

UNIVERSITY OF WEST GEORGIA
ANNUAL REPORT
Fiscal Year 2006 (July 1, 2005 to June 30, 2006)

DEPARTMENT OF Physical Education and Recreation

Name of Department Chair Brent M. Snow, Ph. D.
Name of Person Completing Report Teresa Loftin, Staff Assistant

1*	Departmental Mission/Vision Statement (<i>url only, required</i>)	http://coe.westga.edu/per/admin.htm
2*	Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results (<i>url only, required</i>)	http://coe.westga.edu/per/documents/2003_Annual_Report.doc
3*	Departmental Statement of Curriculum Learning Outcomes, Process to Assess These Outcomes, and Assessment Results for each Degree Program (<i>url only, required</i>)	http://coe.westga.edu/per/documents/2003_Annual_Report.doc
4*	Statement of Departmental Condition - please indicate the specific strengths and weaknesses of your department.	
<u>STRENGTHS:</u>		
<u>Certain strengths remain:</u>		
<p>Over the past five years, the Physical Education and Recreation Department has a strong nucleus of undergraduate students in physical education. Not only is there stability and growth in the number of students in each undergraduate major, but also these students are generally satisfied with the scheduling of courses and instructional delivery of their coursework. Planning for the scheduling of fields experience courses for undergraduates has allowed students to become more involved in local school environments. 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. The Sport Management bachelor's degree program is increasing in numbers of students, and the minimum GPA average of 2.5 has been incorporated putting this program on par with the physical education program. Expanded placements for sport management interns have provided a variety of intern sites for students. The sections of Personal Wellness offered each semester have been increased in size to accommodate more students and the number of sections of physical activity courses have increased as well as the Department has responded to the demand of increasing numbers of students. The engagement of students and faculty in research activities has been evident in the strong participation in presenting research projects on campus and at professional conferences.</p>		
<u>Additional strengths:</u>		
<u>WEAKNESSES:</u>		
<u>Some of the weaknesses remain:</u>		
<p>Many professional classes are taught by instructor level faculty due to the high turn over and slow process of searching and hiring doctoral level faculty. The chair position has turned over several times in the past few years and is currently held by the second interim chair in as many years. Heavy work load is a result of the afore mentioned situation. Although the interest and success of students in the major programs is very strong, the stability of the faculty for the Department is not established at the present. It is critical for the Physical Education and Recreation Department to stabilize the attrition of tenure track faculty, including the chair position, along with filling vacant faculty lines. Other than senior faculty who have filled the chair's position, there have not been any faculty tenured in at least 15 or more years. This is unacceptable and the conditions and culture must be changed. 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. Even with the youthfulness and itinerant nature of the faculty as a whole, their cumulative productivity has been good. There is bright hope for this developing faculty in their preparation and desire to achieve and excel in academia.</p>		
<u>Others have been identified:</u>		
<u>OPPORTUNITIES:</u>		
<u>Certain opportunities remain:</u>		
<p>The prospective plans for a new Health, Wellness, and Lifelong Learning Center on the UWG campus brings promise of excellent academic facilities within two to three years. The academic environment for the Physical Education and Recreation Department is currently problematic for students and faculty due to facilities. The Department looks forward to relief of these inadequate facility conditions with the promise of the new facility.</p>		

Other opportunities have been identified:
Initial meetings have occurred with the Associate Dean of the Richards College of Business relative to a cooperative strand in the MBA program specifically for Sport Management. This will be pursued and holds great promise.
THREATS:
Certain threats remain:
Physical facilities for the department are poor and will remain so until the new building is complete. When that occurs, the facilities will be excellent. Students and faculty have felt "second rate" at times. The hiring of a skilled Department Chair, reducing the attrition rate of faculty, and placing tenure track faculty on a 3 / 4 or 4 / 3 teaching load is critical.
Other threats have been identified:
It will be important to change the name of the undergraduate degree in Recreation to Sport Management and to strengthen and consider the mission of the M.Ed. / Ed. S. in Physical Education.

DEPARTMENTAL ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

5	Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field	Movement Forms - Analysis and Design: 100% Content Knowledge: 88% Average is 94%
6	Proportion of graduating students going on to graduate or professional schools	90%
7	Number of Nationally recognized programs.	0
8	Number of Endowed chairs and professorships	0
9	Types of Licensure <i>(please list)</i>	All physical education students in the undergraduate and graduate programs are recommended for teacher certification in Georgia through the Professional Standards Commission. Physical Education students completing the Bachelor of Science in Education degree earn T-4 teacher certification, those completing the Master of Science in Education degree earn T-5 teacher certification, and those completing the Education Specialist degree earn T-6 teacher certification. There is no licensing system in the profession for Sport Management students.
10	How does the department prepare students for Licensure?	Physical Education students must pass the Praxis I exam and maintain a GPA of at least a 2.5 in order to be admitted to the Teacher Education program at West Georgia. By completing all of their required undergraduate professional coursework with a grade of C or better in every course, successfully completing their student teaching internship, and passing the Praxis II exam for physical education, the student will be recommended for initial teacher certification. Graduate students preparing for the T-5 or T-6 teacher certification levels in physical education earn the T-4 teacher certification in physical education, and those who also complete the required coursework for the M.Ed. or the Ed.S. degree in physical education, respectively, are recommended for additional levels of teacher certification.
11	Other notable achievements	Each year, 15-20 percent of the students in undergraduate physical education courses are earning their initial teacher certification in physical education after receiving the bachelor's degree in a different teaching field or in a non-education field. These individuals attend classes at the University of West Georgia as graduate students and are admitted to the Teacher Education program. They complete all of the 60 semester hours required of undergraduate physical education majors, and many also complete the required courses in the Master of Education program in physical education while they are taking the courses to earn teacher certification.

