

EXECUTIVE SUMMARY FOR THE Master of Education and Master of Arts in Teaching in Health and Physical Education

Major Findings of the Programs' Quality and Productivity

The M.Ed. and M.A.T. programs in Health and Physical Education are very strong and they 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 pass rates of 95% or above, consistent ratings of meets or exceeds expectations on performance evaluations, overall GPAs of 3.0 or better, and satisfactory completion of the exit exam.

The overall quality of the MEd and MAT programs in Health and Physical Education is evident in the areas of teaching, scholarship, and professionalism. In the area of teaching, faculty in the program are appropriately credentialed and have developed a program that shows a strong relationship between the program curriculum and its outcomes. There is evidence that the program utilizes multidisciplinary approaches and multicultural perspectives. Additionally, there is evidence of good teaching along with good advising in the program, and use of part-time faculty is kept to a minimum with only well-credentialed part-time faculty being employed. In the area of scholarship, the faculty engage in numerous research and scholarship activities throughout the year and have noteworthy achievements as a result of this engagement. There is evidence that the faculty actively engage in professional service that enhances their program at all levels (program, department, college, institution, and in the community).

A weakness in the area of program quality is the quality of student achievements for this program.

Strengths in the overall productivity of the program include strong enrollment numbers and degrees awarded over the last five years with a diverse student population evident. The quality of the facilities and equipment that have been added are also considered strengths that contribute to program productivity. Finally, the cost effectiveness of instructional delivery allows this program to be productive.

List of Recommendations for Improving Program Quality

- 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 graduate students through assisting in workshops, presentations given at regional and local conferences, and community outreach.
- Continue to encourage and support graduate student participation at regional conferences and workshops with various program faculty members.
- Examine ways to conduct research studies with students as they participate in various field based lab experiences.
- Continue and increase collaborative research opportunities with colleagues in the program, community, Southeast and beyond.
- Create and follow a retention and graduation plan for your program.

- Develop critical, common assignments and assessments that are aligned with the program and course student learning outcomes as well as state and national standards. The critical assessment supported by its rationale statement will provide a thread of consistency for our accrediting agencies with the same course over the years regardless of who teaches the course and what venue is used.
- Fully implement edTPA for the MAT students, Fall 2014. This assessment will replace the Documenting Student Performance.

List of Recommendations for Improving Program Productivity

- Continue to work with the Hughson Foundation 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.A.T. program and helped CSU to meet regional demands from school systems for health and physical education teachers who are certified athletic trainers.
- Examine ways to offer more graduate HPE courses per semester to facilitate matriculation through the program for M.Ed. students.

Conclusion about the Program's Viability at CSU

The M.A.T. and M.Ed. programs in Health and Physical Education at CSU are viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the programs is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs with no areas for improvement and multiple areas of strength cited. In addition, program quality is enhanced by special opportunities available at CSU.

The Health and Physical Education program has met and/or exceeded every request made by our current administration. We were asked to do more with less and to increase class sizes. In our M.A.T./MED courses we met the request by increasing the number of seats over the past few years from 15 to 25 per course. The quality of the program is very strong and the number of degrees conferred each year is above the USG mandate for graduate students.

Additionally, the program is cost efficient in comparison to other degree programs offered by the University.

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 or offers a Master's degree in Health and Physical Education, 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.

Program Improvement Plan

The M.A.T. and M.Ed. programs in Health and Physical Education are very strong programs. The focus for improvement for these programs should be on maintaining or increasing enrollment and the number of degrees conferred. The following strategies should be the focus of these efforts:

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- Continue and increase collaborative research opportunities with colleagues in the program, community, Southeast and beyond.
- Create and follow a retention and graduation plan for your program.

- Develop critical, common assignments and assessments that are aligned with the program and course student learning outcomes as well as state and national standards. The critical assessment supported by its rationale statement will provide a thread of consistency for our accrediting agencies with the same course over the years regardless of who teaches the course and what venue is used.
- Fully implement edTPA for the MAT students, Fall 2014. This assessment will replace the Documenting Student Performance.
- Continue to work with the Hughson Foundation 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.A.T. program and helped CSU to meet regional demands from school systems for health and physical education teachers who are certified athletic trainers.
- Examine ways to offer more graduate HPE courses per semester to facilitate matriculation through the program for M.Ed. students.

Additionally, emphasis should be placed on the following strategies to improve the quality of student achievements:

- Continue to provide and expand professional development and networking opportunities for graduate students through assisting in workshops, presentations given at regional and local conferences, and community outreach.
- Continue to encourage and support graduate student participation at regional conferences and workshops with various program faculty members.
- Examine ways to conduct research studies with students as they participate in various field based lab experiences.

Support for these efforts will be provided through the Dean's Office.

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain the Program at the Current Level.* \

The overall quality and productivity of the program are very strong. With continued focus on the identified areas and an effort to increase the level of faculty and student achievements, the program will continue to be a strong, productive one.