

DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
Annual Report (2002-2003)

I. Departmental Mission/Vision Statement

<http://coe.westga.edu/per/>

II. Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results

The continuing Five-Year Strategic Plan (2000-2005) for the Department of Physical Education and Recreation is consistent within the strategic plan of the College of Education and the University. The strategic plan is focused on four major goals:

- 1) preparation of students to become leaders in their respective fields;
- 2) provision of an optimal and diversified learning environment;
- 3) elevation of faculty achievements in teaching, scholarship, and service; and
- 4) development of collaborative relationships with schools, professional agencies, and colleagues.

Goal 1. Students as Leaders:

1. Enhance the preparation of the students' portfolio.

Assessment: Student documentation of their professional accomplishments.

Assessment Results: Completed student portfolios are required of physical education students in their student teaching seminar and of sport management students during their internship semester. Graded evaluations of the portfolios testify to the quality of each student's achievements.

Bread and Butter Goals: 3c and 3d

2. Maintain realistic standards for admission to sport management and physical education.

Assessment: University student records, tracking of student progress.

Assessment Results: The GPA of 2.5 and admission to Teacher Education was maintained for physical education majors. During the past three years, the total number of physical education majors and pre-physical education majors has increased 30%, from 132 (2000-01) to 172 (2002-03). Among junior-senior physical education majors, the increase was similar over the three years; that is, an increase of 30%, from 69 to 93.

The GPA of 2.3 for Sport Management was enforced this year by placing this GPA minimum on every required course in the major beyond the introductory course. Even so, the total number of Sport Management majors increased 24%, from 112 (2000-2001) to 138 (2002-2003). A 20% increase occurred among junior-senior sport management majors over these three years, from 71 to 91.

Bread and Butter Goals: 2d (retention)

3. Improve the evaluation/assessment of students' performance in both the content and field experience areas.

Assessment: Evaluation instruments for documenting performance and progress including practicum, field experience and internship evaluations of students; by supervisors, by cooperating schools and sport agencies, and by students completing the experience are utilized by all supervisors for uniformity of assessment content within each of the programs.

Assessment Results: Evaluation forms for each physical education student during each observation at every supervisory visit are completed by the campus supervisor and retained in the student's file for the teaching field experiences and student teaching internship experience. The assessment data reveal that student teachers progress remarkably toward sound teaching behaviors from the beginning of the field experiences through the conclusion of their student teaching internship experiences.

Sport management practicum and internship are each monitored by the supervisory instructor during one or two site visits per semester, and reports in weekly experience logs are kept by each student either via internet website or hard copy, and reviewed by the supervisor who responds with appropriate feedback. A student handbook for the practicum and for the internship contains the guidelines that all students follow including the evaluation procedures. Students are perceived by agency supervisors to be very effective in organization, time management, communication, and in the quality of projects completed.

Bread and Butter Goals: 3a and 3c

4. Encourage volunteer activities that will enhance students' experiences.

Assessment: Faculty-sponsored experiences and experiential options made evident to students by faculty.

Assessment Results: Physical Education students voluntarily engaged in coaching at schools, assisting in adapted physical education activities sponsored on campus, and in presenting research at conferences. Sport management students voluntarily contributed to collecting marketing data at sporting venues, and organizing and managing sports events both on campus and at professional organization events in which faculty were involved.

Bread and Butter Goals: 3d and 4c

5. Create an environment that stimulates professionalism among students.

Assessment: Faculty mentoring with students in professional meetings for physical education and sport management majors.

Assessment Results: Physical Education students attended and presented papers at two regional professional conferences. Sport management students attended three regional professional conferences. Five sport management students presented papers at the College of Education's "Big Night" research competition, and two sport management students were COE representatives at the University "Big Night" research competition. The sport management majors club was continued and organized alumni activities.

Bread and Butter Goals: 3d

Goal 2. Optimal Learning Environment

1. Improve the technology opportunities that are available in the HPE building.

Assessment: Obtain additional multimedia capabilities in student laboratories.

