

## **EXPW MS: 2018-2019**

### **Definition of Unit**

#### **Providing Department:**

Exercise Science, Physical Education and Wellness MS

#### **Department/Unit Contact:**

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#### **Mission/Vision Statement:**

Research is the foundation of the belief of faculty and staff in the Department of Exercise Science, Physical Education and Wellness that all people benefit from physical activity, and that proper, skilled movement at various levels plays an important role in personal and societal wellness. Thus, the mission of the department, in accordance with Tennessee Tech's strategic plan, is to promote enhanced quality of life (wellness) through creating, advancing and applying knowledge as well as expand opportunities for students, employees and the community by investing in excellence in teaching, relevant research and multiple opportunities for success and growth related to all areas and fields on the Exercise Science continuum. All undergraduate and graduate programs of study are based on educational standards and reflect the mission of the College of Education - "to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as lifelong learners, professionals, and citizens". The conceptual framework for the College "Effective, Engaged Professionals; Clinical Rich, Evidence-based Programs; and Network of Mutually Beneficial Partnerships" is also key and evident in the department's Mission, Vision and Goals and ties directly to the Tech Tomorrow Strategic Plan. Both undergraduate and graduate students are provided quality experiences related to advising, mentoring, teaching, learning, professional preparation and more. Special attention is given to incoming students - freshmen and transfer students to insure success leading to timely graduation.

To accomplish this mission, the department offers:

1. A basic physical activity and sport program open to all TTU students (PHED - physical activity courses) taught by qualified graduate teaching assistants, adjunct professors or credentialed community partners; (Community Engagement, Meaningful Innovation)
2. Undergraduate degree programs in Sport Administration, Fitness and Wellness, Physical Education - K-12 licensure, Pre-Occupational Therapy, Pre-Physical Therapy, Pre-Athletic Training and Pre-Physician Assistant that are taught by full or part time qualified instructors and/or professors; (Academic Excellence, Student Success)
- 3. Master of Arts degree programs in Adapted Physical Education, Elementary and Middle School Physical Education, Lifetime Wellness, and Sport Management that are**

**taught by full or part-time professors who have credentials of advanced degree preparation within the field of study; (Academic Excellence, Community Engagement, Meaningful Innovation, Value Creation)**

**4. A post baccalaureate degree program designed for candidates to obtain a k-12 Tennessee teaching license in physical education while earning a Master of Arts degree in Exercise Science with concentration in Elementary/Middle School Physical Education; (Academic Excellence, Community Engagement, Value Creation)**

5. Minor concentrations in Exercise Science and Coaching; (Value Creation, Meaningful Innovation, Academic Excellence)

6. On-line class choices in many undergraduate and graduate level classes; (Meaningful Innovation, Academic Excellence)

7. Quality advisement from caring and qualified professional advisors promoting student success and program completion. (Student Success, Supportive Environment)

8. Opportunity for undergraduate students to fast-track into the Exercise Science Master's program; (Meaningful Innovation, Academic Excellence, Value Creation)

We believe students will have quality professional/career opportunities in their chosen field upon graduation due to the excellent, quality faculty, their dedication to instruction and their overall investments in student success. Exercise Science, Physical Education and Wellness graduates continue to have high placement rates in gainful professional employment as teachers, corporate wellness directors/personnel, strength coaches, personal trainers, health coaches, and recreation programmers. Likewise, students who complete one of the offered concentrations and who are pursuing an advanced degree program continue to have excellent placement results in masters and doctoral programs across Tennessee and in the southeast region. Exercise Science graduates are successful in getting into professional programs for physical therapy, occupational therapy and physician assistants due to their excellent preparation at the undergraduate level. (Academic Excellence, Community Engagement)

As a dedicated faculty, we are continually seeking additional and better ways to serve our students as well as provide additional educational opportunities for new students. (Meaningful Innovation)

## **Goal 1 & Outcome**

### **Define Goal:**

Provide quality programming and classes relevant to the Exercise Science professional in the on-line learning format.

### **Intended Outcomes / Objectives:**

The Exercise Science graduate student will gain core knowledge as well as concentration specific knowledge related to theory and application that is intended to be beneficial to individual career objectives in each of the concentrations.

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment Tool 1**

#### **Frequency of Assessment:**

End of program per student

#### **Rationale:**

Graduate candidates who are nearing the end of their program participate in comprehensive exams that test their understanding of academic material from the core, research and concentration components. Candidates must provide quality answers scored by a predetermined rubric and score equal to the grade of "B" or better in order to graduate. In addition, all candidates complete a departmental survey related to their experiences as a graduate student in the Exercise Science on-line master's program. Information obtained from these students is used to inform decisions related to adjustments and improvements in the overall program.

