

Comprehensive Program Review
M.Ed. Major in Health and Physical Education
College of Education
Kinesiology and Health Science
April 17, 2004

Table of Contents

Part A: Mission	3
Mission.....	4
Needs of Students.....	5
Demand for Graduates.....	5
Part B: Teaching, Learning, Research and Scholarship and Service	6
Students.....	6
Faculty and Staff.....	7
Facilities.....	9
Curriculum.....	11
Section C: Summary	14

Section A: Mission

Mission: The mission statement of the Department of Kinesiology and Health Science at Augusta State University is:

The Department of Kinesiology and Health Science is committed to scholarship and service and to providing an educational experience with the overriding objective of preparing undergraduate and graduate students to become effective educators and health and fitness professionals; and a service program for all Augusta State University students that encourages a sense of responsibility for one's health by providing educational opportunities that encourage healthy lifestyle decisions.

Our mission was crafted from the mission of Augusta State University and the relationship is evident through comparison:

Augusta State University is acutely conscious of its responsibility to a community where its graduates become teachers and artists, professionals and civic leaders. It seeks to serve: enriching its area culturally, improving economic and social conditions, and promoting personal and professional development. To these ends, the University cultivates intellectually vital faculty members who are excellent in teaching, active in research, generous in service, and committed to its mission. The University also strives to have its faculty, staff, curriculum, and programs reflect the increasing diversity of the population and world from which its students come.

The Department of Kinesiology and Health Science offers one baccalaureate degree and one master's degree in support of these missions: (1) Bachelors of Science in Health and Physical Education; and (2) Master of Education with a Major in Health and Physical Education. The Master's in Health and Physical Education is the program that is the subject of this review.

Currently the M.Ed. degree in Health and Physical Education is a general degree that serves the needs of local teachers, graduate assistant coaches, graduate assistant athletic trainers, exercise professionals and others. No certifications or licensures are earned concurrent with completing the M.Ed. in Health and Physical Education. Students do not enter the M.Ed. program as a cohort. They enter at the beginning of any semester and progress at their own rate as courses are available.

The Master's degree is designed to extend and enrich the knowledge base and understanding of the student by providing the opportunity for the utilization of critical thinking and analytical abilities. Graduate degrees in the College of Education are designed to build on previous course work and clinical/field experiences. Courses are developed and delivered within the context of the conceptual framework principles (see pages 11-12). The College of Education offers the Master of Education (M.Ed.) and Education Specialist (Ed.S.) degrees in Early Childhood Education, Middle Grades Education, Special Education (M.Ed. only), Health and Physical Education (M.Ed. only), Secondary Education (English, Mathematics, Social Studies, History), Counselor Education (M.Ed. only) and Educational Leadership.

Needs of Students:

In May, 2003, the Department of Kinesiology and Health Science Curriculum Committee developed two new tracks for the M.Ed. in Health and Physical Education. One track is for those students interested in teacher education and the other is for exercise science and health majors. Implementation of the new tracks is contingent upon approval at several levels of the university. The tracks were approved by the College of Education on September 10, 2003. There are several other levels of review required before final approval is granted by the full faculty. If the new tracks are approved, the Augusta State University Department of Kinesiology and Health Science would offer the M.Ed. in both a teacher education and a non-teaching track. Students completing the teacher education track would receive a teacher support specialist endorsement (earning the designation of master teacher) and be eligible to mentor apprentice teachers seeking certification through the undergraduate PETE program. The proposed two track system will be more specific to the needs of our graduate students.

Demand for Graduates:

Teacher Education - Opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. Most job openings will be attributable to the expected retirement of a large number of teachers. In addition, relatively high rates of turnover, especially among beginning teachers employed in poor, urban schools, also will lead to numerous job openings for teachers. Competition for qualified teachers among some localities will likely continue, with schools luring teachers from other States and districts with bonuses and higher pay.

(Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2004-05 Edition, Teachers—Special Education , on the Internet at <http://www.bls.gov/oco/ocos070.htm> (retrieved March 27, 2004).

Exercise Science - The Department of Labor (2004) predicts the overall employment of recreation and fitness workers is expected to grow faster than average in all occupations through 2012, as an increasing number of people spend more time and money on recreation, fitness, and leisure services and as more businesses recognize the benefits of recreation and fitness programs and other services such as wellness programs. Opportunities are expected to be better for fitness trainers and aerobics instructors because of relatively rapid growth in employment. Job openings for both recreation and fitness workers also will stem from the need to replace the large numbers of workers who leave these occupations each year. Employment of fitness workers—who are concentrated in the rapidly growing arts, entertainment and recreation industry—is expected to increase much faster than average due to rising interest in personal training, aerobics instruction, and other fitness activities.

(Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, 2004-05 Edition, Recreation and Fitness Workers, on the Internet at <http://www.bls.gov/oco/ocos070.htm> retrieved April 2, 2004).

Public Health Education - The discipline of public health education is founded on the need to “promote health and prevent disease” through planning, implementing, and evaluating public health initiatives. Currently, an estimated 45,000 individuals in the United States are involved in this endeavor, a number that is expected to increase “faster than average” over the next few years.¹ The process of doing school- and community-based health education is fueled by individuals who possess qualifications specific to the *Core Competencies in Health Education*, guidelines which identify specific abilities necessary to become successful in the field of public health education. Well qualified individuals are necessary given the need for skills to deal with growing threats to public health. Such threats include bio-terrorism, obesity, drug abuse, teen pregnancy, and a growing aged population. Training specific to these threats can only be found in undergraduate and graduate programs in health education. Indeed, an important source of training has taken place on the Master’s level, offering support to the need for graduate programs. Additional support stems from projections specific to Georgia. The number of individuals employed in positions identified as “health education” by the Georgia Department of Labor is expected to increase 34.8%² by the year 2010. Because the Southeast is confronted with threats to public health more so than other regions of the United States, the need for well-trained, graduate-level public health professionals becomes clear

(U.S. Department of Labor, Bureau of Labor Statistics (2003), Available Online: <http://www.bls.gov/oco/oco20052.htm>) and Georgia Department of Labor (2003), Available Online: <http://quickstats.dol.state.ga.us/demand/occupation/occprjga.htm>).

As indicated in Table 1, 20 individuals have completed the M.Ed degree since spring 1999. These individuals include teachers and those not working with K-12 students. In Table 1 the employment status of these individuals is presented.

Table 1. Job Status of M.Ed. Graduates from the Last Four Academic Years (1999-Present).

<i>Job Status Category</i>	<i>Number in Category</i>
College Coach	2
Community Program Coach	1
K-12 Teacher/coach	10
Medical University Staff	1
College Professor (tenure track)	1
Unemployed	1
Unknown	4

Section B: Teaching Learning, Research and Scholarship and Service

Students:

Table 2 shows the number of individuals completing the M.Ed. program over the past 4.5 academic years. Since spring, 1999, 20 students have been awarded the M.Ed. degree in health and physical education.

Table 2. Graduates Earning M.Ed. Degrees in Health and Physical Education 1999-2003

Academic Year	Fall Semester	Spring Semester
1998-1999		1
1999-2000	7	3
2000-2001	2	0
2001-2002	2	2
2002-2003	1	2

Table 3 displays information on race and gender of M.Ed. graduates in health and physical education during the past 5 fiscal years. The reader should note that data in Table 2 are displayed according to academic years while data in Table 3 are presented by fiscal year. Of the 25 graduates during the past 5 fiscal years, 16 were male and 9 were female. Forty percent of the graduates during this time period were minority candidates. Twenty percent of the graduates were African-American, close to the percentage black students in the overall student enrollment.

Table 3. Gender and Ethnicity of M.Ed. Graduates in Health and Physical Education During Fiscal Years 1999-2003.

FISCAL YEAR	Non-Resident Aliens		Black		Native American		Asian		Hispanic		White		Race Unknown		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	ALL
1999											2	2			2	2	4
2000	1						1		2		3	3			7	3	10
2001				2							3				3	2	5
2002	1		1								2				4	0	4
2003				2											0	2	2

Demographic information on candidates enrolled in the M.Ed. program in health and physical education for the past two years is displayed in Table 4. The number of male and female candidates are similar and just under 20% of the candidates are black.

Table 4. Gender and Race of M.Ed. Candidates in Health and Physical Education During 2002 and 2003.

	WHITE		BLACK		TOTAL		GRAND TOTAL
	M	F	M	F	M	F	ALL
FY 2002	2	1	1	1	3	2	5
FY 2003	3	3			3	3	6
FY 2004							

Admission Requirements for the Master’s Degree in Health and Physical Education:

With a few exceptions, the following minimum criteria apply to all candidates seeking admission to M.Ed. programs in the College of Education. These criteria would hold for the new Health and Physical Education Teacher Education track. Students in the Health and Physical Education non-teaching track would not be required to have a valid teaching certificate or two years of full-time teaching experience.

