

**Comprehensive Program Review Self-Study**  
**MAT/MEd 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 M.A.T. and M.Ed. Health and Physical Education programs are 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 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.

### **Program Productivity: Very Strong**

#### **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

Collaborative Community Partnerships

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

Enrollment in Program for Past 5 Years

Degrees Awarded Over the 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**

Quality of Student Achievements

## **List of Recommendations for Improving Program Quality**

Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:

### 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 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.
- 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.
- Examine ways to offer more graduate HPE courses per semester to facilitate matriculation through the program for M.Ed. students.
- Change the way HPE faculty teaching load is calculated from credit hours to contact hours.

## **Conclusion about the Program's Viability at CSU**

The M.A.T. and M.Ed. Health and Physical Education programs 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 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 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.

## **Section One- Program Background and Overview**

### **I. Brief Program Overview (M.Ed./M.A.T)**

The M.Ed. and M.A.T. 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 Educator Preparation Conceptual Framework and is reflected in the broad goals of the Health and Physical Education program. These goals are briefly summarized as:

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.

M.A.T. candidates seeking initial teacher certification, develop proficiency in applying the knowledge, skills, and dispositions to impact P-12 student learning. They also begin to develop expertise in their teaching field through the completion of several advanced level courses taken with other M.Ed. candidates.

The M.A.T. and M.Ed. programs in Health and Physical Education are closely aligned with CSU's mission of achieving academic excellence and preparing individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. 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.

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.

#### 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 75% 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 that 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 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.

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**. Faculty in health science and exercise science teach required classes in the Health and physical Education program.

<b>Full-time HPEX Faculty (Current Department Created in 2009-2010)</b>			
	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 participate 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, PHED 6219 is a 2-2-3 course and PHED 6226 is a 1-4-3 course.

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

CSU's Graduate School and the COEHP Office of Graduate Studies oversee admission and orientation of graduate students. Professional Education Program Coordinators provide advisement to graduate students while the SAFE Office provides assistance with certification requirements.

Individuals seeking initial teacher certification through a Master of Arts in Teaching (MAT) program must have their transcripts evaluated to determine the courses needed for certification. To initiate this process, individuals must submit copies of all their transcripts to the College of Education and Health Professions Student Advising and Field Experiences Office (SAFE) and request a transcript evaluation in the intended area of certification. The SAFE Office sends the transcripts to the appropriate program coordinator or advisor, who then reviews the individual's previous coursework to determine if any of those courses can count toward certification. When the evaluation is complete, it is submitted to the Department of Teacher Education Office, and the individual is notified by letter and can set up an appointment with his/her advisor to discuss a program of study.

Prospective MAT students must also apply for admission to the university. Individuals desiring to enroll in graduate courses must apply for graduate admission and be admitted to a College of Education and Health Professions (COEHP) graduate program with regular or provisional admission status. Prospective students are referred to the CSU Admissions Office in University Hall or to the Admissions website at <http://admissions.columbusstate.edu/index.php>. Additional information on MAT programs is available at <http://te.columbusstate.edu/degrees.php>.

Individuals with a clear renewable teaching certificate may apply for admission to the M.Ed. degree program. Once admitted to the university as a graduate student, a Graduate Orientation hold is placed on the student's account. The student must complete the online orientation, print the advising form at the end of the orientation and have his/her advisor sign the form after s/he has been advised, and submit the form to COEHP Director of Graduate Studies so that the hold can be removed. This must be completed before the student will be able to register for classes. Additional information about COEHP graduate degree programs is available at <http://coeHP.columbusstate.edu/degrees.php>.

When a student completes the program of study for a degree, the student's advisor is asked to complete a degree progress sheet showing that the student has met all program requirements. Faculty maintain an updated degree progress sheet for each advisee to ensure that all requirements are being met.

Advisors are familiar with important deadlines (registration, course withdrawal, graduation, etc.) and inform their advisees appropriately. They are also familiar with the university appeals

process and assist 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

Review the department reward system to ensure equity among faculty.

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

#### Opportunity for Student Research Projects

The M.A.T. /M.Ed. programs require candidates to complete a research project demonstrating they can synthesize and apply the knowledge and skills developed in PHED 6116. Data from 2010-2011 showed that 26 of 30 students successfully completed the project. The Graduate Model of Accomplished Practice (GMAP), the college's performance assessment instrument for graduate students in teacher education showed candidates can apply theories related to student learning and that they analyze student, classroom, and school performance data and make data-driven decisions. In 2011-2012, 23 of 25 candidates met or exceeded expectations on all components of the GMAP.

Interviews with candidates and faculty confirmed faculty regularly involve candidates in research which results in presentations at professional meetings and publications in refereed journals. In health and physical education, graduate students have presented at conferences such as the Share the Wealth conference and GAHPERD. M.A.T. and M.Ed. students also present their research projects to other department faculty either in oral or poster format.

