

**DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
Annual Report (2003-2004)**

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.

The following assessments have been made during the 2003-04 academic year in regard to each of these four goals:

Goal 1. Students as Leaders:

1. Maintain realistic standards for admission to the physical education and the sport management major programs.

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 four years, the total number of physical education majors and pre-physical education majors has increased 18%, from 132 (2000-01) to 161 (2003-04). Among junior-senior physical education majors, the increase has been maintained over the three years; that is, from 69 to 61.

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 30%, from 112 (2000-2001) to 162 (2003-2004).

There were 24 Masters degree students in Physical Education in 2003-04 and 3 graduate students in the Ed.S. program.

Bread and Butter Goals: 2d (retention)

2. Develop a program evaluation instrument for student feedback, and collect data on graduated students' perception of their career preparation.

Assessment: Completed program evaluation instrument and analysis of results.

Assessment Results: An evaluation instrument was developed, but too late for collection and analysis of results for the 2003-04 annual report.

Bread and Butter Goals: 3a and 3e

3. 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 field experience courses and in their student teaching seminar, and of sport management students in the practicum and 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

4. Improve the evaluation/assessment of students' performance in field experience and intern courses.

Assessment: Documented systematic supervisory visits to each teacher intern a minimum of six times per semester. 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 were improved and utilized by all physical education teacher education supervisors for uniformity of assessment content within each of the programs. Sport management supervisor evaluation documents are being revised, but internship evaluations and experience logs were forwarded to supervisors via electronic mail using the format in the handbook.

Assessment Results: Student Teacher supervisors visited the school sites to observe and provide documented evaluations of student interns six times each during the semester. Evaluation forms for each physical education student during each observation at every supervisory visit were 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 progressed remarkably toward sound teaching behaviors from the beginning of the field experiences through the conclusion of their student teaching internship experiences. A student handbook for the field experiences and for the internship contains the guidelines that all students follow, including the evaluation procedures.

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 were 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 were 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

5. 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 formed a student club, and a Constitution and By-Laws were developed and the club was chartered within the Campus Student Affairs. Physical Education students voluntarily engaged in coaching at schools, assisting in adapted physical education activities sponsored on campus, and in presenting research at conferences.

The Sport Management Club was active in preparing scholarly presentations for student conferences and attending these 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

6. 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 two regional professional conferences, and one named NASPE physical education student of the year accepted a national honor.

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

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 \$14,700 allocation in new ADAM software equipment was provided to the PER Department from the University Student Technology Committee for 36 copies of ADAM software. Five of these copies will be shared with the Nursing Department. The Teaching Assessment Laboratory technology equipment for which BEST (Behavior Evaluation Strategies and Taxonomies) software purchased last year was moved from Ingram Library to the College of Education a computer laboratory and greater access was provided for students. The TA Lab utilizes camcorders with remote microphones and television monitors with headphones to record teaching sessions of students in field experiences. Video recordings are viewed on television monitors and observed teaching behaviors are identified and coded into a data base on a computer using BEST software. Computers and time/space are shared with other pedagogy courses in the College of Education. A College of Education computer laboratory also will serve in as a virtual cadaver lab for the PER Department, as copies of ADAM (Animated Dissection for Anatomical Medicine) software will be placed on 31 computers in the shared Laboratory so that all students enrolled in the anatomy-physiology classes may be accommodated in a single setting. Also, five limited-capacity

computers with ADAM software were made available this year for the Human Performance Lab in the HPE Building.

Sport Management classes have had access to the 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, and use PowerPoint for emphasizing content while teaching in classes. All faculty utilize media technology provided in the classroom for teaching and learning. Students in Sport Management and Physical Education are provided access to classroom media technology to present assigned projects in classes. Laboratory access to BEST software in the College of Education provides for students to assess their teaching abilities. ADAM software in the Human Performance Laboratory and in the College of Education computer labs is provided for physical education teacher education students' opportunities for virtual understanding the human body. Use of computer internet access in the College of Education computer labs affords Sport Management students excellent exposure to technology for investigating sport marketing venues.

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 Carroll county schools adjoining Carrollton city schools, in order to provide contrasting school environments. Teaching internship sites and cooperating teachers were identified and selected for deliberate placement of student teaching interns.

