I. Unit Title: Division of Health, Physical Education, and Recreation

School or College: College of Education

Unit Administrator: Darvin E. Barnes, Ed.D.
## Educational Program Learning Outcome Assessment Plan

Learner Outcomes identified for the current year.

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
</table>
| **What should a graduate in the BSE - PE major know, value, or be able to do at graduation and beyond?** | 1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?  
2. Describe how the data from these tools and/or methods will be/have been collected.  
3. Explain the procedure to analyze the data. | What were the findings of the analysis? | 1. List any specific recommendations.  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process. |

Plan and implement a quality unit of instruction in physical education, giving attention to diversity, standards, and effective content progression

Plan and implement a quality unit of instruction in physical education, giving attention to diversity, standards, and effective content progression

PER 487 requires a written unit of instruction aligned with the Student Teacher Assessment Instrument. The unit plan is fully implemented in CUR 498 Directed Teaching.

Single lesson plans, used in peer teaching and field experiences, are included in PER 314, PER 315, PER 386, PER 455, and HSE 439. The STAI or a rubric based on the STAI is used to assess the assignments above.

Instructors develop a rubric specifically related to the assignments in each class. The

| Exceeds Expectations: 2%  
Target: 60%  
Acceptable: 35%  
Unacceptable: 3% | Revisions will be studied and possibly implemented for: presentation techniques used in class discussions and practice materials and learning activities related to this outcome. |
format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart. The Student Teacher Evaluation Instrument is shown in Appendix B.

| Written philosophy assignments are included in PER 386, PER 391, PER 487, & HSE 439. Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart. |
| Exceeds Expectation: 0% Target: 95% Acceptable: 5% Unacceptable: 0% |
| Assignments designed for practice related to this outcome may be revised to enhance performance improvement. |

<p>| Write a statement of philosophy related to personal beliefs and values which will impact quality physical education instruction |
| Demonstrating acceptable content knowledge related to physical activity and its affect on healthy lifestyles |
| Praxis II Content Knowledge Test 0091 |
| No rubric is established for the Praxis Exam. All program completers recorded a passing score. |
| Plans have been implemented to schedule study sessions for students prior to the Praxis exam. |</p>
<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
</table>
| **What should a graduate in the BS-HPER-HPE major know, value, or be able to do at graduation and beyond?** | 1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?  
2. Describe how the data from these tools and/or methods will be/have been collected.  
3. Explain the procedure to analyze the data. | | 1. List any specific recommendations.  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process. |
| Plan and implement a quality unit of instruction in physical education, giving attention to diversity, standards, and effective content progression | PER 487 requires a written unit of instruction aligned with the Student Teacher Assessment Instrument. The unit plan is fully implemented in CUR 498 Directed Teaching.  
Single lesson plans, used in peer teaching and field experiences, are included in PER 314, PER 315, PER 386, PER 455, and HSE 439.  
The STAI or a rubric based on the STAI is used to assess the assignments above.  
Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in | Exceeds Expectations: 5%  
Target: 60%  
Acceptable: 30%  
Unacceptable: 5% | Revisions will be studied and possibly implemented for: presentation techniques used in class discussions and practice materials and learning activities related to this outcome. |
column 3 of the chart. The Student Teacher Evaluation Instrument is show in Appendix B.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Exceeds Expectation</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a statement of philosophy related to personal beliefs and values which will impact quality physical education instruction and/or physical activity leadership</td>
<td>Written philosophy assignments are included in PER 386, PER 391, PER 487, &amp; HSE 439. Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectation: 0% Target: 90% Acceptable: 10% Unacceptable:</td>
<td></td>
<td></td>
<td>Practice drills may be revised to allow improvements throughout the course.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate acceptable content knowledge related to physical activity and its affect on healthy lifestyles</td>
<td>Assignments and examinations in required content courses. Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectations: 5% Target: 60% Acceptable: 30% Unacceptable: 5%</td>
<td></td>
<td></td>
<td>Presentation methods and materials, as well as course assessment techniques were reviewed. Some revisions were implemented.</td>
<td></td>
</tr>
<tr>
<td>A. Learning Outcome</td>
<td>B. Data Collection and Analysis</td>
<td>C. Results of Evaluation</td>
<td>D. Use of Evaluation Results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BS-HPER-Exercise Science</strong></td>
<td>What should a graduate in the major know, value, or be able to do at graduation and beyond?</td>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</td>
<td>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess, interpret, and develop appropriate exercise programs for the general population</td>
<td>PER 461 Project – Client profile with developed programs for Cardio-Respiratory fitness, muscle fitness, flexibility, and body composition The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectations: 5% Target: 15% Acceptable: 75% Unacceptable: 5%</td>
<td>Students did not perform as well as expected on this outcome. Inadequate math skills seemed to be a factor. Skill development activities related to this outcome were reviewed and revised. Opportunities for tutoring in math were investigated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate competence in group exercise leadership</td>
<td>PER 361 assignment – Plan, choreograph, and implement a group exercise class The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in</td>
<td>Exceeds Expectations: 30% Target: 50% Acceptable: 15% Unacceptable: 5%</td>
<td>Learning activities and demonstration opportunities were reviewed for improvement. Observation sessions, in which students can study professionals at work, were implemented.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Demonstrate acceptable content knowledge related to exercise testing and prescription, as well as the health benefits of physical activity