#### 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
Jeanine Fittipaldi-Wert Associate Professor	<p><b>Publications</b></p> <p>Fittipaldi-Wert, J., &amp; Mowling, C. (<i>working on re-submission</i>). The 4 C's of Teaching At-Risk Youth. <i>New Teacher Advocate</i>.</p> <p>Fittipaldi Wert, J. (<i>working on re-submission</i>). The Use of Visual Supports for Students with Autism in Inclusive Physical Education. <i>Focus on Autism and Other Developmental Disabilities</i>.</p> <p>Fittipaldi-Wert, J., Brock, S.J., Hastie, P.A., Arnold, J.B., &amp; Guarino, A.J. (2009). Effects of a Sport Education Curriculum Model on the Experiences of Students with Visual Impairments. <i>Palaestra</i>, 24(3), 6-10.</p> <p>Fittipaldi-Wert, J., &amp; Mowling, C. (2009). Using visual supports for students with autism in physical education. <i>The Journal of Physical Education, Recreation, and Dance</i>, 80 (2), 39-43.</p> <p>Fittipaldi-Wert, J., Brock, S. J., &amp; Hastie, P. J. (2008). Impact of a sports camp for children with visual impairments on future intentions for physical activity. <i>Contemporary Issues in Education Research</i>, 1(2), 23-30.</p> <p>Fittipaldi-Wert, J., &amp; Sinelnikov, O. (2007). School children with autism in physical education: Analysis of literature, characteristics, and teaching recommendations. <i>Contemporary Problems of the Development of Physical Culture and Sport</i>, 7, 183-187. (Russian Journal)</p>

Fittipaldi-Wert, J., & Brock, S. J. (2007). I can play too: Disability awareness activities for your physical education class. *Strategies*, 20(5), 30-33.

Fittipaldi-Wert, J., & Brock, S. J. (2006). Physical activity assessments for individuals with disabilities. *Teaching Elementary Physical Education*, 17(4), 22-26.

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.

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.

#### **Professional Presentations**

Fittipaldi-Wert, J., Martin, E., Tatum, A., Klinkenborg, A. & Columbus State University Students. (January 2011). Disability Awareness. Share the Wealth Conference. Jekyll, GA.

Fittipaldi-Wert, J. & Mowling, C. (February 2010). Visual Supports for Students with Autism. Southern District AAHPERD Convention, Myrtle Beach, SC.

Martin, E., Mowling, C., & Fittipaldi-Wert, J. (January 2010). Badminton Techniques and Tactics. Share the Wealth Conference. Jekyll, GA.

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.

Martin, E. & Fittipaldi-Wert, J. (January 2009). Creating a Field Day Activities Kit. Share the Wealth Conference. Jekyll, GA.

Klinkenborg, A., Martin, E., & Fittipaldi-Wert, J. (January 2009). Meaningful Integrated Activities for Elementary School Students. Share the Wealth Conference. Jekyll, GA.

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.

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.

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.

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.

#### **Grants**

May 2010- January 2011 (Denied from Foundation)

Submitted proposal to Autism Speaks Family Services Community Grant

Purpose is to provide training physical educators to effectively teach children with autism

#### **Review of Manuscripts**

July 2007 – Current

Adapted Physical Activity Quarterly (APAQ)