Assessment Results: A \$17,000 allocation in new assessment technology equipment was provided to the PER Department from the University PT-3 Grant for a new 15- dual-station Teaching Assessment Laboratory with BEST (Behavior Evaluation Strategies and Taxonomy) software. Camcorders with remote microphones and television monitors with headphones and direct CD video adaptors were purchased to compliment existing computers at each station. Computers and time/space will be shared with Continuing Education in their computer laboratory in Ingram Library and all Departments in the College of Education will have access to this assessment lab. This computer laboratory also will serve as a virtual cadaver lab for the PER Department, as copies of ADAM (Animated Dissection for Anatomical Medicine) software also will be placed on the 15 computers in the shared Laboratory so that all students enrolled in the anatomy-physiology classes may be accommodated in a single setting. Also, six limited-capacity computers with ADAM software were made available this year for the Human Performance Lab in the HPE Building, and three other limited-capacity computers were made available for teaching research in physical education in the Human Performance Lab.

Sport Management classes will also have access to the Ingram Library computer lab as well as College of Education computer labs for instruction in website development for sport venues and sport events.

Bread and Butter Goals: 9

2. Foster a learning environment that promotes both student and faculty use of technologies in the classroom.

Assessment: Encourage faculty to use technology and include technology activities for students.

Assessment Results: All faculty utilize WebCT to provide students with access to materials to be distributed for classes. All faculty utilize media technology provided in the classroom for teaching and learning. Students are provided access to classroom media technology to present assigned projects in classes. Laboratory access to ADAM software in the Human Performance Laboratory afforded students a minimal exposure to technology use for understanding the human body.

Bread and Butter Goals: 3d and 9

3. Assess/evaluate field experience sites for both teaching and sport management.

Assessment: Field experience sites development by faculty.

Assessment Results: Field experience sites for Physical Education and Health Education were extended into bordering counties adjoining Carroll County in order to provide contrasting school environments.

Practicum sites for Sport Management have expanded within the Carroll County area into bordering counties, based on student interests and accessibility to campus, while Internship sites for sport management have expanded into neighboring states and across

the United States, based on student interest and accessibility to a variety of sport industry settings.

4. Plan for construction and occupancy of the Health, Wellness, and Lifelong Learning Center.

Assessment: Engage in the facilities committee activities for timely responses to building planners.

Assessment Results: The Department Chair met in October and February with the Campus Facilities Committees regarding plans for the new Wellness building; and met with the Athletics Director, the Intramural Director, and an outside facilities consultant in April regarding the building proximity and field space accessibility as a part of a 10-year projected campus facilities plan. The Chair attended all campus facilities meetings this year regarding planning of the new Center as invited by the University Facilities Director.

Bread and Butter Goals: 10

5. Plan for course scheduling that is instructionally sound.

Assessment: Ascertain faculty expertise and experience for teaching curricular offerings, and schedule courses for efficient student progress.

Assessment Results: Schedule changes were made to accommodate expertise of five new and five continuing faculty and for one part-time faculty to maintain opportunity for normal student progress in respective programs.

Bread and Butter Goals: 6a and 6e

6. Evaluate the new sport management curriculum to assure that students' needs are being met.

Assessment: Is the curriculum consistent with NASSM guidelines and are students enrolling in the program.

Assessment Results: The NASSM/NASPE Sport Management Program Review Council guidelines are met within the sport management curriculum. This undergraduate program is in its third-year and has increased from 71 junior-senior declared majors in 2000-01, to 91 junior-senior majors by Spring 2003 who have met the minimum 2.3 GPA requirement for continuation in sport management courses.

Bread and Butter Goals: 2 and 3b

7. Plan for and move the sport management curriculum toward NASSM approval.

Assessment: Development of documents and collection of records to support a sport management program review by the national NASSM/NASPE Sport Management Program Review Council, including the appointment of three sport management faculty.

Assessment Results: The Department Chair and sport management faculty are continuing to provide necessary collection of data for pursuit of a "new" sport management major in order to obtain curriculum-approval by the NASSM/NASPE Sport Management Review Council within the 2003-04 academic year. As the data for the new major are collected, documentation for a NASSM/NASPE Sport Management Review portfolio will be constructed and submitted. This year, a one-year, temporary faculty position in Sport Management was changed to be a tenure-track Assistant Professor

position and was filled, one faculty member position in Sport Management was vacated by resignation but this position was not approved for refilling in the next fiscal year due to the University's budgetary decision. Lighter than average faculty teaching assignments among sport management faculty have been assigned over the past two years in order to provide reassigned time for faculty to build the new sport management program. This year, five PER faculty have sport management credentials, although since two of these faculty each have Department and College administrative appointments, their contributions in teaching sport management courses are limited.

8. Assess curricular changes made to comply with the BOR mandated principles and initiate appropriate revisions.

Assessment: Evaluation of curricular programs and courses approved by the Board of Regents.