End of Program Survey

As a part of improving our program, we have been asked by the College of Education to conduct end of program surveys of students who are completing the graduate program. Your honesty on the following is vital to the life of this on-line master's program, so please give a thoughtful answer to each question.

1. What influenced your decision to get your graduate degree at TTU most?
2. Did you participate in the orientation before starting your program?
3. What is your opinion of the on-line program, in general?
4. What thing(s) were most helpful to you in your studies?
5. What thing(s) caused the most amount of confusion or trouble for you?
6. Did you find departmental advisors to be helpful? Why or why not?
7. Do you feel that your questions were answered by TTU faculty or staff in a timely manner? Why or why not?
8. Reflect upon your registration experiences.
9. Were your experiences with the graduate studies office mostly positive or negative? Why?
10. Describe courses that were most beneficial and tell why.
11. Describe courses that were least beneficial and tell why.
12. In considering your professors/instructors throughout the program, identify strengths and weaknesses that you remember. Be specific.
13. Do you feel like received a quality graduate education in the on-line program?
14. What recommendations will you make that can help improve the program for future students?
15. What are your plans now that you are finishing the graduate program?
16. How will completion of the program serve you and your future plans?

## RELATED ITEM LEVEL 2

### **Results Goal 1**

#### **Results:**

The Department of Exercise Science offers a Master of Arts Degree in the on-line format. The 4 diverse concentrations (Adapted Physical Education, Elementary/Middle Physical Education, Lifetime Wellness and Sport Management) and the on-line format make the program appealing to many advanced learners. Since our peak Master student enrollment in 2015, our numbers have been relatively flat with the exception of the dip to 46 enrolled students in spring 2018. This could be because of the higher number of graduates (28) the previous academic year (see table 2 below). In fall of 2018, student enrollment is back up to the high end of our average.

Table 1. Exercise Science Graduate Enrollment

EXPW Graduate Enrollment	2011	2012	2013	2014	2015	2016	2017	2018	2019
Fall	45	47	48	51	61	49	51	57	
Spring	50	46	47	48	62	59	53	46	53

Table 2. Exercise Science Degrees Conferred

EXPW Degrees Conferred	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	23	18	13	24	28	17	20

One explanation of lower number of completers in the past 2 years is that more of our MA students are in the 50 hour program seeking a Tennessee teaching license in addition to the Master's degree. This, of course, takes additional time, and could be a point of consideration with the fluctuation of number of degrees conferred. Academic year 18-19 showed an increase putting the MA at the mean for the seven year period displayed.

**Attachments:**

**Goal 2 & Outcome**

**Define Goal:**

The department will offer a Master of Arts degree in areas of concentration: Adapted Physical Education, Elementary/Middle School Physical Education, Lifetime Wellness and Sport Management. Courses will be taught by credentialed and qualified professors who are attentive to student needs, but also have high expectations for learning and present a rigorous learning environment in the on-line format.

**Intended Outcomes / Objectives:**

1. The distance learners in the Exercise Science Master's program will study core content (Seminar in Exercise Science, Assessment, Applied Motor Learning/Motor Development), research (Research Methods and Research Project) and concentration specific

curricula - depending on the declared program of study. 2. The most qualified graduate faculty members will teach the classes and offer support to students during the program. 3. Classes will provide a rigorous learning environment geared for student learning and success.

DRILL DOWN-----

RELATED ITEM LEVEL 1

**Assessment Tool 2**

**Frequency of Assessment:**

End of Program

**Rationale:**

Candidates must satisfy requirements in all of the courses offered in each concentration - including a final exam, paper or project according to the specifications of the instructor. All concentrations require completion of 30 hours or 10 classes except the Sport Management concentration which required 33 hours for completion. In line with university policy, grades must be held to a standard of 3.0 or better overall in course work. In addition, candidates who are completing study in one of the 4 offered concentrations will be required to complete and satisfactorily pass comprehensive exams directly related to their own program of study. Completion of the program of study with the required GPA and the comprehensive exam with grade equivalent to "B" or better will result in degree being awarded.

RELATED ITEM LEVEL 2

**Results Goal 2**

**Results:**

The on-line graduate program offered by the Exercise Science department provides opportunities for students to concentrate in Adapted Physical Education, Elementary & Middle School Physical Education, Lifetime Wellness and Sport Management. Quality instruction is provided by qualified professors who have educational and professional expertise. Table 1 below identifies enrollment in the various concentrations in the graduate program.

