promotion. Faculty continue to be outstanding in the areas of teaching, scholarship, and service. 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.

## Section One- Program Background and Overview

### I. Brief Program Overview (BSED)

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 Educator Preparation 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.
- Utilize technology to enhance teaching and supportive functions.

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 to impact P-12 student learning. 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.

Stakeholder's Satisfaction with the Program

Data from graduate and employer surveys administered annually by the University System of Georgia Board of Regents indicate that stakeholders are highly satisfied with the education programs at CSU. On the graduate survey, graduates are asked to rate their preparation in the areas of content and curriculum; knowledge of students, teaching, and learning; learning environment; classroom, program, and school-wide assessment; planning and instruction; and professionalism. Graduates consistently give high marks (i.e., ratings of Agree or Strongly Agree) on 91% or more of the items surveyed. Since 2008, the overall range of agreement to survey items was 76% to 100%.

Employers of CSU prepared teachers complete a similar survey. Since 2008, employers have given high marks (Agree or Strongly Agree) on 94% or more of the items surveyed. The overall range of agreement to survey items was 75% to 100%.

We also receive feedback from principals and teachers through the Health and Physical Education Program Advisory Council. Feedback from this group has been very positive overall.

**Section Two – Indicators of Program Quality**

In February 2013, a continuing approval review of the Educator Preparation Unit at CSU 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 2008 NCATE Standards and the Georgia 2008 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.

**II A. Quality of Faculty- Very Strong**

Appropriateness of Faculty Credentials

Unit faculty have doctorates in their areas of expertise. School faculty are licensed in the areas they teach and supervise. Clinical faculty have recent professional experiences in schools. Evidence indicates that the unit uses best practices in teaching to improve student learning in diverse P-12 classrooms and at the university level.

Unit faculty are highly knowledgeable about the content areas they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

All **program** faculty members have terminal degrees in physical education.

**Dr. Jeanine Fittipaldi-Wert – Associate Professor of Physical Education**- B.S., West Chester University; M.S., State University of New York College – Brockport; Ph.D., Auburn University

**Dr. Ann Klinkenborg - Assistant Professor of Physical Education** - B.A., Vanderbilt University; M.A., Auburn University; Ed.D., Auburn University

**Dr. Ellen H. Martin - Professor of Physical Education** - B.S., Troy State University; M.S., University of Tennessee-Knoxville; Ed.D., Auburn University

Other full time Faculty in HPEX who teach classes in our major:

**Dr. Michael Mangum - Professor of Exercise Science** - B.S., Florida State University; M.A., Wake Forest University; Ph.D., Florida State University

**Dr. Clayton Nicks - Associate Professor of Exercise Science** - B.S., Lipscomb University; M.Ed., Lipscomb University; Ph.D., Middle Tennessee University

**Dr. Alicia Bryan- Associate Professor of Exercise Science and Wellness Coordinator** - B.A., M.A., Ph.D., University of Alabama

**Dr. Joy Thomas - Assistant Professor of Health Science** – B.S., Florida State University; M.S.PH, University of North Carolina, Charlotte; DrPH, Georgia Southern University.

**Dr. Brian Tyo - Assistant Professor of Exercise Science** - B.S., Central Michigan University; M.A., Central Michigan University; Ph.D., University of Tennessee-Knoxville

**Dr. Tara Underwood - Associate Professor of Health Science** - B.S.,Morris Brown College; M.S., Old Dominion University; D.H.S., Central Michigan University

**Dr. Paula D. Walker - Associate Professor of Health Science** B.S., Howard University; M.D., Wayne State University - School of Medicine

Use of Part Time Faculty

Each semester, the unit calls on skilled practitioners to serve as part-time instructional faculty and/or university supervisors. The combination of full-time and part-time faculty creates a diverse and dynamic teaching staff that appropriately offers a balance between the pedagogical and practical challenges facing today's educators.

University supervisors and clinical faculty are qualified to supervise at the level and/or in the content field where they are assigned. All university supervisors, as well as full- and part-time faculty who supervise and evaluate teacher candidates during field experiences, have training in the consistent use of the Model of Appropriate Practice (MAP), the college's performance assessment instrument for initial teacher preparation programs.

Part-time faculty are evaluated annually on teaching and professionalism. As requested in the offsite report, the unit provided examples of evaluation instruments used to evaluate part-time faculty. The unit has implemented a process for the systematic evaluation of part-time faculty. Since 2009, instructional evaluations demonstrate that all part-time faculty meet performance expectations.

Full time and part-time faculty engage in collaborative projects to improve candidate performance. This is evidenced by a freshman learning community which pairs education foundation courses with English courses designed to improve the level of writing.

Diversity of Faculty

Candidates in educator preparation programs at **CSU** participate in multiple learning communities that are diverse in terms of faculty, candidates, and P-12 students. Of the 271 full-time instructional faculty at CSU in fall 2011, 68 (25.1%) were minorities, 154 (56.8%) male, and 117 (43.2%) female.

In the **COEHP**, there were 35 professional education instructional faculty (excluding the Dean and two Associate Deans) who regularly provide instruction for candidates in educator preparation programs. Of those, seven were African-American (20%), one (3%) Hispanic, two (6%) Turkish, and one (3%) Japanese-American. Fourteen (40%) were male and 21 (60%) female. In the COEHP, every effort is made to recruit, hire, and maintain a faculty that is diverse in gender, ethnicity, and race and thus provide an opportunity for all candidates to experience and learn from divergent perspectives.

Data on the diversity of **school faculty members** who supervise candidates during field experiences and clinical practice were provided. A summary of the diversity of cooperating teachers and teacher demographic data for two partner school systems indicated that for the fall 2011, 59 of 96 (61.5 percent) and during the spring semester of 2012, 68 of 106 (64.2 percent) teachers completed and returned the forms. Out of these two groups, 13 of 127 (10.2 percent) were minorities. Various interviews with faculty and candidates provided evidence of the knowledge and experiences faculty members have to help candidates understand and work with students from diverse groups, including ELL, and students with exceptionalities.

The **Unit** has worked to increase the number of minority faculty. Diverse faculty members have increased as a result of efforts by the unit and university. Evidence provided indicated that candidates have the opportunity to work with diverse school, unit, and other faculty from diverse ethnic, racial, and gender groups. During the poster session it was noted that there were candidates and faculty members from several different minority groups.

The table below represents the diversity of the full-time faculty in the **Department of Health, Physical Education and Exercise Science (HPEX)**. Faculty in health science and exercise science teach required classes in the Health and physical Education program.

| **Full-time HPEX Faculty (Current Department Created in 2009-2010)** | | | |
|---|---|---|---|
| | **2010** | **2011** | **2012** |
| Male | 2 | 3 | 3 |
| Female | 6 | 6 | 7 |
| | | | |
| Black | 3 | 3 | 4 |
| White | 5 | 6 | 7 |

Opportunities for Faculty Development

Unit faculty participate actively in professional development which includes their own further development through workshops and conference participation as well as the facilitation of professional development for both school and other unit faculty. The unit provides sufficient funding to facilitate professional development of faculty and staff. In interviews with BOE members, faculty consistently confirmed satisfaction with the availability of funding for travel to professional meetings.