Assessment Results: The PER Department completed program evaluations for the Physical Education and Sport Management programs that were a part of the institutional review for accreditation by the Southern Association for Colleges and Schools (SACS). Also, the PER curriculum committee has made recommendations to the PER faculty, the College curriculum committee, and the College Senate to add needed courses at the 2000 level in PHED and SPMG and to add prerequisites, PHED prerequisites, and 2.3 GPA requirements to SPMG courses.

Bread and Butter Goals: 3c

Goal 3. Faculty Achievements:

1. Initiate peer evaluation for review of faculty teaching.

Assessment: Provide opportunities for and encourage faculty to engage in peer review of teaching.

Assessment Results: A teaching evaluation was conducted for all faculty by the Department Chair this year. All faculty were encouraged to evaluate the teaching of their peers, and two faculty conducted peer reviews.

Bread and Butter Goals: 6

2. Enhance the mentoring of new and non-tenured faculty.

Assessment: Encouragement of tenure-track faculty to participate in the COE mentoring program, and mentoring of new faculty by the Department Chair.

Assessment Results: Two second-year faculty reviews were conducted by the Department Chair, and one third-year faculty review was conducted by a Department review committee, the Department Chair and the Dean. One PER faculty member participated as an exemplary presenter in the COE service mentoring session in April.

Bread and Butter Goals: 6b

3. Provide support to assist faculty with scholarly output.

Assessment: Identify funding and facilitate opportunities for faculty to be productive as scholars in publications and presentations.

Assessment Results: When discussing their annual goals with the Department Chair, tenure track faculty were encouraged to develop and conduct research projects and to submit manuscripts for publication in refereed professional journals, and non-tenure track faculty were commended for disseminating completed research or professional expertise in publications as well.

All faculty in the PER Department were provided with travel funds for presenting papers at professional conferences. Tenure-track faculty were allocated \$1000, while non-tenure track faculty received \$500. In all instances, when faculty receipts for expenses at one conference attendance this year exceeded the allocated amounts, unused funds allocated to other faculty were used for reimbursement. When expenses for attendance at multiple conferences exceeded the allocated amount, not all expenses were reimbursed by the Department.

In addition, the West Georgia Sport Marketing group received sport agency contract funds for their marketing services, from which four PER faculty and sport management students attending conferences were awarded additional travel funds. In addition, funds received for PER Honors instruction were allocated for travel. Other faculty received limited travel funding from contracted services when presenting professional workshops in the region.

Bread and Butter Goals: 3c and 6b

4. Recruit quality faculty to fill vacated or new positions.

Assessment: All allocated positions filled with productive faculty.

Assessment Results: Of a total of 13 PER Department faculty positions, 7 positions were vacated prior to the beginning of the 2002-2003 academic year. One tenured PER Professor was transferred to become Associate Dean in the College of Education. The former Department Chair resigned and this tenure-track position was filled with a tenure-track Professor. One-year, non-tenure track, temporary appointments were made for positions in Physical Education Pedagogy, Exercise Science, Sport Management, and for a Wellness/Physical Activities Instructor. The one-year, temporary position in Health Education was not filled this year, but a part-time Instructor was hired during Fall semester to teach some of the health courses.

After a national recruitment effort in November 2002, of the four PER faculty holding temporary appointments, three were re-appointed in January for the 2003-04 academic year to fill Assistant Professor tenure-track positions in Physical Education Pedagogy, Exercise Science, and Sport Management, and one was re-appointed to a non-tenure track position as a Wellness/Physical Education Activities Instructor. The open position in Health Education and another Physical Education/Wellness Activities Instructor position (vacated due to the seven-year rule) remained unfilled until recruiting was re-authorized at the end of April 2003, due to state budget recisions. In addition, two tenure-track faculty resigned prior to April 30, effective following the 2003 summer session, leaving additional position vacancies in PE Pedagogy and Sport Management. Thus, there are currently three open positions of 12 PER faculty positions for the 2003-04 academic year, and a fourth position (sport management) being rescinded.

Although during the 2002-2003 academic year, the PER faculty consisted of only non-tenured, tenure-track faculty members (5) and non-tenure-track faculty (6),

productivity among these faculty was very high as noted by their full teaching assignments, heavy service activities, and strong scholarly productivity.

Bread and Butter Goals: 3 and 6

Goal 4. Collaborative Relationships

1. Expand the Department's collaboration with regional school systems.

Assessment: Increase in documented collaborative projects.