Table 1. Students by Concentration

Exercise Science, Physical Education, & Wellness (MA)									
FALL	2010	2011	2012	2013	2014	2015	2016	2017	2018
Totals*	55	45	49	48	51	61	49	51	57

Adapted Physical Education				5	5	1	1	0	0
Elementary Middle Phys Ed				16	12	17	14	23	30
Lifetime Wellness				10	13	16	19	11	14
Sport Management				13	21	27	15	17	13

\*Breakdown by concentration was not tracked before 2013.

The large increase in number of students with concentration in EMPE is due to the 50 hour program and students who are seeking a teaching license along with the MA degree. Sport Management numbers may be down due to not having a sport management specialist on faculty for two years, someone who is dedicated to growing the program. Efforts to recruit online sport management students have been stepped up through marketing efforts moving into the 2019-2020 school year. Having been recognized as a most affordable online program should help in recruiting efforts as well.

**Attachments:**

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**Goal 3 & Outcome**

**Define Goal:**

Offer a quality preparation program for post-bac students to pursue a k-12 teaching license in physical education with an endorsement in health. This program consists of the Elementary/Middle School master's program of study plus an additional 20 hours of pedagogical content and student teaching.

**Intended Outcomes / Objectives:**

Candidates will complete requirements for a master's degree in Exercise Science with concentration in Elementary/Middle School PE as well as the State of Tennessee licensing requirements which includes an additional 20 hours of graduate level course/field work as approved by College of Education and Office of Teacher Education. Completion of the 50 hour program, a passing score on the edTPA assessment portfolio and the required certification exams lead not only to an advanced degree but also recommendation for teacher licensing by the State.

DRILL DOWN-----  
RELATED ITEM LEVEL 1

### **Assessment Tool 3**

#### **Frequency of Assessment:**

End of Program

#### **Rationale:**

Candidates who participate in the Master's plus 20 program are working toward an advanced degree AND credentials to be certified to teach physical education and health. Once the candidate has completed the necessary courses, he/she will sit for the Praxis II exam (5095) Physical Education Content and Design and must make a set score in order to be considered for a Tennessee teaching license. Satisfactory scores on the Praxis II exam are established by State of Tennessee. Minimum score of 169 on the content and design test is required to obtain a teaching license. In addition, post-bac candidates, while enrolled in the 9 hour credit, one semester of student teaching experience must satisfactorily complete the edTPA portfolio assessment module with a passing score in order to be recommended for license by Tennessee Tech's Office of Teacher Education.

RELATED ITEM LEVEL 2

### **Results Goal 3**

#### **Results:**

Post baccalaureate students who hope to obtain a Tennessee teaching license to teach K-12 physical education must complete the requirements for the EMPE Master's Program and take an additional 20 hours of pedagogy/teaching content that is outlined in a contract between the student and the Office of Teacher Education. The courses that are required lay the ground work for candidate preparation to take and pass the Praxis II exam, successfully complete the edTPA assessment and earn licensed to teach. Students who are serious about becoming a teacher work extra hard in the on-line format to complete required courses and stay on track for timely completion. Courses are offered as needed to meet the time requirements of the students. The first two students to finish the 50 hour program and gain a teaching license graduated in May 2017. Since then there have been two others to graduate and gain the teaching license recommendation from Tennessee Tech. There have also been several students enroll in the 50 hour program, indicating a strong need for this pathway.



**Attachments:**

## RELATED ITEM LEVEL 3

**New Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item****Program Changes and Actions due to Results:**

With more and more graduate students who do not have any background in physical education or exercise science wanting to complete the MA in EMPE and gain the Tennessee Teaching license to teach PE, the graduate faculty are having to work harder to prepare students as they need to be prepared. Realizing this has created a study group to look at ways we can be more helpful to students in gaining knowledge but also mastering content so they can be successful on the licensing assessments.

**Link to Assessment:**

Being more strategic in course offerings will help candidates and faculty move through the 50 hour program. The pedagogy is where students indicate they struggle, especially on assessments. Therefore, we are working to reorganize course material and change/add courses with candidate success and completion at the end goal.

## RELATED ITEM LEVEL 3

**New Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item****Program Changes and Actions due to Results:**

At the MA level, we have viewed data that indicates we need to expand the concentration options to include at least one more moving forward....Community Health Education. We have also discussed as a faculty the option to offer a certificate with this concentration since this is not pursuant of a teaching license. Work has begun looking at this and other options at the master's level for concentration and/or programs to reach a greater market in our discipline.

**Link to Assessment:**

Comprehensive exam scores indicate learning and quality of education in the online MA program. Additionally, the student survey that is completed by each graduate student at the end of their program generally indicates that students are overall pleased with the value and quality of education they received in the program. Comments related to operational concerns are dealt with appropriately and immediately. Our assessment indicates we do a good job educating in the online format. External data indicates need to expand our educational options.