Reviewed Manuscript ID APAQ-2010-0027

Reviewed manuscript ID APAQ-2009-006

<p>Ann Klinkenborg Assistant Professor</p>	<p><b>Professional Presentations</b> Integrated....American Education Research Association (2013)</p> <p>Meaningful Integrated Activities for Elementary School Students (2009). Share the Wealth in Elementary, Middle, and High School Physical Education</p> <p>Let's Get Children Moving (2008). Share the Wealth in Elementary, Middle, and High School Physical Education</p> <p>Invasion Games for Fitness Friday (2007). Share the Wealth in Elementary, Middle, and High School Physical Education</p> <p>Integration, Innovation, and Advocacy: Physical Education Across The Curriculum (2007). Share the Wealth in Elementary, Middle, and High School Physical Education</p> <p><b>In-service</b> Professional Development In-service for Phenix City Schools Physical Educators (2007). Phenix City, AL</p>
<p>Ellen Martin Professor</p>	<p><b>Publications</b> Weimar, E., <b>Martin, E. H.</b>, &amp; Wall, S. (2011). Kindergarten Students' Qualitative Responses to Different Instructional Strategies During the Horizontal Jump. <i>Physical Education and Sport Pedagogy</i>, 16(3), 213-222.</p> <p><b>Martin, E. H.</b>, Rudisill, M. E., &amp; Hastie, P. A. (2009). Motivational climate and fundamental motor skill performance in a naturalistic physical education setting. <i>Physical Education and Sport Pedagogy</i>, 14 (3), 227-240.</p> <p>Fulghum, K., &amp; <b>Martin, E. H.</b> (2007). Student choice in a high school physical education class. <i>Perspectives in Learning: A Journal of the College of Education, Columbus State University</i>, 8, 29-33.</p> <p>Hastie, P. A., <b>Martin, E. H.</b>, &amp; Buchanan, A. (2006). Stepping out of the norm: An examination of praxis for a culturally relevant pedagogy for African-American children. <i>Journal of Curriculum Studies</i>, 38(3), 293-306.</p> <p><b>Book</b> Hastie, P., &amp; <b>Martin, E. H.</b> (2006). <i>Teaching Elementary Physical Education: Strategies for Classroom Teachers</i>. San Francisco, CA: Benjamin-Cummings.</p> <p><b>Presentations</b> <b>Martin, E. H.</b>, 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.</p> <p><b>Martin, E. H.</b>, &amp; Weimar. (2011). Informing Assessment Using Skill Analysis. American Alliance for Health Physical Education, Recreation and Dance. San Diego, CA.</p> <p>Fittipaldi-Wert, J., <b>Martin, E.</b>, Tatum, A., Klinkenborg, A. &amp; Columbus State University Students. (2011). Disability Awareness. Share the Wealth Conference. Jekyll, GA.</p> <p><b>Martin, E. H.</b>, Mowling, C., &amp; Fittipaldi-Wert, J. (2010). Badminton: Techniques and Tactics. Share the Wealth Conference. Jekyll Island, GA.</p> <p>Mowling, C., <b>Martin, E. H.</b>, &amp; Fittipaldi-Wert, J. (2010). Practical Applications of Mosston's Teaching Styles. Share the Wealth Conference. Jekyll Island, GA.</p> <p>Klinkenborg, A., <b>Martin, E. H.</b>, &amp; Fittipaldi-Wert, J. (2009). Meaningful Integrated Activities for Elementary School Students. Share the Wealth Conference. Jekyll Island, GA.</p> <p><b>Martin, E. H.</b>, Fittipaldi-Wert, J., &amp; Klinkenborg, A. (2009). Creating a Field Day Activities Kit. Share the Wealth Conference. Jekyll Island, GA.</p>

	<p><b>Martin, E. H., &amp; Weimar, W. H. (2008).</b> Skill Analysis – A Toolbox Necessity: The Specifics (Biomechanics Academy). American Alliance for Health, Physical Education Recreation and Dance. Fort Worth, TX.</p> <p><b>Martin, E. H. &amp; Students. (2008).</b> Implementing Mosston’s Teaching Styles in the Physical Education Classroom. Share the Wealth Conference. Jekyll Island, GA.</p> <p><b>Martin, E. H., Klinkenborg, A., &amp; Students. (2008).</b> Let’s get children moving. Share the Wealth Conference. Jekyll Island, GA.</p> <p>Klinkenborg, A., &amp; <b>Martin, E. H. (2007).</b> Teaching the whole child by integrating classroom content. Georgia Association for Teacher Educators. Savannah, GA.</p> <p><b>Martin, E. H., &amp; Weimar, W. H. (2007).</b> Improving Skill Analysis and Observation. American Alliance for Health, Physical Education Recreation and Dance. Baltimore, MD.</p> <p><b>Martin, E. H., Klinkenborg, A., &amp; Gibson, G. (2007).</b> Invasion games for fitness. Share the Wealth Conference. Jekyll Island, GA.</p> <p>Gibson, G., &amp; <b>Martin, E. H. (2007).</b> Quasi-Team Sports Activities and Student Choice: An Effective Curriculum Component for Secondary Physical Education. Share the Wealth Conference. Jekyll Island, GA.</p> <p>Morgan, R., Gibson, G., &amp; <b>Martin, E. H. (2006).</b> Orienteering as a Viable Choice for Secondary Physical Education. Share the Wealth Conference. Jekyll Island, GA.</p> <p><b>Editorial Work</b>  2010 Reviewer for <i>Physical Education and Sports Pedagogy</i> (Two manuscripts)  2010 AAHPERD Program Reviewer for Research Consortium  2010 Chapter Reviewer (5 Chapters) for Fronske’s <i>Teaching Cues for Sports Skills for Secondary School Students</i>  2001 to Present Reviewer for <i>Strategies</i>  2009 AAHPERD Program Reviewer for Research Consortium</p>
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Program Improvement Plans