<table>
<thead>
<tr>
<th>Assignments and exams in required content courses</th>
<th>Exceeds Expectations: 15%</th>
<th>Class presentation techniques were reviewed. Some revisions were made. Professional development opportunities were implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Target: 45%   Acceptable: 30%   Unacceptable: 10%</td>
<td></td>
</tr>
</tbody>
</table>

### Demonstrate acceptable competence in technical skill assessment

<table>
<thead>
<tr>
<th>PER 360 Practical Exam – Measuring cardio-respiratory endurance, body composition, muscular strength, flexibility, muscle endurance</th>
<th>Exceeds Expectations: 15%</th>
<th>Laboratory assessment techniques were reviewed. Requests were made for improved lab facilities and smaller lab classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Target: 60%   Acceptable: 15%   Unacceptable: 10%</td>
<td></td>
</tr>
</tbody>
</table>
A. Learning Outcome
What should a graduate in the BS-HPER-Sports Management major know, value, or be able to do at graduation and beyond?

B. Data Collection and Analysis
1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?
2. Describe how the data from these tools and/or methods will be collected.
3. Explain the procedure to analyze the data.

C. Results of Evaluation
What were the findings of the analysis?

D. Use of Evaluation Results
1. List any specific recommendations.
2. Describe changes in curriculum, courses, or procedures that are proposed or were made as a result of the program learning outcome assessment process.

<table>
<thead>
<tr>
<th>write a statement of philosophy related to competitive sports, including sportsmanship, team play, winning vs. losing, behavior of players, coaches, and fans.</th>
<th>PER 470 – Sports Administration, PER 471 – Sports Management, and PER 442 – Philosophy and Psychology of Coaching require students to prepare a statement of philosophy. The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</th>
<th>Exceeds Expectations: 0% Target: 90% Acceptable: 10% Unacceptable: 0%</th>
<th>Learning activities were deemed satisfactory. Revisions were made to enhance student achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop acceptable skills and content knowledge related to techniques of coaching competitive sports.</td>
<td>Assignments and projects in PER 343- Methods of Coaching Football, PER 346 – Methods of Coaching Basketball, PER 347 – Methods of Coaching Baseball, and PER 349 – Methods of Coaching Swimming are designed to develop knowledge</td>
<td>Exceeds Expectations: 5% Target: 75% Acceptable: 15% Unacceptable: 5%</td>
<td>Presentation techniques and materials were reviewed. Some revisions were made.</td>
</tr>
</tbody>
</table>
and skills needed to be successful as a coach of competitive sports.

Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.