STUDENT ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

12	Total Published Research Papers	0
13	Total Presentations	3
14	Total Internships	64
15	Total Co-ops	0
16	Total Scholarships	2
17	Total Fellowships	0
18	Total Students engaged in Funded Research	0
19	Total Students receiving National Awards and/or National Recognition	0
20	Total Students inducted into Academic Honor Societies	0
21	Total Student Programs (debate, cheerleaders, athletic teams) receiving National Recognition	0

22	Other notable achievements by Students	
	Most Promising Physical Education Major	Kila Sanford
	Outstanding Physical Education Major	Trina Bright
	Academic Excellence in Physical Education	Chris Thigpen
	Phi-Kappa Phi Award of Excellence	Chris Thigpen
	Most Outstanding Graduate Student	Jim McKinney
	Most Outstanding Educational Specialist Student	Ashle Meers
	Outstanding Sport Management Major	Antwuan Holloway
	Outstanding Newcomer in Sport Management	Erica Ballenger
	Academic Excellence in Sport Management	Corey Bledsoe
	Fred Hallum Scholarship	Brandon Bates
	Dot McNabb Scholarship	Sarah Glosson and Elizabeth Millican
FACULTY/STAFF PRODUCTIVITY		
Place NA if not applicable or 0 if zero for the year.		
TEACHING		
23	Total New Course Developments	2
24	Total Faculty Teaching Honors Courses	1
25	Total Faculty traveling Abroad for Teaching Purposes	0
26	Percent of Faculty involved in Academic Advisement	40%
RESEARCH/PRODUCTIVITY		
27	Total Books and Monographs	0
28	Total Book Chapters	0
29	Total Peer Review Articles	4
30	Total Other Shorter Works	0
31	Total Paper Presentations	5
32	Total Other Presentation	0
33	Total In-House Publications	0
34	Total Juried Exhibits/Performances	0
35	Total Other Exhibits/Performances	0
36	Total Positions Held in Journal Editing/Review	2
37	Total Faculty involved in Notable Continuing Education Efforts	0
38	Total Faculty traveling Abroad for Research Purposes	0
PUBLIC SERVICE		
39	Total Participants in Honors Organizations	1
40	Total Offices held in Professional Organizations	0
41	Total Advisors of Student Organizations	1
42	Total Participants in Cooperative Consulting Efforts	1
43	Total System-wide/UWG Committee Activities	6
44	Total Participants in Public Service Activities	7
45	Other notable achievements by Faculty	
GRANTS/AWARDS		
46	Total Proposals Submitted	4
47	Total Proposals Funded	1
48	Total Amount Awarded	\$2800
49	Total Grants Generated by Department	1
50	Total Faculty receiving Grants	2
51	Total Fellowships Awarded	0

IMPORTANT: Please do not abbreviate. Please spell out all organization/program names.

52	New Degree Programs or Deletions <i>(name of program and semester added/deleted)</i> N/A
53	New Departments or Other New Units; Also any Restructuring of These N/A
54	Accreditation or Similar Distinction or Renewal <i>(name of accrediting body and date department/program received accreditation)</i> N/A
55	Additional Comments Concerning Your Department In all, the status of the Physical Education and Recreation Department may be assessed to be in a stage of transition in several ways. Plans for appropriate and sufficient space for the Physical Education and Sport Management academic programs in the new Health, Wellness, and Lifelong Learning Center and surrounding field spaces has been initiated with construction to began soon. Measures to achieve all of the Departmental goals have been undertaken, and fulfillment of these goals promises to bring this Department to greater prominence for students and among professional colleagues. Stabilizing faculty and hiring a strong senior faculty member as a chair are critical.
56*	Give an example of how your department used the assessment of goals and outcomes to change/improve a process. <i>(Required)</i> In the early part of the fall semester, faculty were concerned about the 2.3 GPA required to be in the sport management program and take sport management classes. Often, students who could not get into the physical education / teacher education program (2.5 GPA requirement) became sport management majors out of desperation more than aspiration and the feeling was that there were students that should not be in the program. After discussion of goals and outcomes, it was recommended that improvement in the quality of the sport management program (and the actual increase in the number of majors over time) would occur if the process of requiring a 2.3 GPA was eliminated and a 2.5 GPA instituted. In doing so, the sport management program came in line with all other undergraduate programs in the COE. The graduate physical education program has created an 'Overview and Understanding' form that all incoming graduate students must sign if they do not currently hold a teaching certificate. The current M.Ed. program is designed to qualify graduate students for the T-5 certificate to teach health and physical education at all grade levels. Those that do not meet the program admission requirements sign the "Overview and Understanding" form and are admitted to the M.Ed. program provisionally while fulfilling the undergraduate requirements to become certified to teach in P-12 schools. This was done so that all would understand expectations. The undergraduate physical education program has placed "Admission to Teach Education" as a prerequisite for all professional content and professional education courses. This was done to ensure that students progress through the PHED program in a block sequence and that they acquire the content and skill knowledge before enrolling in any 3000 or 4000 level PHED courses.

UPON COMPLETION

Please email completed report to:

Institutional Research and Planning

Tara Pearson

tpearson@westga.edu

678-839-6449

REMINDER—Include paragraph of departmental accomplishments in your email.