The Faculty Center for the Enhancement of Teaching and Learning provides professional development opportunities for faculty. The Center for Quality Teaching and Learning serves as an outreach center offering technology workshops and individual sessions for educators from Preschool through University Faculty, as well as providing technology-training opportunities for community partners. The Distance Learning Design and Delivery Department provides training and support in the design, development, delivery and assessment of instruction via online and distance learning technologies. The HPE faculty participated in webinars sponsored by AAHPERD the national governing body for the discipline related to topics such as fitness, assessment, and working with students with special needs.

With expanding University expectations for teaching, scholarship and service, the department needs to examine workload equity among faculty members. The goal is to base teaching loads on contact hours instead of credit hours as many health and physical education classes have required lab hours. For example, PEDS 2271 and PEDS 2272 are 1-4-3 courses and methods classes PHED 3217, PHED 4215, and PHED 5216 are 2-4-4 courses.

The HPE program aligns with the COEHP's conceptual framework in the following ways:

- Courses emphasize best teaching practices by incorporating an inquiry-based approach to teaching and learning. Furthermore, candidates are engaged in early and intensive field experiences, supported by HPE faculty, that continue throughout the program.
- The importance of excellence in scholarship is evident in the degree programs that provide strong content preparation (i.e., a major in the content area) as well as professional and pedagogical preparation designed specifically for health and physical education teachers.
- Professionalism is emphasized in the preparation of candidates to teach in diverse schools.

Program Improvement Plans

1. Continue to support faculty development and travel through various department and unit resources.

2. Change how teaching load is calculated from credit hours to contact hours.

3. Hire a lecturer to help obtain the goal of counting contact hours for teaching load instead of credit hours.

**II B. Quality of Teaching- Very Strong**

Indicators of Good Teaching

Faculty's utilization of best-practice methodology is a special emphasis in educator preparation programs. Some faculty use as their basis for "best practice" the constructs delineated in *Methods That Matter* (Zemelman, Daniels, & Hyde; Heinemann, 2005). Other faculty take their cue from an array of scientifically-based methods consistent with No Child Left Behind legislation or constructivist learning theory. Although these views of best practice may differ substantively, the climate among faculty is one that stimulates individual professors to think seriously about their own practice in light of their personal (and emerging) understanding of teaching strategies best suited to both teacher candidates and learners in school systems served by CSU. *Perspectives in Learning*, the COEHP's professional journal, frequently publishes articles by faculty and students that highlight best-practice pedagogy.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty. During the annual review process, faculty are counseled if there is an issue with their teaching practices.

Indicators of Good Advising

The Student Advisement and Field Experiences (SAFE) Office provides advisement for all health and physical education undergraduate students. The advisor's performance is reviewed annually by the Director of the SAFE Office. The advisor is familiar with important deadlines (registration, course withdrawal, graduation, etc.) and informs the health and physical

education majors appropriately. The advisor is also familiar with the university appeals process and assists advisees, as needed, in resolving disputes. Matters related to student conduct are handled through the Office of the Dean of Students. Academic appeals are handled at the department level. When necessary, department decisions may be appealed to the appropriate Dean and then to the Provost.

Departmental Reward System

Full-time faculty members undergo an annual review of performance by the Department Chair where teaching, scholarship, and service are evaluated. Performance evaluations are intended to improve the performance of the faculty member under review and recommendations for merit raises and promotion / tenure serve as a measure of progress each year. However, in recent years, there have been no funds to reward excellence in classroom teaching and overall performance. A considerable monetary reward system is available to faculty based on the mode of which they offer their course. Departmental faculty who want to increase in compensation must place their courses in a 95% - 100% online to receive any extra compensation. This reward system can be quite lucrative as a faculty can potentially earn up to 10% (or more) of their salary in one semester without having to demonstrate any evidence of superior performance.

Program Improvement Plans

Incoming freshmen who haven't declared a major are advised in the Advising Center for Excellence. Students who declared their major as health and physical education are advised by the SAFE Office which uses various software programs such as MAPWorks and AdvisorTrac to better track student progress. The Director of the SAFE Office and the advisors participate in various orientation sessions and pre-register in-coming freshmen students during summer orientations.

**II C. Quality of Research and Scholarship - Very Strong**

Opportunity for Student Research Projects

Interviews by BOE members with candidates and faculty confirmed faculty regularly involve candidates in scholarly activities such as presentations at professional meetings and publications in refereed journals. In health and physical education, undergraduate students have presented at workshops such as the *Making Real-World Connections in Mathematics* Workshop and conferences such as the annual Share the Wealth Conference in Jekyll Island, GA.

Faculty Publications, Presentations, and Grants

**CSU's** professional education faculty is productive in terms of research, publications, and presentations. For example, in 2010-2011, COEHP professional education faculty published 1 book, 1 book chapter, 24 refereed journal articles, and 4 non-refereed journal articles. In addition, faculty wrote 23 major reports and produced 19 other types of scholarly work including grant proposals and manuscript reviews. Several faculty members are published in the COEHP peer reviewed journal, *Perspectives in Learning*. The editorial board for *Perspectives in*

*Learning* includes four professional education faculty members with one serving as the journal's editor. The journal, which was first published in spring 2000, features scholarly contributions from faculty and from graduate and undergraduate students in collaboration with faculty, peers, and community partners. All publications relate to teaching and learning, and manuscripts may be submitted for review by authors both within and outside the university. See Exhibit 5.3.d #9 (i) for samples of faculty publications.
Much of the research generated by professional education faculty members is shared at professional conferences. Faculty present independently, collaboratively, and with their students at local, state, regional, and national/international conferences or meetings. During the 2010-2011 academic year, professional education faculty presented at 34 international/national conferences, 32 regional/state conferences, and 23 local conferences or meetings. See Exhibit 5.3.d #9 (ii) for samples of faculty presentations.

Unit faculty actively engage in research. Interviews with candidates and faculty confirmed faculty regularly involve candidates in research which results in presentations at professional meetings and publications in refereed journals. The promotion and tenure process values and rewards active scholarship as demonstrated in the Rubric for Annual Performance Review.

