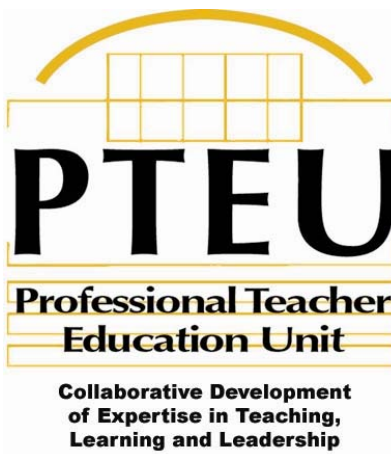


# **Comprehensive Program Review**



## **Bachelor of Science**

### **Health and Physical Education (P-12)**



**Department of Health, Physical Education and  
Sport Science  
WellStar College of Health and Human Services**

**Fall, 2007**

**COMPREHENSIVE PROGRAM REPORT (CPR)**  
**Follow-Up Report**  
**FROM**  
**B.S. in HEALTH AND PHYSICAL EDUCATION**  
**(P-12 TEACHER EDUCATION)**  
**December 3, 2007**

**1. Evidence of Quality Enhancement of the Program Since 2003**

- The Health and Physical Education Program was Nationally Recognized by the National Association for Sport and Physical Education (NASPE) in 2004. There are currently only three programs with NASPE/NCATE accreditation within the University Systems of Georgia.
- The Health and Physical Education Program was also approved by Georgia's Professional Standards Commission (PSC) the same year. Georgia is a dual certification state, meaning our teacher candidates will be certified to teach in two disciplines, health education and physical education. Our specialty association, NASPE, establishes standards for teacher preparation programs in physical education. Therefore, we must submit a separate report to the PSC to ensure our health education curriculum meets state requirements.
- NASPE/NCATE now requires each program to collect evidence of teacher candidates' knowledge, attitudes and skills using only six to eight assessments. The HPE faculty reviewed the program based on the standards and identified data sources. The eight assessments to be used for our next NASPE review were developed. Data collection began in the spring of 2007.
- The Professional Teacher Education Unit (PTEU) requires all teacher preparation programs to conduct annual data reflections sessions to analyze candidate data and our data sources. HPE teacher candidates continue to score high on all PTEU assessments. Upon reflection, strengths and areas of improvement within the program are discussed and action plans developed.
- Technology use is increasingly important in teacher education. HPE faculty have utilized technology in their instruction and require its use in all methods classes. New Observa software was purchased to allow candidates to analyze video segments from their field experiences. Also, all teacher candidates are required by the PTEU to purchase Chalk and Wire accounts for the creation of their e-portfolios. To improve candidates' use of multiple forms of assessments (proficiency 2.9), palm pilots and tablet laptops were purchased.

## **2. Evidence of Productivity Enhancements of the Program Since 2003**

- The number of graduates in HPE during 2005-2006 was 18 compared to only 8 in 2001-2002. Although the program experienced a slight decrease from the previous year's numbers, enrollment in major courses continues to grow. There has been a 46% increase in enrollment in courses specific to HPE excluding HPS 2000. In the HPE introductory course, HPS 2000, enrollment has been as follows: Fall 05= 32, Summer 06= 16, Fall 06= 31, Summer 07= 16 and Fall 07= 32. In the elementary physical education methods course (HPS 3450), which is usually the first curriculum methods course candidates take once being admitted to the program, enrollment this fall maxed out at 29 students.
- The HPE program has added three new faculty members since 2003. Dr. Kandice Johnson is currently serving as the program coordinator. Her background is health education and she teaches the health education methods coursework. Mr. Andy Smith was hired to assist in the elementary physical education methods courses and to supervise practicum students. He brings over five years of teaching experience in metro-Atlanta schools to the program. Dr. Peter St. Pierre is the newest addition to the HPE faculty. His area of expertise is adapted physical education. He teaches the several physical education methods courses and oversees the PLAY (Physical and Leisure Activities of Youth) program.
- A high number of HPE students transfer to KSU from other universities. The high percentage of transfer students requires careful planning to complete the degree within four years. Often these transfers or second-degree students entered KSU with few of the courses required of teacher education admission. In order to assist these students, the program created a link for students interested in transferring to KSU to provide them with program admission requirements. We also surveyed our transfer students to determine where most of them were prior to KSU and contacted these institutions. We provided them with literature and resources to better prepare students interested in transferring to our program.
- New equipment in the Exercise Physiology lab has allowed the program to offer more sections of required courses, such as Exercise Physiology and Biomechanics. This equipment also allows candidates a more hands on learning experience.

## **3. Accomplished Action Plan and Priorities from 2003**

- The HPE faculty reviewed the program based on the new NASPE/NCATE standards and identified areas that would need updating to meet the standards.

- The health portion of the major was reviewed and updated to address the PSC standards.
- HPE faculty members were heavily involved in the 2004 NCATE visit.
- Recent graduates' records were reviewed to determine how long it took them to complete the degree. Program admission requirements were emphasized in the HPE introductory course.

#### **4. On-going Action Plans and Priorities**

- The diversity recruitment plan has been implemented. However, no diverse faculty members have been added to the HPE program. The department has attempted to increase the diversity of candidates for open positions by sending position announcements to institutions that have been identified as preparing a high percentage of minorities. When new faculty lines become open, these efforts will continue.
- The HPE program continues to recruit and mentor minority candidates. However, a lack of diversity is still noticeable among graduates. The faculty needs to reexamine its recruitment efforts and determine additional action steps.
- The HPE program has made a concerted effort to place teacher candidates in diverse field experiences. Of the schools used in 2006-2007 for all field placements of HPE candidate, 73.5% were considered diverse by PTEU standards. In addition, there is an emphasis in major classes on all learners that emphasizes the diverse needs of those learners in health and physical education.

#### **5. Current Status of Program's Viability**

- The HPE program has had an increase in enrollment in the entry course to the major that is housed within the department. If these students continue through the program, there will be a significant increase in graduates in two-three years. Reports from the CDC and other agencies on the obesity epidemic have all called for an increase health and physical education presence in our public schools. In the meantime, the continued growth of the metro-Atlanta areas schools, as well as retirements of existing school personnel, has allowed almost all HPE graduates seeking teaching careers to find a position. The KSU HPE program continues to be recognized as a quality program by school personnel and thus our graduates are in demand as job openings become available.
- The HPE Program efforts relate directly to KSU's strategic plan. Its emphasis on effective teaching and learning are central to KSU's

institutional priorities. It is essential that all faculty model effective teaching strategies as noted in the university's mission. Professional service and scholarship that strengthen teaching and address the public's interests are important priorities to the university's mission. The HPE teacher education faculty is actively involved in both professional service and scholarship related to effective teaching and learning.

- The HPE Program is involved in several efforts that address QEP initiatives, such as requiring the EDUC 2130 Multicultural Perspectives course and ensuring that all candidates can create and implement instruction that embodies multiple cultures and a rich, diverse curriculum.
- As the program grows, the HPE program will need additional faculty lines to teach courses and supervise field experiences. In addition, the advising load for each faculty member is high. Due to the program admission requirements and NASPE/NCATE assessment pieces, student advising can play a significant role in workload allocations. An advising coordinator, who can initially meet with students and prepare them for program admission, would allow faculty to devote their efforts to mentoring those admitted to the program. This centralized advising could help ensure candidates graduate in four years.