1. Continue to encourage and support graduate 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 Admission Policy Committee African-American Read-In Annual Fund Assessment System and Unit Evaluation Assessment Council Candidates Knowledge, Skills, Dispositions Charter School Committee Curriculum Committee CSU Research and Service Foundation Board Educator Preparation Council Faculty Senate Field Experiences and Clinical Experiences Graduate Council Faculty Handbook Task Force Kappa Delta Pi Personnel Committee Phi Kappa Phi Shared Governance Committee Standards of Excellence Task Force Student Activities Committee Teacher Preparation Undergraduate Council	Camp Abilities BOR, Academic Advisory Committee Columbus Page One Award Judge Disability Awareness Week Exercise is Medicine Georgia High School Wrestling Assessment Literacy Alliance Kindergarten Readiness Local Schools: Fitness Friday, Kids to College, Fox After school activity program, Field Days Math Collaborative Workshop PSC Board of Examiners Special Olympics TOPSoccer 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: Nominated for the CSU Faculty Service Award  
2009: Distinguished Teacher of the Year (College of Education)  
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 M.A.T. and M.Ed. programs 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.

M.A.T. candidates seeking initial teacher certification, develop proficiency in applying the knowledge, skills, and dispositions to impact P-12 student learning. They also begin to develop expertise in their teaching field through the completion of several advanced level courses taken with other M.Ed. candidates.

Candidates pursuing a M.Ed. degree in Health and Physical Education develop and demonstrate *expertise* as they progress through the program. Graduates of the program are prepared to apply their expert knowledge of health and physical education and health and physical education teaching and learning in grade P-12 classrooms, thus helping to meet the demand for highly qualified health and physical education teachers.

The M.A.T. and M.Ed. programs in Health and Physical Education are closely aligned with CSU's

mission of achieving academic excellence and preparing individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. Focusing on growth toward skillful “whole” performance rather than incremental mastery of discrete skills, candidates in the health and physical education graduate programs demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades P-12.

#### 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 1.5.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.

- The diversity proficiencies advanced candidates are expected to meet include: Interacts appropriately and positively with others, while appreciating and valuing human diversity; and Demonstrates the belief that all students can learn. (Exhibit 1.3.e #2 Graduate Dispositions)
- The Graduate Model of Accomplished Practice (GMAP) (Exhibit 1.3.c.2 (i)), the unit's performance assessment instrument in advanced teacher preparation programs, is aligned with NBPTS propositions (Exhibit 1.5.c #7) and includes the following diversity proficiencies advanced candidates are expected to meet: 1a: Recognizes individual differences in students and adjusts teaching; 1b: Treats all students equitably; 1c: Designs lessons to match student abilities and foster interest; 1d: Provides evidence of teaching to develop multiple domains; 1e: Understands how students develop and learn; 2b: Presents lesson and content so that students learn in a variety of ways; 3b: Uses multiple strategies to meet goals; 3c: Motivates students to be engaged in learning; 3d: Creates an effective learning environment; 5b: Collaborates with parents; and 5c: Uses community resources.

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, faculty believe skillful beginning teachers are able to ensure that all adolescents with whom they work achieve significant academic growth.

At the graduate level, an analysis of syllabi provides evidence that faculty address diversity in M.Ed. foundations and research courses as well as through major course requirements such as unit plans, research projects, and an array of teaching fields. For example, in EDUF 6115 Educational Psychology, candidates examine the interrelationship between motivation, learning, and teaching with an emphasis on application to the needs of diverse learners. Other examples showing how candidates are prepared to work with diverse groups of students are provided in Exhibit 4.3.b #2 & 3. At the graduate level, candidate performance is assessed in at least one required course (Exhibit 2.3.d #3) in each program using the GMAP and Graduate Dispositions. Candidates reflect on data from these evaluations and develop plans to improve their knowledge, skills, and dispositions for helping all students learn.

### 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.

## **II. Section Three – Indicators of Program Productivity**

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

The enrollment patterns for the M.A.T. and M.Ed. programs in Health and Physical Education are shown in Table 3.1.

**Table 3.1 Number of Declared Majors in M.A.T. and M.Ed. Health and Physical Education**

	2007	2008	2009	2010	2011	5 year average
MAT						
Full-Time			9	19	18	15
Part-Time			1	4	6	4
<i>Total</i>			<i>10</i>	<i>23</i>	<i>24</i>	<i>19</i>
MEd						
Full-Time	10	11	9	3	4	7
Part-Time	5	7	9	7	4	7
<i>Total</i>	<i>15</i>	<i>18</i>	<i>18</i>	<i>10</i>	<i>8</i>	<i>14</i>
<i>Total MAT/MEd</i>	<i>15</i>	<i>18</i>	<i>28</i>	<i>33</i>	<i>32</i>	<i>+113</i>