The table below provides examples of scholarly activities by **HPE program faculty**:

| Faculty Name | Faculty Publications, Presentations, and Grants |
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| Jeanine Fittapaldi-Wert<br>Associate Professor | **Publications**<br>Fittipaldi-Wert, J., & Mowling, C. *(working on re-submission).* The 4 C's of Teaching At-Risk Youth. *New Teacher Advocate*.<br><br>Fittipaldi Wert, J. *(working on re-submission).* The Use of Visual Supports for Students with Autism in Inclusive Physical Education. *Focus on Autism and Other Developmental Disabilities.*<br><br>Fittipaldi-Wert, J., Brock, S.J., Hastie, P.A., Arnold, J.B., & Guarino, A.J. (2009). Effects of a Sport Education Curriculum Model on the Experiences of Students with Visual Impairments. Palaestra, 24(3), 6-10.<br><br>Fittipaldi-Wert, J., & Mowling, C. (2009*).* Using visual supports for students with autism in physical education. *The Journal of Physical Education, Recreation, and Dance, 80* (2), 39-43.<br><br>Fittipaldi-Wert, J., Brock, S. J., & Hastie, P. J. (2008). Impact of a sports camp for children with visual impairments on future intentions for physical activity. *Contemporary Issues in Education Research, 1*(2), 23-30.<br><br>Fittipaldi-Wert, J., & Sinelnikov, O. (2007). School children with autism in physical education: Analysis of literature, characteristics, and teaching recommendations. *Contemporary Problems of the Development of Physical Culture and Sport, 7*, 183-187. (Russian Journal)<br><br>Fittipaldi-Wert, J., & Brock, S. J. (2007). I can play too: Disability awareness activities for your physical education class. *Strategies, 20*(5), 30-33.<br><br>Fittipaldi-Wert, J., & Brock, S. J. (2006). Physical activity assessments for individuals with disabilities. *Teaching Elementary Physical Education, 17*(4), 22-26.<br><br>Brock, S. J., & Fittipaldi-Wert, J. (2006). Just move Alabama leader's guide: Frisbee fun and food. Alabama 4-H Just Move Initiative: Alabama Cooperative Extension System. |

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| | Brock, S. J., & Fittipaldi-Wert, J. (2006). Just move Alabama leader's guide: Volley vitals and vittles. Alabama 4-H Just Move Initiative: Alabama Cooperative Extension System.<br><br>**Professional Presentations**<br>Fittipaldi-Wert, J., Martin, E., Tatum, A., Klinkenborg, A. & Columbus State University Students. (January 2011). Disability Awareness. Share the Wealth Conference. Jekyll, GA.<br><br>Fittipaldi-Wert, J. & Mowling, C. (February 2010). Visual Supports for Students with Autism. Southern District AAHPERD Convention, Myrtle Beach, SC.<br><br>Martin, E., Mowling, C., & Fittipaldi-Wert, J. (January 2010). Badminton Techniques and Tactics. Share the Wealth Conference. Jekyll, GA.<br><br>Mowling, C., Martin, E., Fittipaldi-Wert, J., & Columbus State University Students (January 2010). Practical Applications of Mosston's Teaching Styles. Share the Wealth Conference. Jekyll, GA.<br><br>Martin, E. & Fittipaldi-Wert, J. (January 2009). Creating a Field Day Activities Kit. Share the Wealth Conference. Jekyll, GA.<br><br>Klinkenborg, A., Martin, E., & Fittipaldi-Wert, J. (January 2009). Meaningful Integrated Activities for Elementary School Students. Share the Wealth Conference. Jekyll, GA.<br><br>Fittipaldi- Wert, J. & Rainwater, R. (November 2008). Successful Inclusion Tips in Physical Education. Georgia Association for Health, Physical Education, Recreation, and Dance Conference. Savannah, GA.<br><br>Fittipaldi- Wert, J., Mowling, C., & Lieberman, L. (April 2008). Visual Supports for Students with Autism in Inclusive Physical Education. American Alliance for Health, Physical Education, Recreation, and Dance National Convention. Research Consortium Poster Fort Worth, TX.<br><br>Fittipaldi- Wert, J., Brock, S. J., Hastie, P. A., Guarino, A., & Arnold, J. B. (March 2007). Effects of a Sport Education Curriculum Model on the Experiences of Students with Visual Impairments. American Alliance for Health, Physical Education, Recreation, and Dance National Convention. Research Consortium Poster Baltimore, MD.<br><br>Fittipaldi- Wert, J. & Auburn University Students. (November 2006). Everyone Can Play: Successful Inclusion Tips. Alabama State Association for Health, Physical Education, Recreation and Dance Conference. Birmingham, AL.<br><br>**Grants**<br>May 2010- January 2011 (Denied from Foundation)<br>Submitted proposal to Autism Speaks Family Services Community Grant<br>Purpose is to provide training physical educators to effectively teach children with autism<br><br>**Review of Manuscripts**<br>July 2007 – Current<br>Adapted Physical Activity Quarterly (APAQ)<br>Reviewed Manuscript ID APAQ-2010-0027<br>Reviewed manuscript ID APAQ-2009-006 |
| Ann Klinkenborg<br>Assistant Professor | **Professional Presentations**<br>Integrated….American Education Research Association (2013)<br><br>Meaningful Integrated Activities for Elementary School Students (2009). Share the Wealth in Elementary, Middle, and High School Physical Education<br><br>Let's Get Children Moving (2008). Share the Wealth in Elementary, Middle, and High School Physical Education |

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| | Invasion Games for Fitness Friday (2007). Share the Wealth in Elementary, Middle, and High School Physical Education<br><br>Integration, Innovation, and Advocacy: Physical Education Across The Curriculum (2007). Share the Wealth in Elementary, Middle, and High School Physical Education<br><br>**In-service**<br>Professional Development Inservice for Phenix City Schools Physical Educators (2007). Phenix City, AL |
| Ellen Martin<br>Professor | **Publications**<br>Weimar, E., **Martin, E. H**., & Wall, S. (2011). Kindergarten Students' Qualitative Responses to Different Instructional Strategies During the Horizontal Jump. *Physical Education and Sport Pedagogy, 16(3), 213-222.*<br><br>**Martin, E. H**., Rudisill, M. E., & Hastie, P. A. (2009). Motivational climate and fundamental motor skill performance in a naturalistic physical education setting. *Physical Education and Sport Pedagogy, 14* (3), 227-240.<br><br>Fulghum, K., & **Martin, E. H.** (2007). Student choice in a high school physical education class. *Perspectives in Learning: A Journal of the College of Education, Columbus State University*, *8*, 29-33.<br><br>Hastie, P. A., **Martin, E. H.**, & Buchanan, A. (2006). Stepping out of the norm: An examination of praxis for a culturally relevant pedagogy for African-American children. *Journal of Curriculum Studies, 38(3),* 293-306.<br><br>***Book***<br>Hastie, P., & **Martin, E. H.** (2006). *Teaching Elementary Physical Education: Strategies for Classroom Teachers*. San Francisco, CA: Benjamin-Cummings.<br><br>**Presentations**<br>**Martin, E. H**., Arp, A., Ellis, M. (2012). Examination of Different Motivational Climates on Student Engagement. Research Consortium. American Alliance for Health, Physical Education Recreation and Dance (AAHPERD). Boston, MA. *Note: Not presented due to Cancellation of the Convention due to power outage.<br><br>**Martin, E. H.,** & Weimar. (2011). Informing Assessment Using Skill Analysis. American Alliance for Health Physical Education, Recreation and Dance. San Diego, CA.<br><br>Fittipaldi-Wert, J., **Martin, E.,** Tatum, A., Klinkenborg, A. & Columbus State University Students. (2011). Disability Awareness. Share the Wealth Conference. Jekyll, GA.<br><br>**Martin, E. H**.,, Mowling, C., & Fittipaldi-Wert, J. (2010). Badminton: Techniques and Tactics. Share the Wealth Conference. Jekyll Island, GA.<br><br>Mowling, C., **Martin, E. H.,** & Fittipaldi-Wert, J. (2010). Practical Applications of Mosston's Teaching Styles. Share the Wealth Conference. Jekyll Island, GA.<br><br>Klinkenborg, A., **Martin, E. H**., & Fittipaldi-Wert, J. (2009). Meaningful Integrated Activities for Elementary School Students. Share the Wealth Conference. Jekyll Island, GA.<br><br>**Martin, E. H**., Fittipaldi-Wert, J., & Klinkenborg, A. (2009). Creating a Field Day Activities Kit. Share the Wealth Conference. Jekyll Island, GA.<br><br>**Martin, E. H**., & Weimar, W. H. (2008). Skill Analysis – A Toolbox Necessity: The Specifics (Biomechanics Academy). American Alliance for Health, Physical Education Recreation and Dance. Fort Worth, TX.<br><br>**Martin, E. H.** & Students. (2008). Implementing Mosston's Teaching Styles in the Physical Education Classroom. Share the Wealth Conference. Jekyll Island, GA.<br><br>**Martin, E. H.**, Klinkenborg, A., & Students. (2008). Let's get children moving. Share the Wealth |