Assessment Results: Physical Education and Health Education field experiences and internship collaboration occurred in Carroll county and adjoining county schools, with recommendations for placement of students with experienced cooperating teachers. Health Education field experiences expanded into schools in those counties adjoining Carroll County.

Bread and Butter Goals: 7c and 8.

2. Expand student opportunities for professional experiences outside the University.

Assessment: Number of documented experiences in students' portfolios.

Assessment Results: Students in Physical Education gave scholarly presentations at the national "Share the Wealth" Conference at Jekll Island, GA, and at the Southern District AAHPERD Convention in Savannah, GA.

Students in Sport Management attended the Florida State University and Georgia Southern Sport Management conferences, and participated in the SSLASPA Conference in Atlanta. In addition, the sport management faculty sponsored a West Georgia Sport Management Symposium at Atlanta professional sport venues for students from several Universities.

3. Establish and evaluate new intern sites for the sport management program.

Assessment: Creation of a resource book/website for sport management intern and practicum experiences.

Assessment Results:

A Sport Management program website was developed this year by one of the sport management faculty. www.westga.edu/~wgaspmg/ It has web pages to access the *Sport Management Practicum-Field Experience Guide*, "Field Experience Opportunities," and "Field Experience Partners." Prior to the 2002-2003 academic year, 30 sport agencies have been used as intern sites for students in sport management and are listed on the website. Establishment of new practicum sites through student participation with local sport agencies, and development of new internship sites for sport management students have been established with sport organizations such as Atlanta WSB TV-Channel 2, Atlanta Beverage Company, Atlanta Hawks, Iliad Partners, Family Circle Cup in Hilton Head, New Orleans Zephyrs, Atlanta Beat, Savannah Sandgnats, Velocity Sports & Entertainment, Nashville Winter Games, Kansas City Royals, Texas Rangers, and California Angels.

Bread and Butter Goals: 7c and 8.

Documentation of goal achievements in the three-year-old undergraduate Sport Management program continues to be gathered and summarized for analysis, including an assessment of student preparation, internship agencies' evaluation of sport

management interns, and employer satisfaction of the expertise of alumni of the sport management program. Assessment is ongoing in the sport management program with an initial three-year summary analysis to be completed during the summer of 2003. With this compilation of data, the sport management program's portfolio will be prepared for review by the NASSM/NASPE Sport Management Program Review Council next year.

The undergraduate and graduate programs in Physical Education are longer standing, and also document programmatic goal achievements each year. This documentation will be compiled during the summer of 2003 to support the reviews of the Georgia Professional Standards Commission (PSC) in August 2003, and to prepare for the NCATE portfolio review in March 2004.

III. Department Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results for each Degree

Learning outcomes for physical education students in the Department of Physical Education and Recreation are based upon the criteria set forth in the College of Education's Conceptual Framework for the preparation of teachers, and also the specific discipline standards established by Georgia Professional Standards Commission for teacher certification. Specific course objectives as they relate to the Conceptual Framework and Georgia professional standards may be viewed at www.coe.westga.edu/per/.

Ten descriptors identified in the COE Conceptual Framework serve as goals for preparing teachers in physical education as decision makers, leaders, and lifelong learners; and educators who are adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective. As students attain identified knowledge and teaching skills which are demonstrated through identified dispositions, they become effective educators. <http://coe.westga.edu/About/ConceptualFramework/descriptors.asp>

Curriculum Learning Outcomes, Processes to Assess the Outcomes, and Assessment Results for the four Physical Education programs within the Department of Physical Education and Recreation are specific to each degree level. In the undergraduate degree, the masters degree, and the education specialist degree in physical education, as well as the physical education required courses in the University-wide core curriculum Area F (PWLA prefix), each of the syllabi for physical education courses offered show that course objectives are aligned with the Conceptual Framework descriptors in order to assure that the performance and progress of students is guided toward these learning outcomes. www.coe.westga.edu/per/

Bachelor of Science in Education (Physical Education)

Undergraduate – Learning outcomes are based upon the criteria set forth in the College of Education's Conceptual Framework (see coe.westga.edu/About/ConceptualFramework/Descriptors.asp) and also the specific discipline standards established by Georgia Professional Standards Commission for the preparation of teachers. Specific course objectives as they relate to the professional standards may be viewed at coe.westga.edu/per/.