The enrollment in the health and physical education graduate program has a five year average increase of 113%. Prior to 2009-2010, candidates seeking initial certification at the master's level completed the traditional M.Ed. program in addition to initial certification coursework. The total number of majors in the M.Ed. program in 2007-08 and 2008-09 included those seeking initial teacher certification as well as certified teachers seeking an advanced degree. In 2008-2009, a Master of Arts in Teaching (M.A.T.) program was developed to provide a streamlined course of study for individuals seeking initial teacher certification. With this change, the total number of students enrolled in master's degree programs in health and physical education increased from 18 to 28 in 2009-2010 and then to 33 in 2010-11. One reason for this increase might be the streamlined M.A.T. program that allows candidates who are seeking initial certification to complete their degree in a timelier manner. Because of the streamlined coursework, the M.A.T. is also a more attractive option than the post-baccalaureate teacher certification route that some candidates chose in the past. In addition, M.Ed. admission requirements were changed in 2008-2009, and the GRE was no longer required for entry into the program for teachers with a clear renewable teaching certificate.

The M.A.T./M.Ed. are cost-effective programs 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 and part time students concerning to gender (60% female and 40% male), ethnicity (70% white, 23% black, and 3% Hispanic), and age (53% 21-25, 30% 26-30, and 17% other).

Table 3.2 shows the total enrollments in M.A.T. and M.Ed. in Education Preparation programs at CSU. Since 2007-2008, enrollment in the M.A.T./M.Ed. Health and Physical Education program is tied for the highest 4-year change percentage (113%).

**Table 3.2 Enrollment Trends in Teacher Education Masters Graduate Programs at CSU**

Graduate Enrollment by Major Program of Study							
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	4-Year # Change	4-Year % Change
Art Education	7	4	5	4	9	2	28.6%
Early Childhood Education	49	66	61	46	55	6	12.2%
<b>Health &amp; Physical Education</b>	<b>15</b>	<b>18</b>	<b>28</b>	<b>33</b>	<b>32</b>	<b>17</b>	<b>113.3%</b>
Middle Grades Education	42	48	44	47	42	0	0.0%
Music Education	10	9	9	10	3	-7	-70.0%
Sec Ed - English	29	26	36	37	36	7	24.1%
Sec Ed - Mathematics	11	19	24	28	15	4	36.4%
Sec Ed - Science	18	15	17	12	8	-10	-55.6%
Sec Ed - Social Science	9	16	19	18	15	6	66.7%
Spec Ed - Gen Curriculum	36	47	51	43	48	48	133.3%

The 4-year percentage change for enrollment in graduate programs in HPE showed an increase of 113% from the fall of 2007 to the fall of 2011, up from 15 to 32 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 graduate students in professional and service related activities.

**III B. Degrees Awarded Over Past 5 Years- Above Average**

Table 3.3 shows the number of M.A.T. and M.Ed. degrees conferred each year in Health and Physical Education has a 5-year average increase of 71%, up from 7 in 2007 to 12 in 2011. The 4-year number change ranks third when compared to other educator preparation programs.

**Table 3.3 Number of Degrees Conferred**

Program	2008	2009	2010	2011	2012	4- Year #Change	4-Year % Change
Early Childhood Education	11	15	31	24	22	11	100%
<b>Health and Physical Education</b>	<b>7</b>	<b>3</b>	<b>16</b>	<b>10</b>	<b>12</b>	<b>5</b>	<b>71.4%</b>
Middle Grades Education	10	12	12	20	19	9	90.0%
School Counseling	11	8	17	7	8	-3	-27.3%
Secondary Ed - English	12	9	13	16	14	2	16.7%
Secondary Ed- Science	6	3	6	6	1	-5	-83.3%
Special Ed - General	15	11	15	13	14	-1	-6.7%

This program is above the USG threshold in degree completions at the graduate level.

### III C. Comparison With CSU & University System of Georgia Programs

As indicated in Table 3.4, among the twelve USG peer institutions only seven offer master's degrees in health and physical education. CSU ranks second in 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 Master's Degrees Awarded in Health and Physical Education Programs at USG State Universities**

Master's 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	4	8	1	10	13	7
Armstrong Atlantic State University	0	0	0	0	0	0
Augusta State University	3	7	4	1	0	3
Clayton College & State University	0	0	0	0	0	0
<b>Columbus State University</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>16</b>	<b>10</b>	<b>9</b>
Fort Valley State university	0	0	0	0	0	0
Georgia College & State University	7	11	0	10	12	8
Georgia Southwestern State University	2	2	5	0	0	2
Kennesaw State University	0	0	0	0	0	0
North Georgia College & State University	17	15	14	10	13	14
Savannah State University	0	0	0	0	0	0
Southern Polytechnic State University	0	0	0	0	0	0
State University of West Georgia	4	4	7	1	2	4
<i>Total</i>	44	54	34	48	50	46

This program is above the USG threshold in degree completions at the graduate level.