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| | Conference. Jekyll Island, GA.<br><br>Klinkenborg, A., & **Martin, E. H.** (2007). Teaching the whole child by integrating classroom content. Georgia Association for Teacher Educators. Savannah, GA.<br><br>**Martin, E. H**., & Weimar, W. H. (2007). Improving Skill Analysis and Observation. American Alliance for Health, Physical Education Recreation and Dance. Baltimore, MD.<br><br>**Martin, E. H.**, Klinkenborg, A., & Gibson, G. (2007). Invasion games for fitness. Share the Wealth Conference. Jekyll Island, GA.<br><br>Gibson, G., & **Martin, E. H.** (2007). Quasi-Team Sports Activities and Student Choice: An Effective Curriculum Component for Secondary Physical Education. Share the Wealth Conference. Jekyll Island, GA.<br><br>Morgan, R., Gibson, G., & **Martin, E. H**. (2006). Orienteering as a Viable Choice for Secondary Physical Education. Share the Wealth Conference. Jekyll Island, GA.<br><br>**Editorial Work**<br>2010 Reviewer for *Physical Education and Sports Pedagogy* (Two manuscripts)<br>2010 AAHPERD Program Reviewer for Research Consortium<br>2010 Chapter Reviewer (5 Chapters) for Fronske's *Teaching Cues for Sports Skills for Secondary School Students*<br>2001 to Present Reviewer for *Strategies*<br>2009 AAHPERD Program Reviewer for Research Consortium |

Program Improvement Plans

1. Continue to encourage and support undergraduate student participation at regional conferences and workshops with various program faculty members.

2. Examine ways to conduct research studies with students as they participate in various field based lab experiences.

3. Continue and increase collaborative research opportunities with colleagues in the program, community, Southeast and beyond.

**II D. Quality of Service – Very Strong**

Service Activities to Enhance Program, Department, College, Institution, Community and/or Region

| COEHP and Columbus State University | Community/Other |
|---|---|
| Admission Appeals Committee<br>Admission Policy Committee<br>African-American Read-In<br>Annual Fund<br>Assessment System and Unit Evaluation<br>Assessment Council | Camp Abilities<br>BOR, Academic Advisory Committee<br>Columbus Page One Award Judge<br>Disability Awareness Week<br>Exercise is Medicine<br>Georgia High School Wrestling Assessment |

| | |
|---|---|
| Candidates Knowledge, Skills, Dispositions<br>Charter School Committee<br>Curriculum Committee<br>CSU Research and Service Foundation Board<br>Educator Preparation Council<br>Faculty Senate<br>Field Experiences and Clinical Experiences<br>Graduate Council<br>Faculty Handbook Task Force<br>Kappa Delta Pi<br>Personnel Committee<br>Phi Kappa Phi<br>Shared Governance Committee<br>Standards of Excellence Task Force<br>Student Activities Committee<br>Teacher Preparation Undergraduate Council | Literacy Alliance Kindergarten Readiness<br>Local Schools: Fitness Friday, Kids to College, Fox After school activity program, Field Days<br>Math Collaborative Workshop<br>PSC Board of Examiners<br>Special Olympics<br>TOPSoccer<br>World's Largest Swimming Lesson |

Health and Physical Education faculty members chair and serve in leadership roles in many of the committees and organizations listed above. In addition, they serve on department committees and program advisory committees. To remain current in their field, faculty members are actively working in P-12 schools (over 150 hours per year). Faculty work to recruit and retain students by: participating in visitation days, participating in COEHP initiatives such as the Ice Cream Social, and hosting food, fun, and fellowship meetings with students.

Program Improvement Plans

Faculty members will continue to balance teaching, research, and service. A current examination of their participation indicates a strong commitment to service to the University, the Profession, and the Community.

**II E. Quality of Faculty and Student Achievements - Satisfactory**

Faculty Honors

2012: Outstanding Teacher of the Year Recognition from CSU women's basketball team
2011: Outstanding Teacher of the Year Recognition from CSU women's soccer team
2011: CSU Faculty Service Award finalist
2009: College of Education Distinguished Teacher of the Year
2009: Special Recognition Award from Easter Seals West Georgia
2008: Outstanding Teacher of the Year Recognition from CSU women's soccer team
2007: Outstanding Teacher of the Year Recognition from CSU women's soccer team
2007: Nominated for the Golden Apple Award for Excellence in Teaching
2007: Outstanding Teacher of the Year Recognition from CSU's cheerleading team

Student Honors

Outstanding undergraduate students in each education program are honored annually at the CSU Honors Convocation and at the COEHP Awards Ceremony. Additionally, students have been inducted to various honor societies such as Phi Kappa Phi and Kappa Delta Pi.

**II F. Quality of Curriculum –Above Average**

Relationship Between Programs Curriculum and Its Outcomes

The B.S.Ed. program in Health and Physical Education prepare highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-12. In health and physical education content courses, health and physical education 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 Educator Preparation Conceptual Framework and is reflected in the broad goals of the health and physical education program. B.S.Ed. candidates develop proficiency in applying the knowledge, skills, and dispositions to impact P-12 student learning.

Incorporation of Technology

Faculty have access to computer and printing resources, as well as to the most recent developments in technology including interactive boards, personal response systems (clickers), iPads, and classroom management software. Campus support services provide extensive library and technology support services. New faculty and adjunct faculty have access to orientations and seminars in teaching and learning and technology. Campus support services provide extensive technological support for distance learning and online course delivery systems.

Faculty, candidates, and staff have access to state-of-the-art facilities, multimedia classrooms, and up to date technology, which is used to help them advance unit objectives. Existing technology and data management will be enhanced by the implementation of the new LiveText data management system.

Utilization of Multicultural Perspectives

The Educator Preparation Conceptual Framework clearly articulates the unit's commitment to diversity. Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Excellence in scholarship embodies the seeking out and exploring of multiple viewpoints, embracing diversity as it enriches our intellectual lives and positively impacts our professional performances. Scholars engage in a life-long learning process, continually acquiring, integrating, and applying knowledge and skills to achieve excellence in teaching and to improve the learning of all students. Professionalism is demonstrated through in-depth knowledge of a field of study and an effort to meet the highest standards set forth by professional organizations. These standards include a commitment to diversity.