<table>
<thead>
<tr>
<th>Demonstrate acceptable skills and content knowledge in the business aspects of sports organization and administration</th>
<th>Assignments and projects in business courses required for the Sports Management Concentration.</th>
<th>Exceeds Expectations: 10% Target: 60% Acceptable: 30% Unacceptable: 5%</th>
<th>Grades in business courses will be monitored. A committee will review to determine which courses best serve the purposes of the degree program. The screening process used to select professionals to serve as intern supervisors is continuously reviewed. Training materials, including a study of the evaluation rubric, were updated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned duties and responsibilities during PER 475 – Internship.</td>
<td>Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Learning Outcome</td>
<td>B. Data Collection and Analysis</td>
<td>C. Results of Evaluation</td>
<td>D. Use of Evaluation Results</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>BS-HPER-Sports Information</strong> major know, value, or be able to do at graduation and beyond?</td>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis?</td>
<td>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</td>
</tr>
<tr>
<td>Write a statement of philosophy related to competitive sports, including sportsmanship, team play, winning vs. losing, behavior of players, coaches, and fans.</td>
<td>PER 470 – Sports Administration, PER 471 – Sports Management, and PER 442 – Philosophy and Psychology of Coaching require students to prepare a statement of philosophy. The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectations: 5% Target: 85% Acceptable: 10% Unacceptable: 0%</td>
<td>Learning activities were deemed satisfactory. Revisions were made to enhance student achievement The components to be included in the philosophy statement will be reviewed to ensure that material is current.</td>
</tr>
<tr>
<td>Develop acceptable skills and content knowledge related to techniques of coaching competitive sports.</td>
<td>Assignments and projects in PER 343- Methods of Coaching Football, PER 346 – Methods of Coaching Basketball, PER 347 – Methods of Coaching Baseball, and PER 349 – Methods of Coaching Swimming are designed to develop knowledge</td>
<td>Exceeds Expectations: 5% Target: 60% Acceptable: 30% Unacceptable: 5%</td>
<td>Content and requirements will be reviewed to ensure that all material is current.</td>
</tr>
</tbody>
</table>
and skills needed to be successful as a coach of competitive sports.

Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.

| Demonstrate acceptable skills and content knowledge in writing and reporting techniques, including interviewing, news reporting, print layout and design, and photojournalism | Assignments and projects in JOU 201 – Writing for the Mass Media, JOU 202 – News Reporting, JOU 203 - Photojournalism, JOU 302 – Print Layout and Design, and JOU 305 – Sports Writing are requirements for this concentration and are designed to develop knowledge and skill related to writing and reporting. | Exceeds Expectations: 5% Target: 75% Acceptable: 15% Unacceptable: 5% | Grades in journalism courses will continue to be monitored. A committee will review to determine which courses best serve the purposes of the degree program. |
Demonstrate and practice acceptable skills in the management of sports information, including: journalism skills and sport statistics,

<table>
<thead>
<tr>
<th>Duties and responsibilities in PER 475 – Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors, with assistance from the DSU Intern Supervisor, develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceeds Expectations: 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 65%</td>
</tr>
<tr>
<td>Acceptable: 30%</td>
</tr>
<tr>
<td>Unacceptable: 0%</td>
</tr>
</tbody>
</table>

The screening process used to select professionals to serve as intern supervisors is continuously reviewed. Training materials, including a study of the evaluation rubric, were updated.
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<tr>
<th>A. Learning Outcome</th>
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<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
</table>
| What should a graduate in the **BS-Athletic Training** major know, value, or be able to do at graduation and beyond? | What assessment tools and/or methods will you use to determine achievement of the learning outcome?  
1. Describe how the data from these tools and/or methods will be/have been collected.  
3. Explain the procedure to analyze the data. | What were the findings of the analysis? | List any specific recommendations.  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process. |
| Demonstrate an acceptable level competency in the National Athletic Trainers’ Association Education Councils Educational Competencies | The assessment of the National Athletic Trainers’ Association Education Councils Educational Competencies occurs in all athletic training education program didactic courses; HSE 253, HSE 254, HSE 256, HSE 258, HSE 354, HSE 355, HSE 356, HSE 357, HSE 451, and HSE 458. | Exceeds Expectations: 0%  
Target: 75%  
Acceptable: 25%  
Unacceptable: 0% | Instruction strategies were revised to allow for various learning styles based on current educational research related to teaching and learning. |
| Demonstrate an acceptable level competency in the National Athletic Trainers’ Association Education Councils Educational Proficiencies | The assessment of the National Athletic Trainers’ Association Education Councils Educational Proficiencies occurs in all athletic training education program clinical courses; HSE 250, HSE 251, HSE 350, HSE 351, and HSE 450 | Exceeds Expectations: 0%  
Target: 50%  
Acceptable: 50%  
Unacceptable: 0% | Clinical manuals are being revised to allow for easier explanations of proficiencies and easier evaluations by ACI staff. Clinical hours are being reviewed to ensure quality clinical experiences. |
| Demonstrate an acceptable disposition in relation to the profession of athletic training. | Senior exit evaluation. | Exceeds Expectations: 100%  
Target: 0%  
Acceptable: 0%  
Unacceptable: 0% | Evaluations were deemed acceptable. |
A. Learning Outcome
What should a graduate in the BS-HPER-Recreation major know, value, or be able to do at graduation and beyond?