### III D. Retention Rates- Above Average

#### Retention Rates for MED/MAT Programs in Teacher Preparation Programs

The retention numbers suggest that the program is comparable to other teacher preparation programs in retaining graduate students. Table 3.5 shows that the lowest retention rate was 66.7% for the fall 2007 cohort. Also, the retention rates for the health and physical education program have been above the average retention rates for educator preparation programs for every year except the fall 2007 cohort.



**Table 3.5 Retention Rates for MAT/MED Programs in Educator Preparation Programs**

Graduate Program	# in Fall 2006 Cohort			# in Fall 2007 Cohort			# in Fall 2008 Cohort			# in Fall 2009 Cohort			# in Fall 2010 Cohort		
	Fall 2006	Returning	Fall 2007	Fall 2007	Returning	Fall 2008	Fall 2008	Returning	Fall 2009	Returning	Fall 2010	Fall 2010	Returning	Fall 2011	
	Cohort Number	Rate	Cohort Number	Rate	Cohort Number	Rate	Cohort Number	Rate	Cohort Number	Rate	Cohort Number	Rate	Cohort Number	Rate	
Art Education	3	2	66.7%	3	1	33.3%	0	0		2	2	100.0%	2	1	50.0%
Accomplished Teaching	NA	NA		NA	NA		5	2	40.0%	17	15	88.2%	11	5	45.5%
Early Childhood Education	5	5	100.0%	31	21	67.7%	30	23	76.7%	17	13	76.5%	15	14	93.3%
Health & Physical Education	6	5	83.3%	9	6	66.7%	7	5	71.4%	12	11	91.7%	13	10	76.9%
Middle Grades Education	8	6	75.0%	15	13	86.7%	16	12	75.0%	15	10	66.7%	13	10	76.9%
Music Education	4	4	100.0%	5	4	80.0%	2	2	100.0%	6	6	100.0%	6	6	100.0%
Secondary Education	NA	NA		NA	NA		NA	NA		15	13	86.7%	17	11	64.7%
Secondary Ed - English	12	6	50.0%	14	11	78.6%	6	2	33.3%	17	15	88.2%	11	7	63.6%
Secondary Ed - Math	2	2	100.0%	6	5	83.3%	11	5	45.5%	9	8	88.9%	8	4	50.0%
Secondary Ed - Science	2	2	100.0%	7	4	57.1%	5	5	100.0%	7	5	71.4%	4	4	100.0%
Secondary Ed - Soc Sci	2	2	100.0%	3	3	100.0%	7	4	57.1%	7	7	100.0%	5	5	100.0%
Special Ed - Gen Curr	8	8	100.0%	21	18	85.7%	14	7	50.0%	16	11	68.8%	7	7	100.0%
<b>Total Masters</b>	<b>52</b>	<b>42</b>	<b>80.8%</b>	<b>114</b>	<b>86</b>	<b>75.4%</b>	<b>103</b>	<b>67</b>	<b>65.0%</b>	<b>140</b>	<b>116</b>	<b>82.9%</b>	<b>112</b>	<b>84</b>	<b>75.0%</b>

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

1. Continue the partnership with the Hughson Foundation that funds the Hughson Athletic Training Fellows.
2. Examine offering more than one graduate physical education course per semester. This would allow M.Ed. students to graduate sooner.

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

Key assessments for M.A.T. candidates include the following:

- GPA (table 3.6)
- Georgia Assessments for Certification of Educators (GACE) tests (Table 3.8)
- Model of Appropriate Practice (MAP) for Teacher Candidates, a teaching performance assessment (Tables 3.9 and 3.10)
- Dispositions (Tables 3.11 and 3.12)
- Documenting Student Performance

Key assessments for M.Ed. candidates include the following:

- GPA (table 3.7)
- Graduate Model of Accomplished Practice (GMAP), a teaching performance assessment
- Dispositions Assessment
- Exit Exam

## **GPA**

Data indicate that M.A.T. candidates know the content they teach and can explain important principles and concepts. Average GPAs from 2009-2012 ranged from 3.64-3.71 (M.A.T. students) and 3.56-3.62 (M.Ed. students) at program exit (See Tables 3.6 and 3.7).