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 February, March and April 2004 with the Campus Architect and User Committee regarding plans for the new Health, Wellness, and Lifelong Learning building. Architectural decisions and preliminary plans have been drawn, discussed and altered. The Chair attended all campus facilities

meetings this year regarding planning of the new HWLL Center as invited by the University Architect.

Bread and Butter Goals: 10

5. Plan for course scheduling that is instructionally sound.

Assessment: Evaluate specific 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 six new and four continuing faculty over the summer. In the week prior to Fall 2003 semester, additional schedule changes were necessary due to the resignation of one of the continuing faculty members and hiring of a temporary faculty member. The day prior to Spring 2004 semester schedule changes occurred again, due to the resignation of another continuing faculty member.

Bread and Butter Goals: 6a and 6e

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

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

Assessment Results: The Sport Management program was adjusted in course titles and the addition of two new courses to meet the NASSM/NASPE Sport Management Program Review Council guidelines within the sport management curriculum. The Coaching Concentration for the Sport Management Option in the Recreation major was eliminated and a Sport Studies Concentration, consisting of four courses, (three of them new) was processed through the several campus curriculum committees, and approved this year. This undergraduate program is in its fourth-year and has increased from 71 junior-senior declared majors in 2000-01, to 162 declared majors by spring 2004.

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 collect data for the "new" sport management major in order to obtain curriculum-approval by the national NASSM/NASPE Sport Management Review Council within the 2004-05 academic year. As the data for the new major are collected, documentation for a NASSM/NASPE Sport Management Review portfolio has been organized for submission. This year a new tenure-track Assistant Professor was appointed, and one faculty member in Sport Management was not recommended for continuation for the next academic year, and a replacement Assistant Professor was recruited and appointed to take this open position for the 2004-05 academic year. A third Sport Management faculty position is anticipated for the 2005-06 year, when the former third Sport Management position will be approved to be re-filled. This year, four 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 program that was a part of the College of Education review for teacher certification authorization by the Georgia Professional Standards Commission (PSC), and a review for accreditation National Council for the Accreditation of Teacher Education (NCATE). Also, the PER curriculum committee has made recommendations to the PER faculty, the College curriculum committee (Faculty Governance Committee), the Teacher Education Academic Committee (TEAC), the University Academic Programs Committee (UAPC) and the University Senate to eliminate all LEIS prefix courses, make course and program modifications in PHED prefix courses and programs, and add courses, and change existing courses with SPMG prefixes. There were more than 40 course changes requested, requiring more than five months for acceptance of all changes.

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: All faculty were encouraged to evaluate the teaching of their peers this year, and the Department Chair has had occasion to observe faculty teaching at various times during the year. A review of student assessment of the teaching abilities of the faculty has been reviewed and evaluated by the Department Chair. The Department Chair has met with various faculty as requested to consult on specific teaching procedures involving progress of specific students in classes. As well, the Department Chair has accommodated students who have had concerns with the faculty teaching their courses.

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 first-year faculty reviews were conducted by the Department Chair. Both attended the COE mentoring program for new faculty.

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.

Three Sport Management faculty attended the North American Society for Sport Management Conference in Ithaca, NY, in June 2003. Two PER faculty attended the North American Society for Sport Sociology in Montreal, Canada in October 2003. Seven of the PHED faculty attended the American Alliance for Health, Physical Education, Recreation and Dance Convention in New Orleans in April 2004.

In addition, the West Georgia Sport Marketing group received sport agency contract funds for their marketing services, from which two 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: A total of 10 PER Department faculty positions were provided for full-time teaching appointments for FY04. Of these, 6 faculty positions were vacated by resignation at the end of spring semester 2003. In July 2003, the decision was communicated by the Vice President for the 4 remaining faculty to receive terminal contracts at the close of the 2003-04 year.