1. Candidate must hold an undergraduate degree from an accredited college or university in the proposed field of study or closely related field.
2. Candidate must hold a valid teaching certificate or license.
3. Candidate must have accumulated a minimum of two years of full-time teaching experience.
4. Candidate must hold a grade point average of at least 2.75 (4.0 scale) on all previous course work.
5. A minimum score of 425 on the verbal and 465 on the quantitative or 495 on the analytical sub-tests of the Graduate Record Examination, or a score of at least 44 on the Millers Analogies test.

Students who do not meet one or more of the requirements for regular admission to the masters of education degree may be admitted on a provisional basis while these deficiencies are being addressed. Provisional admission allows the student to enroll in only nine semester hours of graduate work. The student must earn a grade of “B” or better in each of these courses and meet the other requirements for full admission. Students who fail to earn a “B” or better in the initial nine hours of course work or are unable to meet the other deficiencies will not be allowed to continue in the graduate program.

Faculty and Staff:

A total of five full-time tenure track faculty members teach graduate courses offered to teacher education candidates within the Department of Kinesiology and Health Science at Augusta State University. Four have terminal degrees in physical education or exercise science. One faculty member has a doctorate in health education and promotion. Faculty members belong to professional organizations, present at conferences, give workshops, write articles, serve as research consultants, and serve on the editorial boards of professional journals. Within the past five years one faculty member was vice president of the Georgia Association of Health, Physical Education, Recreation

and Dance. Another is a registered Kinesiotherapist through the American Kinesiotherapy Association. One faculty member is the chair of the Community Health Council for the American Association for Health Education and serves as an adjunct professor at the Medical College of Georgia. Also, two faculty members co-edit the journal of the state professional organization for Health, Physical Education, Recreation and Dance. Two faculty members serve on editorial boards of national journals. Faculty members encourage candidates to participate in state, regional, and national professional organizations. Table 5 summarizes the qualifications of the graduate faculty in the Department of Kinesiology and Health Science.

Table 5. M.Ed. Program Faculty

<i>Name (degree)</i>	<i>Rank</i>	<i>Status</i>	<i>Years service in higher education</i>	<i>Years experience in K-12 education</i>	<i>Program responsibilities (i.e. courses taught)</i>	<i>Areas of specialization</i>
Chip Darracott Ed.D.	Ast	T	18	None	ESCI 6311	Exercise Physiology & Psychology of Sport
Shirley Darracott Ph.D.	Ast	TT	14	None	ESCI 6413	Measurement & Research Methods
Robert Gustafson Ph.D.	Asc	T	14	4.5	ESCI 6312 ESCI 6313	Exercise Science
Michael O'Connor Ed.D.	Asc	T	18	None	KINS 6334 KINS 6333	Pedagogy
B. McKinley Thomas Ed.D.	Asc	T	14	1	HSCI 6430	Public Health Education

Note:

Rank:

- F = Full Professor
- Asc = Associate Professor
- Ast = Assistant Professor

Status:

- T = Tenured
- TT = Tenure Track
- NTT = Non-Tenure Track

Facilities:

a. Classroom Facilities and Instructional Technology. Augusta State University is building a new facility (University Hall) which will open in fall 2004. This building will house most of the College of Education, including the Department of Clinical and Professional Studies. Classrooms will be equipped with state of the art technology, several computer labs and student study areas.

Currently, the Department of Kinesiology and Health Science is using classrooms in Christenberry Fieldhouse (CFH). The classrooms in CFH are adequate. Each room is equipped with a screen, chalkboard, and pencil sharpener. Washington Hall and the New Science Building classrooms are in excellent condition. The condition of the classroom equipment in these buildings is also excellent. Allgood Hall, a newly-constructed building, provides exceptional media services support. Wolfvison VZ-8 overhead projector, projection of Pentium 4 Gateway screen on-demand, laptop network connection, audio, and white boards are provided in each classroom. 35mm slide, video, and DVD services are also provided. Similar equipment will be provided in the new COE building (University Hall). Media Services provides carts equipped with computers, internet hookups and video players upon faculty request. These portable technology stations are readily available and maintained in excellent condition. Media Services staff provides support services from the earliest morning class until 9:30 p.m.

b. Cost:

Departmental Budget by Fiscal Year

	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Personal Services	580,413.00	604,783.00	610,103.00	639,728.00	674,973.00
Travel	5351	5352	5711	4044	4852
Operating Supplies & Expenses	20,290	18,574.00	59,325.00	20,069.00	17,854.00
Equipment	4315	0.00	7,922.00	0	0
Total Non-Personal Services	29,956.00	23,926.00	63,958.00	24,113.00	22,706.00

c. Technology Labs: The department has access to computer labs in CFH, Butler Hall, Allgood Hall, Skinner Hall, the New Science Building and the Reese Library. Students and faculty

may use the labs at their convenience, and faculty may reserve labs for instruction. University Hall, upon its opening in the fall of 2004, will be equipped with several computer labs.