**Table 3.6: Average GPA at Admission and Exit from Program (Graduate Initial Certification-MAT) (Source: CSU Academic Affairs, 2012)**

Program Name	Academic Year	Admission GPA	Headcount	Exit GPA	Headcount
Health and Physical Education	2011	3.15	13	3.64	9
	2010	3.23	11	3.71	8
	2009	3.29	27	3.69	10

**Table 3.7: Average GPA at Admission and Exit from Program (Advanced - MED) (Source: CSU Academic Affairs, 2012)**

Program Name	Academic Year	Admission GPA	Headcount	Exit GPA	Headcount
Health and Physical Education	2011	3.09	4	3.56	3
	2010	3.15	2	N/A	0
	2009	3.25	6	3.62	4

## **GACE**

The pass rate on the Georgia Assessment for Certification of Educators (GACE) health and physical education tests for M.A.T. students from 2009-2010 was 100% (See table 3.8). 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 3.8: GACE Summary Scores for Health and Physical Education by Time (Source: Georgia Assessments for the Certification of Educators)**

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 M.A.T. 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 3.9 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 3.10 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 M.A.T. 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 3.11: 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	24	20	11	11	9	5
2009	24	18	15	15	14	13
2010	18	12	13	13	14	10

**Table 3.12 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	8	8
2009	22	22
2010	20	20

### **Documenting Student Performance (DSP)**

Data show that teacher candidates focus on student learning. They assess and analyze student learning, make adjustments to instruction, and monitor student progress. Candidates are evaluated throughout their field experiences on student learning related MAP components. 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%.

**Graduate Model for Accomplished Practice (GMAP)**

Candidates demonstrate an in-depth understanding of the content of their field and the theories related to pedagogy and learning. They select and use a broad range of strategies and technologies that promote student learning. Candidates are assessed by instructors in selected courses using the Graduate Model for Accomplished Practice (GMAP). Data from GMAP evaluations show that at program exit, all candidates met or exceeded expectations on all components of the GMAP. In addition, all candidates met or exceeded expectations on all components of the Dispositions Assessment.

**Exit Exam**

Candidates in M.A.T and M.Ed. programs in health and physical education have an in-depth knowledge of the content they teach. Average GPAs by program are above 3.0 at program exit, and program completers have no more than two grades of C in their program of study (all other grades must be A’s and B’s). Culminating exit exam provides additional evidence of content knowledge as candidates synthesize and apply the knowledge and skills developed in their course of study.

<b>Year</b>	<b>Assessment Results</b>
<b>2011-2012</b>	Thirteen candidates passed EDUF 6000 the Exit Exam in 2011-2012.  3 passed all questions first attempt 9 passed all questions second attempt 1 passed all questions on third attempt
<b>2010-2011</b>	Twelve candidates passed EDUF 6000 the Exit Exam in 2010-2011.  5 passed all questions first attempt 7 passed all questions second attempt

**III F. Graduation Rate of Program – Above Average**

Table 3.13 shows the three-year graduation rates for graduate programs in health and physical education. Over the last five years, three-year graduation rates for M.A.T./M.Ed. programs in health and physical education have exceed 66.7% or above for the past five years. The health and physical education program has exceeded the average three year graduation rate for teacher education preparation programs for every year with the exception of the Fall 2006 cohort.

**Table 3.13 Three-Year Graduation Rates**

Graduate Program	# Fall 2005 Cohort			# Fall 2006 Cohort			# Fall 2007 Cohort			# Fall 2008 Cohort			# Fall 2009 Cohort		
	Fall 2005 Graduating by 2008			Fall 2006 Graduating by 2009			Fall 2007 Graduating by 2010			Fall 2008 Graduating by 2011			Fall 2009 Graduating by 2012		
	Cohort	Number	Rate	Cohort	Number	Rate	Cohort	Number	Rate	Cohort	Number	Rate	Cohort	Number	Rate
Art Education	2	0	0.0%	3	2		3	1	33.3%	0			2	1	50.0%
Curr & Instr in Accom Teaching	NA	NA		NA	NA		NA	NA		5	2	40.0%	17	15	88.2%
Early Childhood Education	2	2	100.0%	5	5	100.0%	31	19	61.3%	30	22	73.3%	17	11	64.7%
Health & Physical Education	7	7	100.0%	6	4	66.7%	9	6	66.7%	7	5	71.4%	12	11	91.7%
Middle Grades Education	13	4	30.8%	8	3	37.5%	15	9	60.0%	16	10	62.5%	15	8	53.3%
Music Education	6	5	83.3%	4	4	100.0%	5	4	80.0%	2	2	100.0%	6	6	100.0%
Secondary Education	NA			NA			NA			NA			15	11	73.3%
Secondary Ed - English	5	3	60.0%	12	6	50.0%	14	11	78.6%	6	0	0.0%	17	11	64.7%
Secondary Ed - Math	2	1	50.0%	2	2	100.0%	6	1	16.7%	11	3	27.3%	9	4	44.4%
Secondary Ed - Science	3	0	0.0%	2	1	50.0%	7	1	14.3%	5	4	80.0%	7	4	57.1%
Secondary Ed - Soc Sci	3	1	33.3%	2	2	100.0%	3	2	66.7%	7	3	42.9%	7	6	85.7%
Special Ed - Gen Curr	9	5	55.6%	8	8	100.0%	21	12	57.1%	15	6	40.0%	16	6	37.5%
<b>Total Masters</b>	<b>52</b>	<b>28</b>	<b>53.8%</b>	<b>52</b>	<b>37</b>	<b>71.2%</b>	<b>114</b>	<b>66</b>	<b>57.9%</b>	<b>104</b>	<b>57</b>	<b>54.8%</b>	<b>140</b>	<b>94</b>	<b>67.1%</b>