The assessment of progress toward meeting the curriculum outcomes for Physical Education is achieved in a number of ways. 1) The most recent review of the Physical Education program by NCATE/PSC indicated that Physical Education students were meeting all programmatic expectations of the PSC and the resulting assessment report revealed that the program was in compliance and no weakness were cited. 2) Continuous feedback is obtained from student interns and their supervising teachers regarding their preparation to become teachers. 3) The employment of first year teachers graduating from the Physical Education program is excellent and is an indication of the quality of the graduates, especially in light of the fact that physical education does not have a critical teacher shortage in Georgia.

Master of Science in Education (Physical Education)

Master of Education – The masters degree program is designed to provide students with advanced coursework, theory, and research to enhance their understanding of the discipline. Specific course outcomes are available at the Departmental web site (coe.westga.edu/per/).

Program learning outcomes are based upon the College of Education's Conceptual Framework coe.westga.edu/About/ConceptualFramework/Discriptors.asp and the NBPTS guidelines for graduate programs. Evaluation of the learning outcomes includes faculty assessment of student performance and student information obtained via an exit interview. Information obtained is used to revise, modify, add, or delete courses or portions of courses. Recent interviews and faculty input on outcomes and student performs have been positive.

Education Specialist (Physical Education)

Education Specialist - The education specialist degree program in Physical Education is designed to provide students with an expanded view of curricular areas and cutting edge research related to content areas. Additionally, students are expected to develop and defend a research proposal.

Expectations of Ed.S. graduates are driven by the College of Education's Conceptual Framework and the NBPTS guidelines. Specific course outcomes and activities related to courses can be found at the Departmental web site (coe.westga.edu/per/). Evaluation of the outcomes is derived from faculty assessment and student exit interviews. Both students and faculty report that outcomes are being met and satisfaction with the program is high.

University Core Curriculum Area F (Personal Wellness-Leisure Activities)

PWLA Courses – The Personal Wellness and Leisure Activities (PWLA) courses are designed to fulfill the physical education requirement for all students in the College of Education and the College of Business. As most of the PWLA courses are elected by students, it is indicative of the excellent instruction in wellness concepts and in sport skill development that the courses are very popular. Course sections are always filled; and thus, the Personal Wellness sections have been increased in numbers of spaces and additional physical activities sections have been offered particularly to accommodate the increased numbers of majors in the two Colleges which are served.

Curriculum Learning Outcomes in the Sport Management program within the Department of Physical Education and Recreation do not adhere to the Conceptual Framework within the College of Education, as this program is not oriented toward teacher education. Instead, the Sport Management program outcomes follow the behavioral objectives stated in the respective SPMG course syllabi, which fulfill nationally recognized NASSM/NASPE curricular standards as learning outcomes. The Sport Management program curriculum learning outcomes are as follows.

Bachelor of Science in Recreation (Sport Management)

Undergraduate – Curricular learning outcomes are based upon the guidelines established for sport management by the North American Society for Sport Management/National Association for Sport and Physical Education (NASSM/NASPE). Learning objectives for students are found in all sport management course syllabi. www.coe.westga.edu/per/ .

The Sport Management program is completing its third year in existence, and the program assessment process involves evaluations of recruitment and retention of students, faculty evaluation of students, student interns' evaluation of field experiences, agency supervisors' review of intern performance, and examination of employment data of sport management graduates.

Assessment results of the sport management program show that the introductory course in sport management continues to attract nearly twice as many students as those who eventually qualify for the major, indicating the high level of student interest. Enforcement of the 2.3 GPA requirement into sport management courses had little effect on the number of majors (112 in 2000-01; 119 in 2001-2002; 138 in 2002-03), but there was improved academic quality-control for students continuing in the major. Student practicum students and sport management interns have reported excellent experiences with sport agencies, resulting in several being employed by the agency with which they interned. Faculty development and expansion of new internship sites for sport management were sought this year. In the third year of the program, most of the initial-year sport management majors have now graduated. The numbers of sport management students completing their internship and degree requirements each of the three years of the sport management program are as follows: 17 in 2000-01 (Fall 1/Spring 6/Summer 10); 21 in 2001-01 (Fall 2/Spring 13/Summer 6); and 23 in 2002-03 (Fall 4/Spring 9/Summer 10). Those who have sought careers in sport management have all found employment. The sport management faculty anticipate preparing a program portfolio required for consideration of national program approval by the NASSM/NASPE Sport Management Program Review Council in the coming year.

IV. Statement of Departmental Condition (strengths and weaknesses)

The Physical Education and Recreation Department has a strong nucleus of undergraduate students in both physical education and in sport management. Not only is there stability and growth in the number of students in each major, but also these students are satisfied with the scheduling of courses and instructional delivery of their coursework.