d. Faculty Offices and Departmental Equipment: Each faculty member has an individual office in CFH. Standard equipment for each office are large bookshelves, a file cabinet, a desk, an office chair, two straight-backed chairs for guests, a telephone, and a computer system with a printer. The department has a copy machine. A Scramton machine, paper shredder, 3-hole punch and paper cutter are also available. In addition to the individual office space, an open office space is provided for the department secretary and student assistant(s). Two computers, telephones, and desks with office chairs are housed in this area. Three file cabinets contain student files and two cabinets locked in a closet accessible to the department offices.

e. Resources. Our current equipment and resources are adequate to support our mission although far from ideal. Because Kinesiology and Health Science, along with the rest of the University, has suffered budget reductions for the past several years, there are no extras available. However, our basic needs are being met. The Dean has generously supported special activities from a Foundations account. Outdated faculty computers and printers are being phased out over time. A record of the need for computer replacement is kept by the department secretary. End of the year funds are typically used to replace outdated workstations. Two or three faculty each year may receive updated equipment if funds permit.

Limited travel funds are divided equitably among faculty. Faculty Research and Development grants are available for faculty professional development and presentations and are granted by an oversight committee. Most applicants typically receive the funding they request (within reason, of course). Our efficient and thrifty department secretary has stretched our supply budget to the limit. The FY2004 budget falls short of (or just barely covers) expected expenses in several categories including copier maintenance, equipment replacement, supplies, and stipends for graduate assistants. Paper is a huge expenditure. We are encouraging faculty to provide information to students and others in electronic format in order to reduce paper costs.

f. Non-Instructional Technical Support. Instructional Technology Services (ITS) provides outstanding technical support. Office workstations are repaired immediately upon report. Faculty and student help desks may be accessed by telephone and technicians are extremely knowledgeable and helpful. ITS staff has the capability of accessing and controlling an individual's computer and diagnosing the difficulty immediately. Students may call the helpdesk from school or home when accessing the ASU PIPELINE. Instructions on a variety of software programs are available to faculty and staff so that skills may be updated as software changes. A Faculty Development Institute provides grants for faculty to upgrade their technology skills. The grants typically include funding for software or hardware to enable the faculty member can implement a technology improvement plan.

g. Library: The Reese Library provides excellent support to the department students and faculty. Staff is knowledgeable, helpful, and courteous. Materials placed on reserve by faculty are easily accessible to students. Students may request help with research, internet access, use of the

databases, how to find materials in the stacks or any other information-gathering question, and will receive immediate assistance. A current subscription to Educational Resources Information Center (ERIC) documents on microfiche allows students and staff to conduct research in as much depth as desired. Current and archived serials are available in the stacks or on GALILEO, the online research service. Faculty is asked for input on materials on which to spend end of the year funds, if available.

Media Services, a function of the Library, provides audio-visual equipment, a video library, and technical assistance to students and faculty. The Reese Library has provided the College of Education with books and serials totaling the following amounts:

Year	Books	Serials
2001/02	\$1192	\$36300
2002/03	500	45241
2003/04	7760	37395

(Source: Dr. William Nelson, Director, Reese Library)

Curriculum:

The overarching theme of the College of Education's teacher preparation program at Augusta State University is *Understanding for Teaching and Teaching for Understanding*. The theme reflects the following propositions: 1) that understanding - meaningful knowing - is pivotal to effective teaching, 2) that understanding for teaching is a distinctive type of such meaningful knowing that must be cultivated if teachers are to succeed at helping students learn, and 3) that teaching for understanding is represented in distinctive, deliberately planned approaches to instruction and assessment. The ten INTASC principles are used as the ASU College of Education Conceptual Framework. This framework, adopted by the M.Ed. program in Health and Physical Education, serves as a basis for determining course and curriculum objectives and performance assessment indicators. In courses dealing with specific subject matter, the National Standards and Georgia Quality Core Curriculum Standards in that content area are used as the framework for considering the skills and understandings to be addressed. Performance assessments in all courses and field experiences are grounded in these principles and standards.

Candidates who successfully complete the M.Ed. program will demonstrate knowledge of the Conceptual Framework Principles of the College of Education. Principles demonstrated in each course are stated at the beginning of the course syllabus. The ten Conceptual Framework Principles of the ASU College of Education are:

1. Understand the central concepts, tools of inquiry, and structures of the discipline and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understand how students differ in their approaches to learning and be able to create

instructional opportunities that are adapted to diverse learners.