B. Data Collection and Analysis
1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?
2. Describe how the data from these tools and/or methods will be/have been collected.
3. Explain the procedure to analyze the data.

C. Results of Evaluation
What were the findings of the analysis?

D. Use of Evaluation Results
1. List any specific recommendations.
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process.

This degree program is current inactive. A committee in the Division of HPER is working on revisions.

II. Division/Department Goals for the Current Year
(This is a report on progress towards goals for the current year. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. An example might be implementation of a development campaign in conjunction with the DSU Foundation to raise monies for faculty research and travel)

A. Goal # 1: Each faculty member will engage in some form of scholarly activity.

1. Institutional Goal which was supported by this goal:
SP Goal # 3 or QEP Goal # 2:
[The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.]

2. Evaluation Procedure(s):
   < Faculty Evaluations
     - chair
     - self

3. Actual Results of Evaluation:
   < 6 of 9 were successful in activities including research, grants, presentations, and publications
4. Use of Evaluation Results:
   < Activity was rewarded through the merit-pay procedures.
   < Faculty discussion highlighted achievement and encouragement was offered for next year.

B. Goal #2: Faculty use of technology for classes and scholarly activity will increase.

1. Institutional Goal which was supported by this goal:
   SP Goal #_2_ or QEP Goal #_2_:
   [Delta State University will enhance student engagement through increased use of technology and web-based communication in classroom activities and assignments.]

2. Evaluation Procedure(s):
   < Observation
   < Documentation
   < Faculty Evaluations

3. Actual Results of Evaluation:
   < All faculty engaged in the use of technology, including e-mail, Power Point, and web-based class work

4. Use of Evaluation Results:
   < Faculty efforts were acknowledged.
   < Faculty discussion highlighted achievement and encouragement was offered for next year.
   < Faculty were encouraged to include the use of technology in their personal goals.

C. Goal #3: The HPER website will be improved and expanded to include all HPER personnel, programs, and activities.

1. Institutional Goal which was supported by this goal
   SP Goal #_4_ or QEP Goal #_4_:
   [Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.]
2. Evaluation Procedure(s):
   < Observation
   < Documentation

3. Actual Results of Evaluation:
   < A web master was named.
   < The website was updated to include additional information about program requirements.

4. Use of Evaluation Results:
   < Improvements were acknowledged.
   < Planning meetings were scheduled to continue improvements.

D. Goal #4: Collaboration projects with area schools and agencies will be continued.

1. Institutional Goal which was supported by this goal
   SP Goal # _5_ or QEP Goal # _–_:
   [The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.]

2. Evaluation Procedure(s):
   < Documentation of projects, grants, etc.
   < Faculty evaluations

3. Actual Results of Evaluation:
   < 89% of the faculty were engaged in collaborative activities
   < Activities included research projects, staff development sessions, and grant proposals.

4. Use of Evaluation Results:
   < Successful activities were acknowledged.
   < Suggestions and encouragement were offered for inclusion in personal goals.
E. Goal #5: Recruiting efforts for HPER majors will be improved and expanded.

1. Institutional Goal which was supported by this goal
   SP Goal # _2_ or QEP Goal # _1_:
   [Students will enroll in greater numbers and a larger percentage will persist to graduation.]

2. Evaluation Procedure(s):
   < Documentation of activities.
   < Faculty evaluations

3. Actual Results of Evaluation:
   < Faculty members participated in at least one recruiting activity.
   < New recruiting brochures were developed.

4. Use of Evaluation Results:
   < Successful activities were acknowledged.
   < Suggestions and encouragement were offered for including recruiting activities in personal goals.