Planning for the scheduling of field experience and practicum courses for undergraduates has allowed students to become more involved in local school environments and sport management agency settings. Particularly, new sport management sites for interns have been developed, and new and different field experience sites have been initiated in schools. Most undergraduate students in physical education have succeeded in progressing at a normal pace together through their programs, as courses have been scheduled on a blocked rotation of course offerings. Sport Management students have some variation in their selection of courses required for the major, as several Special Topics courses have been developed and offered on a rotation basis for student choice.

The graduate programs in physical education have thrived this year, as the number of new students that have chosen to pursue Master's degrees have been balanced with approximately the same number graduating with a degree. In addition, two students will complete the Education Specialist program this year, and other new students have been admitted to this program. Graduate courses for masters and education specialist students have been offered on a rotational basis in the evenings to provide a timely schedule for students.

Several sections of the Personal Wellness courses have been increased in size to accommodate twice the number of students, and the number of sections of Leisure Activity courses have increased as the Department has responded to the demand of greater numbers of students on campus.

The engagement of students in research activities was evident in the strong participation of students in presenting their research projects on campus and at professional conferences this year. Student organization interest was evident particularly among sport management students.

Although the interest and success of students in the major programs is very strong, the stability of the faculty is not established at the present. There is one tenured PER Professor who accepted the position as Associate Dean in the College this year. As the replacement for the former Department Chair, is a 10-year administrative veteran in her initial-year at West Georgia as an untenured Professor. Other than these two seasoned administrators, the PER faculty members are relatively young in their higher education careers. Three of the remaining 11 faculty were tenure-track Assistant Professors within their second or third year in higher education, three faculty were non-tenure track temporary faculty, and four were Instructors appointed in non-tenure track positions, one completing the seventh (and last) year, two in their fifth year at West Georgia, and one in the first year. The youth of the PER faculty has been attractive to students who have enjoyed the current knowledge and technological skills brought by the teaching faculty; however, their cumulative lack of experience as faculty in higher education was evident in collegial, peer interactions during this year.

Even with the youthfulness of the faculty as a whole, their cumulative productivity has been excellent this year. With a total of 18 completed publications and 32 presentations at professional meetings among the PER faculty this year, it is evident that they have been focused on their professional scholarship. As well, they have taught oversized classes and participated in more than 60 service commitments among the dozen faculty.

The PER Department curricular programs are well established and all meet the standards required in the respective professional fields. There has been anticipation of

changing the sport management concentration within a Recreation major, to become a free-standing sport management major, and initiation of this curricular change is expected to be pursued in the coming year.

Support for capital outlay equipment purchases this year has been strong. New technology equipment has been purchased from the University PT-3 grant, from the College equipment budget, and from Student Technology funds. With the addition of software for student laboratories, there will be new opportunities for students to learn anatomy from virtual cadavers and learn teaching behaviors by viewing and evaluating themselves with new teaching assessment technology.

The academic environment for the Physical Education and Recreation Department is problematic for students and faculty due to the antiquity of the facility. Aside from lack of adequate and proximal space for instruction is the lack of environmental quality, particularly air quality and temperature stability. Faculty offices in a temporarily constructed metal structure beside the Physical Education building creates a separation between the administrative offices and a few of the faculty, and the other faculty where they are assigned to cramped-quarters offices in the annex building. There is limited space for only one student laboratory in the building, which is shared by several faculty working in different specialization fields. To offset this laboratory space problem somewhat, the Department has collaborated with Continuing Education to share their computer laboratory space in Ingram Library. Because one faculty member hired this year needed handicapped access to the facility, some doorways and walkways were adapted for access, but still some parts of the building were inaccessible. The Department looks forward to relief of these inadequate facility conditions in the promise of a new structure with the anticipated new Health, Wellness, and Lifetime Learning Center.

In all, the status of the Physical Education and Recreation Department may be seen to be in a stage of transition in several ways. The PER faculty positions must be stabilized. The sport management curriculum must be approved as a free-standing major, and also be approved by the NASSM/NASPE Sport Management Program Review Council. The new student laboratory equipment must become functional. Plans for appropriate and sufficient space for the Physical Education and Sport Management academic programs in the new building and surrounding field spaces must be assured. Measures to achieve these goals are underway, and fulfillment of these goals promises to bring this Department to greater prominence for students and among collegial professionals.