

## Work Sheet for the Department Annual Report 2001-2002

Template #

1. Use dept. web site address [coe.westga.edu/per/](http://coe.westga.edu/per/)
2. A. Enhancing general student knowledge in health and wellness, and enhancing general student skills in lifetime activities to improve the quality of life (3-hour requirement in Education and Business);

Preparing student majors to teach P-12 health and physical education; and

Preparing students who hold degrees outside the field of teacher education/physical education to obtain P-12 teaching certificates in health and physical education.

Preparing student majors for employment in the Sport Management industry.

The master's degree program in physical education is designed for advanced study in the theory and application of health and physical education.

The specialist's degree program in physical education is designed for students who are experienced educators and involves a curriculum that integrates coursework leading to the completion of an independent research project.

3. Curriculum Learning outcomes:

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/default.asp](http://coe.westga.edu/About/ConceptualFramework/default.asp)) for the preparation of teachers and also the specific discipline standards established by Georgia Professional Standards Commission. Specific course objectives as they relate to the professional standards may be viewed at [coe.westga.edu/per/](http://coe.westga.edu/per/).

The assessment of progress toward meeting our curriculum outcomes is achieved in a number of ways. First, the most recent review of our program by NCATE/PSC indicated that we were meeting all programmatic expectations of the PSC and the resulting assessment report revealed that we were in compliance and no weakness were cited. Second, constant feedback is obtained from our interns and their supervising teachers regarding their preparation to become teachers. Third, employment of first year teachers graduating from our program is excellent and an indication of the quality of our graduates, especially in light of the fact that physical education does not have a critical teacher shortage.

SPORT MANAGEMENT: Undergraduate - The sport management program is just completing its second year in existence and is considerably ahead of expectations at this stage of development. Program outcomes are based upon the guidelines established for sport management by NASSM. Currently, our program is in compliance with all recommendations made by this professional society. Specific courses and course outcomes may be viewed at [coe.westga.edu/per/](http://coe.westga.edu/per/).

Assessment of our learning outcomes has been in the form of curriculum review by faculty, input from students, and obtaining feedback from those sport agencies that host our interns or hire our graduates. For a new program, we have made great strides. Sport agencies are requesting more of our interns and paying them to intern and in several cases, interns have been hired by their intern site. This is a strong indication that our graduates are prepared and doing a good job with their internships.

PHYSICAL EDUCATION: Masters – The masters degree program is designed to provide students with advanced coursework, theory, and research to enhance their understanding of the discipline. Program outcomes are based upon the College of Education’s Conceptual Framework (see [coe.westga.edu/About/ConceptualFramework/default.asp](http://coe.westga.edu/About/ConceptualFramework/default.asp) ) and the NBPTS guidelines for graduate programs. Specific course outcomes are available at the Departmental web site ([coe.westga.edu/per/](http://coe.westga.edu/per/) ).

Evaluation of the outcomes includes faculty input on student performance and student information obtained via an exit interview. Information obtained is used to modify courses or make new additions. Recent interviews and faculty input on outcomes and student performs have been positive. The Graduate Curriculum Committee has focused primarily on sequencing and delivery of the courses this year, rather than on content.

PHYSICAL EDUCATION: Specialist - The specialist degree program 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 project. Expectations of our 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/](http://coe.westga.edu/per/) ).

Evaluation of the outcomes is derived from faculty input and student exit interviews. Both students and faculty report that outcomes are being met and satisfaction with the program is high.

#### IV. Example

In the restructuring of our new curriculum to meet the Board of Regent’s mandated principles for field experiences, we planned for the bulk of our field experiences to occur in the term before internship. This experience was scheduled for M-R during the school day. Feedback from faculty and students indicated our errors, i.e. both schedule problems and offering field experiences that were educationally unsound. As a result of this reflection and feedback we initiated a curriculum change that resulted in field experience

courses being tied to the curriculum and instruction content courses. The result was having field experiences in all three term prior to internship and also having experiences that were designed to reinforce classroom activities at campus.

## V. Departmental Condition

The general condition of the Department is excellent. All program have experienced growth, with the largest numbers coming from the sport management program. Graduates are please with their preparation and are seeking and finding employment. Reports from employers indicate a high degree of satisfaction with our graduates. The general atmosphere within the Department is good and both faculty and students have good interactions. The Department has contributed to the University's Bread and Butter Goals specifically in the areas of recruitment/retention (our number are up), student research (5 presentations at Big Night), and the university experience (through physical education activities for leisure enjoyment on campus). An examination of our 5-year strategic plan revealed that most of our 2002-2002 goals were accomplished. The faculty is productive and is making great progress toward tenure and promotion, without experiencing a fear of failure. This has lead to good faculty morale. Overall, the Department is healthy, but we are not content to maintain the status quo. Faculty have great plans for next year that include establishing a pedagogy laboratory, funding through grants that are submitted, and student/faculty market research opportunities that will be explored. We are all looking forward to next year!