An Assistant Professor in Health Education, an Assistant Professor in Sport Management, and a Physical Education Instructor were appointed for FY04 during the summer of 2003. At the end of the 2003 summer no additional interviewees had accepted offers for appointment. After the continuing faculty had been notified of their termination the following year, the Department Chair was authorized to appoint Physical Education Instructors to fill the vacant positions, and two additional Instructors were appointed. The first of these four terminated faculty resigned within one week of the beginning of Fall classes and was replaced by a Temporary Physical Education Instructor appointment prior to the beginning of classes. The one vacant position was covered with part-time appointments for Fall 2003 and with a full-time Temporary Instructor for Spring 2004. The second of the four terminated faculty resigned one day prior to the beginning of Spring 2004 classes, and was replaced by part-time appointments. During

the FY04 year, a PER faculty search committee screened applicants for five open positions for the FY05 year. At the end of the spring semester, three of the five positions had been filled with two Assistant Professors and one Instructor, but the search for the two remaining positions in Physical Education Teacher Education was aborted following a six month effort to attract quality faculty. The two positions will be accommodated by assigning experienced instructors who have the content background to teach the required courses, but who are under-qualified academically for the positions as announced, and appointing two Temporary Instructors to cover the courses these individuals would have been assigned to teach. It is anticipated that the two Physical Education Teacher Education positions will be filled in the coming year.

One additional tenured PER faculty member, who holds the position as Associate Dean in the College of Education, and the non-tenured, tenure-track Department Chair are each Professors who are appointed in a combined assignment to administer and teach.

Although during the 2003-2004 academic year, the PER faculty consisted of only non-tenured, tenure-track faculty members and non-tenure-track faculty, productivity and camaraderie among these continuing faculty was very high as noted by their 24-semester hour teaching assignments, heavy service activities, and 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. Additional supervisor of student teachers were identified for placement of 27 student teachers in the schools.

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 attended the national "Share the Wealth" Conference at Jekyll Island, GA, some attended the Georgia AHPERD Convention in Savannah, and some attended the national AAHPERD Convention in New Orleans, LA.

Students in Sport Management attended the Florida State University and Georgia Southern Sport Management conferences.

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:

The Sport Management program website www.westga.edu/~wgaspmg/ 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 four-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 was compiled during the summer of 2003 to support the reviews of the Georgia Professional Standards Commission (PSC) submitted in October 2003, and to submit 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/Discriptors.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.

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. The total number of graduate programs in physical education has diminished this year, as fewer courses have been offered and new students that have chosen to pursue Master's degrees have not been recruited due to the lack of sufficient permanent Graduate faculty available to teach graduate courses. A focused effort is needed to recruit Masters Degree students in the future, and as two of the continuing Assistant Professors complete their degrees, and the two new Assistant Professors recruited for the FY05 year come to campus, there is promise for a rise in graduate student enrollments to occur. Two students will complete the Education Specialist program this year, and other new students have been admitted to the Ed.S. program.

Six sections of the Personal Wellness courses have been doubled in size to accommodate twice the number of students, and the number of sections of Physical Activity courses has 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 among physical education and sport management students, both.

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. The current Department Chair is a 12-year administrative veteran completing her second-year at West Georgia as an untenured Professor. Other than this seasoned administrator, the full-time PER faculty members are relatively young in their higher education careers; however, two of the

Physical Education Instructors bring 23 and 15 years of public school experience in teaching, respectively. The attention and caring of the PER faculty has been essential to students who have gained much from the current knowledge and technological skills brought by the teaching faculty.

Even with the youthfulness of the faculty as a whole, their cumulative productivity has been evident this year. With a total of 3 completed publications and 6 presentations at professional meetings among the PER faculty this year, it is evident those three faculty in tenure track positions have been focused on their professional scholarship and have had some assistance from non-tenure track faculty as well. All of the PER faculty have taught oversized classes and have participated in many service commitments this year. Particularly time consuming has been those contributing to the search committees and to the curriculum committees, as their efforts have spanned continuously over a six month period.

The PER Department curricular programs are well established and all meet the standards required in the respective professional fields. There is 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 Student Technology grant for ADAM software and from the College equipment budget. 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. It has been disappointing to learn that again this year, the new facility will not be funded by the state legislature and that each year it delayed the square footage available in the new building diminishes, while enrollments are soaring. 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 create 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. 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. There is some concern that the newly proposed Student Center which will be constructed to surround the current PE Center will begin prior to the completion of the new HWLLC building.

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.