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

Some candidates, particularly those in the M.A.T. program, may take more than three years to complete their degree because of additional health and physical education coursework requirements. Candidates whose bachelor’s degrees are in areas other than health and physical education or a closely related field must often take additional hours, thus adding to the length of their program of study. Also, most master’s degree candidates are part-time students who are teaching full-time. Their teaching schedules and other obligations may not allow them to complete all required coursework in three years.

**III G. Cost Effectiveness of Instructional Delivery – Very Strong**

As shown below in Table 3.14 the budget for the Department of Health, Physical Education, and Exercise Science (HPEX) 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 3.15, 3.16, 3.17, and 3.18 show the credit hour production, the instructional costs, the number of HPE faculty in the program, and the Delaware Study of Instructional Costs and Productivity by offering the health and physical education program. 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 3.14 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
<b>Total Costs</b>		<b>\$241,322</b>	<b>\$844,936</b>	<b>\$1,068,681</b>	<b>\$1,149,081</b>

**Table 3.15 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 3.16 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
<b>Total Credit Hours</b>	<b>734</b>	<b>727</b>	<b>792</b>	<b>700</b>	<b>675</b>	<b>265</b>
<b>Cost per Credit Hour</b>			<b>\$120</b>	<b>\$137</b>	<b>\$142</b>	

**Table 3.17 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
<b>Cost per Credit Hour</b>	<b>\$193</b>	<b>\$182</b>	<b>\$194</b>	<b>\$208</b>
Cost per Headcount	\$4,199	\$3,922	\$4,230	\$4,470

**Table 3.18 2008-2009 Delaware Study of Instructional Costs and Productivity**

	Total Instructional Expenditures	Instructional Expenditure/SCH		Instructional Expenditure/FTE Student	
		CSU	National	CSU	National
<b>Physical Ed &amp; Exer Science</b>	\$227,149	*\$43	\$138	*\$1,283	\$4,064

\*Below the national average

## **Section Four - Program Viability**

### **IV A. Summary of Program's Viability – Very Strong**

The M.A.T. and M.Ed. Health and Physical Education programs at CSU are viable. 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. There were no areas for improvement and multiple strengths were cited. Furthermore, the Program Advisory Committee which includes members from Exercise Science, Wellness, Health Science and P-12 teachers work collaboratively in the design and implementation of the health and physical education programs at all levels (BSED, M.A.T., and M.Ed.). Representatives from each of these groups work together to make improvements to the health and physical education program at CSU and to impact health and physical education in our region. The M.A.T. and M.Ed. programs in health and physical education program 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 health and physical.

Graduates of the M.A.T. and M.Ed. Health and Physical Education program are also a valuable resource for our undergraduate program in health and physical education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in health and physical education have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as pre-student teaching cooperating teachers and cooperating teachers for student teaching. They are a valuable asset in assisting with the development of our undergraduates.

The number of M.Ed. Health and Physical Education degrees conferred by CSU has been fairly consistent over the past four years and is comparable to 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 in health and physical, CSU provides health and physical education teachers in its service region an opportunity to gain expertise in health and physical education. This is an opportunity that they might not have if CSU did not offer this degree program.

Our faculty members are outstanding in the areas of teaching, scholarship, and service and the program is cost effective for the Institution. Enrollment in the graduate program has increased 113% over the last five year period and retention rates remain steady. The quality of the program is very strong and the number of degrees conferred each year is above the USG mandate for graduate students.

### **IV B. Summary of Program Improvement Plan - Satisfactory**

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. Recommendations to improve program productivity are as follows.

### III. Program Improvement Plan Timetable

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.

<b><i>Program Plans and Priorities</i></b>	<b><i>Projected Timeline</i></b>
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.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 Hughson Foundation to examine ways to increase the number of candidates in the program.	Ongoing
Restructure the method class in health so M.A.T. 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
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.	Fall 2013
Examine ways to offer more graduate HPE courses per semester to facilitate matriculation through the program for M.Ed. students.	Fall 2013
Change the way 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.

#### **IV. Summary Recommendation: Maintain at Current Level**

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 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 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 in HPE 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.