A commitment to diversity is also reflected in the 2011 InTASC Standards and NBPTS propositions upon which the Conceptual Framework is based. Curricula, instruction, field experiences, clinical practice, and assessments are aligned with these principles and standards and reflect a commitment to diversity in the following ways:

- All COEHP syllabi include a statement regarding our commitment to diversity.
- The diversity proficiencies initial candidates are expected to meet include the following dispositions: Interacts appropriately and positively with others; Treats others with courtesy, respect and open-mindedness; and Displays the ability to work with diverse individuals. (Exhibit 1.3.e #1)
- The Model of Appropriate Practice (MAP) (Exhibit 1.3.c.1 (i)), the unit's performance assessment instrument used in all initial programs, is aligned with the 2011 InTASC Standards (Exhibit I.5.c #6) and includes the following diversity proficiencies initial candidates are expected to meet: 1b: Demonstrating knowledge of students; 1c: Selecting instructional goals (i.e., suitability for diverse students); 1d: Demonstrating knowledge of resources (i.e., resources for students); 2a: Creating an environment of respect and rapport; 2b: Establishing a culture for learning; 3a: Communicating clearly and accurately; 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; 3e: Demonstrating flexibility and responsiveness (i.e., response to students); and 4c: Communicating with families.

In keeping with our commitment to diversity, the faculty designed curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students (Exhibit 4.3.b). Educator preparation faculty believe teachers must be able to work successfully with a diverse population of colleagues and learners. Similarly, the faculty believe skillful beginning teachers are able to ensure that all adolescents with whom they work achieve significant academic growth.

Program Improvement Plans

The program must continue to clearly articulate the unit's commitment to diversity. Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Excellence in scholarship embodies the seeking out and exploring of multiple viewpoints, embracing diversity as it enriches our intellectual lives and positively impacts our professional performances. The faculty must continue to design curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students.

**II G. Quality of Facilities and Equipment- Above Average**

Availability of Classroom and Laboratory Space

Candidates have access to facilities on main campus to support their development as professional educators. Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers

capable of digital media productions. Additionally, facilities on the main campus that have activity space that health and physical education candidates use include: the Lumpkin Center, the student recreation center, the intramural fields, the Cougar PAW, and some of the athletic facilities such as the tennis courts for skill based classes.

Availability of Equipment

Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions. Computers in specified classrooms also include a variety of health and physical education software (e.g., Fitness Gram and VLC media) for use in instruction in health and physical education courses. Furthermore, candidates now have enhanced opportunities to work with state-of-the-art technology in P-12 schools due to technology resources and training provided for participating schools and teachers through a DoDEA grant. Resources include tablet computers, iPod touches, and SMARTboards. Equipment for skill based courses such as badminton, field hockey, flag football, floor hockey, lacrosse, pickleball, soccer, team handball, and volleyball is provided by the University.

Program Improvement Plans

To maintain the viability of the program, the faculty in the health and physical education program, need to continue to have access to the facilities identified above or equivalent areas. Also, there must be continued department support to purchase or replace equipment used for physical activity classes.

**Section Three – Indicators of Program Productivity**

**III A. Enrollment in Program for Past 5 Years – Above Average**

The enrollment for the B.S.Ed. program in Health and Physical Education (HPE) is shown in Table 3.1.

**Table 3.1 Number of Declared Majors (B.S.Ed.) for Health and Physical Education**

| | 2007 | 2008 | 2009 | 2010 | 2011 | 5 year average |
|---|---|---|---|---|---|---|
| Full-Time | 63 | 61 | 74 | 58 | 55 | 62 |
| Part-Time | 19 | 16 | 18 | 19 | 22 | 19 |
| *Total* | *82* | *77* | *92* | *77* | *77* | *81* |

The enrollment in the health and physical education program has remained fairly consistent with a 5 year average of 81 students. There was a decline in enrollment from AY 2009 to AY 2010 of 16% decline in the number of declared majors. Reasons for this decline in enrollment are not clear but may be partly due to economic conditions and the impact these conditions have on school systems. Further study is needed to determine the reasons for this decline in enrollment and to see whether or not it will become a trend.

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 $142 dollars is well below the institutional rate of $204. The program has a diverse group of full time majors concerning to gender (42% female and 58% male), ethnicity (47% white, 45% black, and 8% other to include: Hispanic, International, Native Hawaiian/Pacific Islander, and Multiracial), and age (17% under 21, 47% 21-25, 18% 26-30, and 18% other).

Table 3.2 shows the total enrollments in B.S.Ed. Educator Preparation programs at CSU. Since AY 2007, enrollment in the B.S.Ed. in Health and Physical Education program remained relatively stable and had the lowest 4 year % change in comparison to the other five educator preparation programs that experienced a decline. Thus, the trend indicates that many educator preparation programs have declining enrollments. The decline appears very moderate for the health and physical education program.

**Table 3.2 Enrollment Trends in BSED Educator Preparation Programs at CSU**

| Undergraduate Enrollment by Major Program of Study | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | 4-Year # Change | 4-Year % Change |
| Art Education | 30 | 37 | 49 | 41 | 44 | 14 | 46.7% |
| Early Childhood Education | 442 | 424 | 422 | 433 | 380 | -62 | -14.0% |
| Health & Physical Education | 82 | 77 | 92 | 77 | 77 | -5 | -6.1% |
| History & Secondary | 86 | 76 | 98 | 80 | 71 | -15 | -17.4% |
| Middle Grades Education | 95 | 77 | 93 | 86 | 82 | -13 | -13.7% |
| Music Education | 99 | 90 | 100 | 90 | 85 | -14 | -14.1% |
| Spec Ed - General Curriculum | 56 | 65 | 66 | 81 | 84 | 28 | 50.0% |
| Theatre Education | 39 | 46 | 35 | 28 | 30 | -9 | -23.1% |
| *Total Baccalaureate* | *929* | *892* | *955* | *916* | *853* | *-76* | *8.3%* |

The 4-year percentage change for enrollment in the baccalaureate program in HPE showed a decrease of 6.1% from the fall of 2007 to the fall of 2011, down from 82 to 77 students. At this time, enrollment in the program is at an acceptable level for the number of faculty since they teach in both the undergraduate and graduate programs. It is expected that the number of majors in the program will continue to remain the same or increase as program faculty continue to include undergraduate students in professional and service related activities. The Health and Physical Education (PAC) oversees the B.S.Ed. program in Health and Physical Education and works to improve the curriculum, courses, and resources offered to students in the program.

### III B. Degrees Awarded Over Past 5 Year – Below Average

Prior to AY 2011, the number of baccalaureate degrees conferred by CSU in HPE remained relatively stable from AY 2008 to AY 2010. There was a sharp decline (67%) in the number of degrees conferred from AY 2010 to AY 2011. Excluding AY 2011, the health and physical education program was similar to other educator preparation programs or conferred more degrees than every other educator preparation program except one. Table 3.3 shows that in comparison to other Educator Preparation Programs, the HPE program ranks fifth in the 5-year average of number of conferred degrees.