4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others) students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

The two proposed tracks are listed below:

M.Ed. in Health and Physical Education Teacher Education Track (Required Courses)

<u>Number</u>	<u>Title</u>	<u>Credit Hours</u>
EDUC 6140	Advanced Educational Psychology	3
EDTD 6021	Introduction to Educational Research	3
HSCI 6340	Advanced Health and Wellness	3
EDTD 6011	Instructional Technology Applications*	3
KINS 6334	Instructional Strategies	3
KINS 6333	Curriculum Design and Development	3
ESCI 6413	Advanced Measurement & Evaluation	3
ESCI 6311	Advanced Behavioral Fitness	3
EDLR 7110	Supervision for Teacher Support Specialists	3
EDLR 7120	Internship for Teacher Support	3

Elective Courses (Candidates choose three)**

ESCI 6411	Motor Learning	3
ESCI 6412	Motor Development	3
ESCI 6312	Cardiovascular Responses to Exercise	3
ESCI 6313	Principles of Strength and Conditioning	3
EDTD 6012	Advanced Instructional Technology Applications	3
KINS 6441	Applied Research Plan	3
KINS 6442	Applied Research Project	3
KINS 6331	Organization and Administration of PE and Athletic Programs	3

Total Hours for the Degree 36

* Not required if candidate has completed either EDTD 3011 as an undergraduate or a RESA technology course.

** Candidate will choose two electives if he/she is taking EDTD 6011.

M.Ed. in Health and Physical Education Non-Teaching (Required Courses)

<u>Number</u>	<u>Title</u>	<u>Credit Hours</u>
HSCI 6430	Advanced Health and Wellness	3
ESCI 6311	Advanced Behavioral Fitness	3
ESCI 6413	Advanced Measurement & Evaluation	3
PSYC 6126	Research Methods I	3
PSYC 6122	Research Methods II	3
KINS 6441	Applied Research Planning	3
KINS 6442	Applied Research Project	3
HSCI 6340	Advanced Health and Wellness	3
EDTD 6011	Instructional Technology Applications*	3
KINS 6334	Instructional Strategies	3
KINS 6333	Curriculum Design and Development	3
ESCI 6311	Advanced Behavioral Fitness	3
EDLR 7110	Supervision for Teacher Support Specialists	3
EDLR 7120	Internship for Teacher Support	3

Elective Courses (Candidates choose three)**

ESCI 6312	Cardiovascular Responses to Exercise	3
ESCI 6411	Motor Learning	3
HSCI 6339	Trends and Issues	3
HSCI 6337	National and International Health	3
KINS 6331	Organization and Administration of PE and Athletic Programs	3
ESCI 6400	Internship	3
ESCI 6313	Principles of Strength and Conditioning	3
ESCI 6412	Motor Development	3
HSCI 6335	Health Policy – Administration	3
HSCI 6441	Epidemiology	3
HSCI 6441	Internship	3
Total Hours for the Degree		36

* Not required if candidate has completed either EDTD 3011 as an undergraduate or a RESA technology course.

** Candidate will choose two electives if he/she is taking EDTD 6011.

Section C: Summary

Programs of study for undergraduate and graduate programs in health and physical education

have been studied at regular meetings of the Department of Kinesiology and Health Science Curriculum Committee over the last several years. Evaluation of these programs accelerated following the publication of the *Advanced Physical Education Report Manual* (NASPE, 2002) in the fall of 2002. Additional study was conducted by two members of the faculty who attended NASPE/NCATE Initial and Advanced Program workshops in Philadelphia in April, 2003 concurrent with the AAHPERD Convention. These individuals met regularly during the summer and early fall of 2003 continuing to study the M.Ed. program.

The trend of previous actions of the departmental curriculum committee was to formulate a general master's degree program that would serve the needs of candidates seeking both teaching and non-teaching careers through a single track. In the spring of 2003, the committee began studying ways to improve the program so that it would better accommodate the needs of teachers, exercise science and health professionals seeking an advanced degree. This study process is ongoing but has resulted in plans for separate teaching and non-teaching tracks in the M.Ed. program. Additionally, the department's Ed.S. Program was eliminated, due to low enrollment numbers, which will allow the department to concentrate resources on the M.Ed. program. Based on the significant changes made during this academic year to the M.Ed. program the Department Curriculum Committee is confident that the program has been strengthened. The Department Curriculum Committee anticipates that the M.Ed. program will experience growth as a direct result of the changes that will be implemented during the next academic year.