III. Data and information for department: (include narrative of programmatic scope; data)

A. Enrollment by Major   (Discipline)

<table>
<thead>
<tr>
<th></th>
<th>FALL ’06</th>
<th>SPRING ’07</th>
<th>SUMMER I ‘07</th>
<th>SUMMER II ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UGR</td>
<td>GR</td>
<td>UGR</td>
<td>GR</td>
</tr>
<tr>
<td>HSE</td>
<td>214</td>
<td>11</td>
<td>303</td>
<td>11</td>
</tr>
<tr>
<td>PER</td>
<td>1434</td>
<td>56</td>
<td>1071</td>
<td>69</td>
</tr>
</tbody>
</table>

* Early Registration Enrollment
B. Credit Hour Production

<table>
<thead>
<tr>
<th></th>
<th>FALL ‘06</th>
<th>SPRING ‘07</th>
<th>SUMMER I ‘07</th>
<th>SUMMER II ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UGR</td>
<td>GR</td>
<td>UGR</td>
<td>GR</td>
</tr>
<tr>
<td>HSE</td>
<td>473</td>
<td>33</td>
<td>795</td>
<td>33</td>
</tr>
<tr>
<td>PER</td>
<td>2356</td>
<td>166</td>
<td>1630</td>
<td>206</td>
</tr>
</tbody>
</table>

* Early Registration Enrollment

C. Number of Declared Majors by Degree Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Spring, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed.</td>
<td>39</td>
</tr>
<tr>
<td>B.S.E.</td>
<td>70</td>
</tr>
<tr>
<td>BS – AT</td>
<td>28</td>
</tr>
<tr>
<td>BS-HPER - Exercise Science</td>
<td>30</td>
</tr>
<tr>
<td>BS-HPER - Sports Management</td>
<td>4</td>
</tr>
<tr>
<td>BS-HPER - Sports Information</td>
<td>5</td>
</tr>
<tr>
<td>BS-HPER - Health &amp; PE</td>
<td>36</td>
</tr>
<tr>
<td>BS-HPER - Recreation</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>212</td>
</tr>
</tbody>
</table>
V. Personnel:

A. List of Faculty and Staff

Full Time Faculty

Dr. John Alvarez, 1999
Dr. Darvin Barnes, 1990
Mr. Tim Colbert, 2000
Mrs. Julia Hobby, 1968
Dr. Wayne Lee, 2000
Mr. Bill Marchant, 1988
Mr. Hunter Moore, 2003
Dr. Ken Vanderpool, 1989
Dr. Milton Wilder, 1982

Adjunct Faculty

Mr. Rodney Batts
Mrs. Scottie Batts
Mr. Ray Bridges
Mr. Jeffery Farris
Dr. Randy Grierson
Dr. Pete Walker

Support Staff

Mrs Debi Ingram, 1988
<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>DEGREE / UNIVERSITY</th>
<th>FACULTY RANK</th>
<th>EXPERIENCE</th>
<th>EXPERTISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Alvarez</td>
<td>Ph.D., University of Mississippi</td>
<td>Associate Professor</td>
<td>9 years Higher Educ.</td>
<td>Exercise Physiology Health Human Performance</td>
</tr>
<tr>
<td>Darwin Barnes</td>
<td>Ed.D., University of Arkansas</td>
<td>Professor Division Chair</td>
<td>6 years K-12 30 years Higher Educ. 11 years Educ. Admin.</td>
<td>Pedagogy Administration Teaching Strategies</td>
</tr>
<tr>
<td>Tim Colbert</td>
<td>M.Ed. Ed.D candidate, DSU</td>
<td>Instructor Director: ATEP</td>
<td>10 years Higher Educ.</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Julia Hobby</td>
<td>M.S.E., Northwestern State University / Adv. Study, UNC-Greensboro</td>
<td>Assistant Professor</td>
<td>38 years Higher Educ.</td>
<td>Pedagogy / Dance Motor Development Motor Learning</td>
</tr>
<tr>
<td>Wayne Lee</td>
<td>Ed.D., University of Southern Mississippi</td>
<td>Visiting Professor</td>
<td>8 years 9-12 38 years Higher Educ.</td>
<td>Administration / Measurement &amp; Eval. Assessment</td>
</tr>
<tr>
<td>Bill Marchant</td>
<td>M.Ed., Livingston University</td>
<td>Assistant Professor</td>
<td>18 years 9-12 1 year Comm. College 19 years Higher Educ.</td>
<td>Coaching / Health Administration Foundations</td>
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<td>Hunter Moore</td>
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<tr>
<td>Milton Wilder</td>
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<td>Professor</td>
<td>4.5 years K-12 32 years Higher Educ. 18 years Educ. Admin.</td>
<td>Pedagogy Health Teaching Strategies</td>
</tr>
</tbody>
</table>
B. Noteworthy activities and accomplishments: (In addition to an overview or mention of specific achievements/awards, you could also reference appendices that include Faculty Activity Reports)
< Faculty Activity Reports are shown in Appendix C.