**Table 3.3 Baccalaureate Degrees Awarded in Educator Preparation Programs**

| Program | 2007 | 2008 | 2009 | 2010 | 2011 | 5 Year Avg. |
|---|---|---|---|---|---|---|
| Art Education | 2 | 3 | 1 | 4 | 2 | 2 |
| Early Childhood Education | 69 | 77 | 49 | 69 | 71 | 67 |
| **Health and Physical Education** | **6** | **10** | **15** | **12** | **4** | **9** |
| Middle Grades Education | 15 | 16 | 16 | 13 | 20 | 16 |
| Music Education | 11 | 16 | 9 | 13 | 15 | 13 |
| Secondary Education | 20 | 17 | 5 | 2 | NA | |
| Special Education | 3 | 11 | 17 | 10 | 17 | 12 |
| Theatre Education | 3 | 4 | 6 | 3 | 2 | 4 |

This program is slightly 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 is too rigorous. The program faculty continue their efforts to connect the curriculum in required courses to issues and topics that are taught and seen in P-12 schools.

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 2.50 overall G.P.A. and pass all three parts (reading, writing, and math) of the GACE I test. 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.

Program improvement in this area will include:

1. Adding additional methods in Teaching Health classes starting in fall 2013.
2. Continuing to advise students of the tutorial services available on the campus for students who have difficulty in passing the GACE I test.

**III C. Comparison With CSU & University System of Georgia Programs – Below Average**
As indicated in Table 3.4, among the eleven USG peer institutions, CSU ranks eighth in the average number of degrees conferred. Some Universities report all degree programs (such as Exercise Science, Health and Physical Education, Athletic Training) in the department for their number of degrees conferred. At CSU, we report those numbers separately.

**Table 3.4: Baccalaureate Degrees Awarded in Health and Physical Education Programs at USG State Universities**

| USG Institution | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 5-Year Avg |
|---|---|---|---|---|---|---|
| **Albany State University** | 3 | 14 | 7 | 15 | 8 | 9 |
| **Armstrong Atlantic State University** | 6 | 7 | 15 | 13 | 15 | 11 |
| **Augusta State University** | 8 | 27 | 18 | 11 | 7 | 14 |
| **Columbus State University** | **6** | **10** | **15** | **12** | **4** | **9** |
| **Fort Valley State university** | 1 | 0 | 0 | 0 | 2 | 1 |
| **Georgia College & State University** | 11 | 2 | 7 | 13 | 2 | 7 |
| **Georgia Southwestern State University** | 27 | 12 | 23 | 16 | 23 | 20 |
| **Kennesaw State University** | 18 | 9 | 24 | 24 | 27 | 20 |
| **North Georgia College & State University** | 44 | 62 | 60 | 70 | 62 | 60 |
| **Savannah State University** | 0 | 50 | 0 | 0 | 0 | 10 |
| **State University of West Georgia** | 14 | 5 | 21 | 26 | 27 | 19 |
| ***Total*** | *138* | *198* | *179* | *203* | *185* | 181 |

Plans for improving the position of CSU's health and physical education program among comparable USG programs include enhanced recruitment and retention efforts, improved services and support for health and physical education majors, and continued support for students and classroom teachers through a variety of professional development activities.

**III D. Retention Rates – Below Average**

The retention numbers suggest that the program is comparable to other teacher preparation programs in retaining students. Table 3.5 shows that the retention rate has been above 50% for

every year except the fall 2008 cohort. Every program has shown a fluctuation in retention rates with the exception of Early Childhood Education whose retention rates have remained relatively consistent.

**Table 3.5 Retention Rates for B.S.Ed. Programs in Educator Preparation Programs**

| Major Program | # Fall 2006 Cohort | Fall 2006 Cohort Returning Fall 2007 # | Fall 2006 Cohort Returning Fall 2007 Rate | # Fall 2007 Cohort | Fall 2007 Cohort Returning Fall 2008 # | Fall 2007 Cohort Returning Fall 2008 Rate | # Fall 2008 Cohort | Fall 2008 Cohort Returning Fall 2009 # | Fall 2008 Cohort Returning Fall 2009 Rate | # Fall 2009 Cohort | Fall 2009 Cohort Returning Fall 2010 # | Fall 2009 Cohort Returning Fall 2010 Rate | # Fall 2010 Cohort | Fall 2010 Cohort Returning Fall 2011 # | Fall 2010 Cohort Returning Fall 2011 Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Early Childhood Education | 51 | 34 | 66.7% | 42 | 34 | 81.0% | 40 | 32 | 80.0% | 40 | 29 | 72.5% | 51 | 40 | 78.4% |
| Health & Physical Education | 3 | 2 | 66.7% | 4 | 3 | 75.0% | 3 | 1 | 33.3% | 6 | 4 | 66.7% | 4 | 2 | 50.0% |
| History & Secondary Education | 8 | 7 | 87.5% | 7 | 6 | 85.7% | 10 | 4 | 40.0% | 9 | 6 | 66.7% | 8 | 5 | 62.5% |
| Middle Grades Education | 2 | 2 | 100.0% | 5 | 2 | 40.0% | 3 | 2 | 66.7% | 7 | 6 | 85.7% | 8 | 7 | 87.5% |
| Spec Ed - General Curriculum | 1 | 0 | 0.0% | 2 | 2 | 100.0% | 3 | 2 | 66.7% | 3 | 2 | 66.7% | 4 | 2 | 50.0% |
| *Total Baccalaureate* | *65* | *45* | *69.2%* | *60* | *47* | *78.3%* | *59* | *41* | *69.5%* | *65* | *47* | *72.3%* | *75* | *56* | *74.7%* |

**Health and Physical Education Initiatives for Retention, Progression, and Graduation Improvements**

1. Examine prerequisites to ensure necessity to facilitate matriculation through the program.
2. Examine offering some required courses in the summer to allow students to graduate in a timely manner.
3. Continue to introduce admission to teacher education requirements in freshman, sophomore level courses, and to transfer students.
4. Continue the collaborative efforts between the program coordinator and the HPE advisor to remain updated and current on any curriculum changes to better facilitate the advising process.

**III E. Student Learning Indicators (using a variety of data sources) – Very Strong**

Key assessments for B.S.Ed. candidates include the following:

- GPA (See table 3.6)
- Georgia Assessments for Certification of Educators (GACE II) tests (See table 3.7)
- Model of Appropriate Practice (MAP) for Teacher Candidates, a teaching performance assessment (See tables 3.8 and 3.9)
- Dispositions (See tables 3.10 and 3.11)
- Documenting Student Performance

**GPA and GACE II Scores**

Data indicate that B.S.Ed. candidates know the content they teach and can explain important principles and concepts. Average GPAs from 2009-2011 ranged from 3.14-3.39 at program exit. The pass rate on the Georgia Assessment for Certification of Educators (GACE II) health and physical education tests from AY 10 and AY 11 was 100% for the physical education part of the test and 88% for the health part of the test. The GACE is used to assess the knowledge and skills of prospective Georgia public school health and physical education teachers. The tests are criterion-referenced, objective-based assessments designed to measure a candidate's

knowledge and skills in relation to established standards. The passing score for each test is established by the Georgia Professional Standards Commission and is based on the professional judgments and recommendations of Georgia educators.

**Table 3.6: Average GPA at Admission and Exit from Program for Bachelor's Degree (Source: CSU Academic Affairs, 2012)**

| Program Name | Academic Year | Admission GPA | Headcount | Exit GPA | Headcount |
|---|---|---|---|---|---|
| Health and Physical Education | 2011 | 2.98 | 11 | 3.17 | 4 |
| | 2010 | 3.16 | 3 | 3.14 | 12 |
| | 2009 | 3.23 | 9 | 3.39 | 15 |

**Table 3.7 6: GACE Summary Scores for Health and Physical Education by Time (Source: Georgia Assessments for the Certification of Educators II)**

| Program Name | Program Completer Year | GACE Exam | Number of Test Takers | Degree Program | Number Tested | Number Passed | Institution Pass Rate | Statewide Pass Rate |
|---|---|---|---|---|---|---|---|---|
| Health and Physical Education | 2010-2011 | 115-Health | 20 | BSED | 12 | 10 | 83% | 92% |
| | | | | MAT | 8 | 8 | 100% | |
| | | 116-Physical Education | 20 | BSED | 12 | 12 | 100% | 96% |
| | | | | MAT | 8 | 8 | 100% | |
| | 2009-2010 | 115-Health | 24 | BSED | 13 | 12 | 92% | 96% |
| | | | | MAT | 11 | 11 | 100% | |
| | | 116-Physical Education | 24 | BSED | 13 | 13 | 100% | 97% |
| | | | | MAT | 11 | 11 | 100% | |
| | 2008-2009* | | | | | | | |

## Model of Appropriate Practice (MAP)

Teacher candidates in the B.S.Ed. Health and Physical Education program understand the relationship of content and content-specific pedagogy and can apply the professional and pedagogical knowledge and skills delineated in the standards to facilitate learning. CSU's Model of Appropriate Practice (MAP) is used to assess planning and preparation, classroom environment, instruction, and professional responsibilities. An analysis of MAP data over the last three years (2009-2011) showed a fluctuation in the percentage of candidates evaluated prior to entering clinical practice that met or exceeded expectations. However, with time, 100% of the candidates evaluated at exit from clinical practice met or exceeded expectations.

**Table 3.8 MAP for Method Classes in Health and Physical Education (HPE)**

| Year | # of HPE Candidates Evaluated in PHED 3217 (Elementary School Methods) | # of HPE Candidates Meeting or Exceeding Expectations on Final MAP Evaluation in PHED 3217 (Elementary School Methods) | # of Candidates Evaluated in PHED 5216 (High School Methods) | # of HPE Candidates Meeting or Exceeding Expectations on Final MAP Evaluation in PHED 5216 (High School Methods) | # of HPE Candidates Evaluated in PHED 4215 (Middle School Methods) | # of HPE Candidates Meeting or Exceeding Expectations on Final MAP Evaluation in PHED 4215 (Middle School Methods) |
|---|---|---|---|---|---|---|
| 2008 | 10 | 4 | 11 | 11 | 8 | 4 |
| 2009 | 24 | 15 | 15 | 15 | 13 | 9 |
| 2010 | 18 | 7 | 13 | 13 | 15 | 11 |

**Table 3.9 MAP for Clinical Practice in Health and Physical Education (HPE)**

| Year | # of HPE Candidates Evaluated in Clinical Practice | # of HPE Candidates Meeting or Exceeding Expectations on Final MAP Evaluation for Clinical Practice |
|---|---|---|
| 2008 | 8 | 8 |
| 2009 | 22 | 22 |
| 2010 | 20 | 20 |

**Dispositions**

Teacher candidates in the B.S.Ed. Health and Physical Education program understand the relationship of content and content-specific pedagogy and can apply the professional and pedagogical knowledge and skills delineated in the standards to facilitate learning. Undergraduate candidates' professional dispositions are evaluated throughout the program using the Teacher Candidate Dispositions Evaluation. An analysis of Disposition data over the last three years (2009-2011) showed a fluctuation in the percentage of candidates evaluated prior to entering clinical practice that met or exceeded expectations. However, with time, 100% of the candidates evaluated at exit from clinical practice met or exceeded expectations.

**Table 3.10: Dispositions for Method Classes in Health and Physical Education taken prior to student teaching**

| Year | # of HPE Candidates Evaluated in PHED 3217 (Elementary School Methods) | # of HPE Candidates Meeting or Exceeding Expectations Final Dispositions PHED 3217 (Elem School Methods) | # of HPE Candidates Evaluated in PHED 5216 (High School Methods) | # of HPE Candidates Meeting or Exceeding Expectations Final Dispositions PHED 5216 (High School Methods) | # of HPE Candidates Evaluated in PHED 4215 (Middle School Methods) | # of Health and Physical Education Candidates Meeting or Exceeding Expectations Final Dispositions PHED 4215 (Middle School Methods) |
|---|---|---|---|---|---|---|
| 2008-2009 | 24 | 20 | 11 | 11 | 9 | 5 |
| 2009-2010 | 24 | 18 | 15 | 15 | 14 | 13 |
| 2010-2011 | 18 | 12 | 13 | 13 | 14 | 10 |

**Table 3.11 Dispositions for Clinical Practice in Health and Physical Education**

| Year | # of HPE Candidates Evaluated in Clinical Practice | # of HPE Candidates Meeting or Exceeding Expectations on Final Dispositions Evaluation for Clinical Practice |
|---|---|---|
| 2008-2009 | 8 | 8 |
| 2009-2010 | 22 | 22 |
| 2010-2011 | 20 | 20 |

**Documenting Student Performance (DSP)**

During clinical practice, all candidates must complete the Documenting Student Performance (DSP) activity wherein candidates design and deliver a unit of instruction, assess P-12 student performance on pre- and post-tests, analyze the results of the assessment, and provide a plan for intervention. An analysis of data from student learning related components of the MAP at exit from clinical practice revealed that the percentage of candidates rated as meeting or exceeding expectations was 100%.

### III F. Graduation Rate of Program – Satisfactory

Over the last five years, the six-year graduation rates for the B.S.Ed. program in health and physical education have been low. Table 3.12 shows the six-year graduation rate in comparison to other educator preparation programs.

**Table 3.12 Six-Year Graduation Rate by Baccalaureate Program**

| Major Program | # Fall 2002 Cohort | Fall 2002 Graduating by 2008 | | # Fall 2003 Cohort | Fall 2003 Graduating by 2009 | | # Fall 2004 Cohort | Fall 2004 Graduating by 2010 | | # Fall 2005 Cohort | Fall 2005 Graduating by 2011 | | # Fall 2006 Cohort | Fall 2006 Graduating by 2012 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Cohort | # | Rate | Cohort | # | Rate | Cohort | # | Rate | Cohort | # | Rate | Cohort | # | Rate |
| Early Childhood Education | 33 | 14 | 42.4% | 57 | 29 | 50.9% | 63 | 28 | 44.4% | 56 | 25 | 44.6% | 51 | 23 | 45.1% |
| Health & Physical Education | 1 | 1 | 100.0% | 12 | 2 | 16.7% | 9 | 1 | 11.1% | 9 | 0 | 0.0% | 3 | 2 | 66.7% |
| History & Secondary Education | 9 | 3 | 33.3% | 11 | 3 | 27.3% | 13 | 3 | 23.1% | 6 | 0 | 0.0% | 8 | 5 | 62.5% |
| Middle Grades Education | 10 | 4 | 40.0% | 6 | 2 | 33.3% | 1 | 0 | 0.0% | 4 | 2 | 50.0% | 2 | 2 | 100.0% |
| Spec Ed - General Curriculum | 3 | 2 | 66.7% | 4 | 2 | 50.0% | 3 | 0 | 0.0% | 2 | 1 | 50.0% | 1 | 0 | 0.0% |
| Theatre Education | 5 | 1 | 20.0% | 9 | 3 | 33.3% | 9 | 5 | 55.6% | 8 | 5 | 62.5% | 11 | 6 | 54.5% |
| *Total Baccalaureate* | *61* | *25* | *41.0%* | *99* | *41* | *41.4%* | *98* | *37* | *37.8%* | *85* | *33* | *38.8%* | *76* | *38* | *50.0%* |

Graduation rate calculated based on number of students completing program within three-year time period.

The graduation rate for the health and physical education program varies each year similar to the number of graduates per year. In 2008 the graduation rate was 100%, then decreased to 16.7% in 2009 and then fell to 11.1% in 2010. However, the last year showed on improvement to 66.7% but this doesn't necessarily indicate a trend. Although the graduation 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. 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.

### III G. Cost Effectiveness of Instructional Delivery- Very Strong

Table 3.13 shows the budget for the HPEX Department represents approximately 2% of the total instructional costs for Columbus State University (CSU) for 2010. In fall 2011, 535 (7%) of the 8300 students enrolled at CSU were majoring in a program offered in the Department of Health, Physical Education, and Exercise Science (HPEX). This suggests that HPEX programs as a whole are cost effective. Tables 3.14, 3.15, 3.16, and 3.17 shows the credit hour production, the instructional costs, the number of HPE faculty in the program, and Delaware Study of Instructional Costs and Productivity. The cost per credit hour for the HPE program ($142) is well

below the Institutional cost per credit hour ($208) and has been below the Institutional cost for the past three years. Thus, the HPE program is cost effective for the Institution.

**Table 3.13 Department of Health, Physical Education, and Exercise Science Budget**

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| State Funds | | $241,322 | $844,936 | $1,068,143 | $1,148,276 |
| Grant Funds | | | | $538 | $805 |
| ***Total Costs*** | | ***$241,322*** | ***$844,936*** | ***$1,068,681*** | ***$1,149,081*** |
| | | | | | |

**Table 3.14 Number of HPE Faculty**

| | 2007 | 2008 | 2009 | 2010 | 2011 | 5 year average |
|---|---|---|---|---|---|---|
| Full-Time Faculty | 3 | 3 | 3 | 3 | 3 | 3 |
| Part-Time Faculty | 3 | 3 | 3 | 3 | 3 | 3 |

**Table 3.15 Health and Physical Education Credit Hour Production and Instructional Costs**

| Fall Semester | 2007 | 2008 | 2009 | 2010 | 2011 | 5 year average |
|---|---|---|---|---|---|---|
| 2000 Level Courses | 152 | 186 | 159 | 144 | 165 | 161 |
| 3000 Level Course | 294 | 261 | 243 | 192 | 187 | 235 |
| 4000 Level Courses | 53 | 62 | 76 | 63 | 64 | 64 |
| 5000 Level Courses | 193 | 164 | 236 | 208 | 172 | 195 |
| 6000 Level Courses | 42 | 54 | 78 | 93 | 87 | 71 |
| ***Total Credit Hours*** | ***734*** | ***727*** | ***792*** | ***700*** | ***675*** | ***265*** |
| ***Cost per Credit Hour*** | | | **$120** | **$137** | **$142** | |

**Table 3.16 Total Instructional Costs per Credit Hour and Headcount at CSU**

| | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|
| Instructional Costs | $31,868,466 | $31,193,232 | $34,596,532 | $37,092,885 |
| Total Credit Hours Generated | 164,732 | 171,280 | 178,470 | 178,078 |
| Total Headcount | 7,590 | 7,953 | 8,179 | 8,298 |
| **Cost per Credit Hour** | **$193** | **$182** | **$194** | **$208** |
| Cost per Headcount | $4,199 | $3,922 | $4,230 | $4,470 |

**Table 3.17 2008-2009 Delaware Study of Instructional Costs and Productivity**

| | **Total Instructional Expenditures** | **Instructional Expenditure/SCH** | | **Instructional Expenditure/FTE Student** | |
|---|---|---|---|---|---|
| | | **CSU** | **National** | **CSU** | **National** |
| **Physical Ed & Exer Science** | $227, 149 | *$43 | $138 | *$1,283 | $4,064 |

*****Below the national average

**Section Four - Program Viability- Very Strong**

**IV A. Summary of Program's Viability**

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 2013, 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 programs within the department (Health Science, Exercise Science, Health and Physical Education 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 and Health Professions coordinates field experiences and clinical practice through its Partner School Network (PSN) and the COEHP Student Advisement and Field Experiences (SAFE) Office. The PSN is made up of schools within the CSU service area whose personnel have agreed to collaborate with the COEHP 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 strong. The HPE Program Advisory Committee (PAC) reviews and makes recommendations on major curriculum decisions involving the preparation of undergraduate candidates. The PAC has been active for the last three years, making recommendations for the improvement of the B.S.Ed. program. Agendas and minutes from these meetings are available if needed.

Our faculty members are outstanding in the areas of teaching, scholarship, and service and the program is cost effective for the Institution.

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.

**II. Program Improvement Plan Timetable -Satisfactory**

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.

| *Program Plans and Priorities* | *Projected Timeline* |
|---|---|
| Continue the collaborative partnership with the SAFE Office concerning student advising and ensuring students are aware of program requirements.<br><br>Continue to identify resources to help students pass the GACE I exam such as help from the writing center, tutors in math, and the GACE I study guide. | 2006 – Ongoing |
| Restructure the health methods class so students are provided with more authentic teaching experiences in field experiences. This is a result of exit surveys from student teaching where students indicated they felt less prepared to teach the health content. To meet this bullet, the teaching P-12 Health class was divided into two separate methods classes (PHED 5218 Teaching P-8 Health and PHED 5219 Teaching Health in the High School). | Implemented fall of 2013 |
| Create a survey to administer in foundation classes to identify the obstacles students face that hinder their ability to complete degree requirements. | Fall 2013 |
| Examine different ways of combining courses or offering courses via different instructional formats so that students can complete all program hours while still maintaining the HOPE scholarship. However, this process 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) during the fall 2013. | Fall 2013 |
| Change how HPE faculty teaching load is calculated from credit hours to contact hours. | Ongoing |

- 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 and Health Professions at Columbus State University.

## III. 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 slightly below the USG mandate. 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.