Teaching: All faculty received favorable evaluations from students.
Two faculty members participated in team-teaching.
Technology use was increased significantly.

Scholarship: 1 research study
12 presentations
1 grant

Service: 15 community activities and presentations
18 campus activities and presentations
4 service positions in professional organizations

New position(s) requested, with justification:

No Requests

Recommended change of status

No Requests

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year:

No Requests
Recommended changes for the coming year(s):

For the M.Ed. Program:
   Change the entrance requirement GPA from (2.50 or 2.75 on last 64 hours) to 2.75 or 3.0 on last 64 hours).

VII. Division/Department Goals for Coming Year
   (This is a statement of goals for the coming year. These are operational goals for the units that are NOT tied directly to student learning outcomes. These goals may be repeated ones from current year, in addition to any your unit may have determined necessary for the future.)

A. Goal # 1: Content and assessment procedures for all programs will adhere to university, state, and national standards.

   1. Institutional Goal(s) supported by this goal:
      SP Goal # _1_. Or QEP Goal # __:
      [Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.]

   2. Expected Results:
      < The BSE and ATEP programs will maintain accredited status.
      < Other programs will meet established program goals.

   3. Evaluation Procedure(s):
      < Content and assessment procedures will be consistently monitored by designated faculty committees.

   4. Use of Evaluation Results:
      < Results will indicate needed improvements.

B. Goal #2: Faculty will use technology to enhance communication and instruction.
   < Special emphasis will be placed on the use of e-mail, Web-CT, and Task Stream.

   1. Institutional Goal(s) supported by this goal:
      SP Goal # _3_. Or QEP Goal # _1_, 2, 3, 4_
      [SP-3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.]
[QEP-1: Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.]

[QEP-2: Delta State University will enhance student engagement through increased use of technology and web-based communication in classroom activities and assignments.]

[QEP-3: Delta State University students will grow in the knowledge and practice of a variety of communication skills by having these skills reinforced.]

[QEP-4: Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.]

2. Expected Results:
   < With training and adequate equipment, all faculty will meet the goal.
   < Personal goals of faculty members will support this division goal.

3. Evaluation Procedure(s):
   < Frequent faculty discussion related to progress with the goal.
   < Annual faculty evaluations.
   < Required assessment of technology skills for students.

4. Use of Evaluation Results:
   < Results will indicate strengths and weaknesses.
   < Strengths will be acknowledged.
   < Weaknesses will be addressed in faculty conferences.

C. Goal #3: All faculty will engage in scholarly activities, collaborative projects, and recruiting efforts.
   < Scholarly activities include research, publications, and professional presentations.
   < Collaborative projects are those which involve schools, agencies, and businesses in the community.
   < Recruiting efforts might be initiated by the Division, the College of Education, or the University.
1. Institutional Goal(s) supported by this goal:
   SP Goal # 2, 4, 5 Or QEP Goal # __:
   [SP-2: Students will enroll in greater numbers and a larger percentage will persist to graduation.]
   [SP-4: Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.]
   [SP-5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.]

2. Expected Results:
   < All faculty will meet the goal.

3. Evaluation Procedure(s):
   < Faculty evaluations
     < Chair
     < Self

4. Use of Evaluation Results:
   < Results will indicate needed improvements.
APPENDIX A

Evaluation Rubric for Assessment of Performance Outcomes
in the HPER
Annual Report

**Exceeds Expectations:**
Student performance is excellent. Student work samples merit use as examples to others.

**Target:**
Student performance is above average. Knowledge, attitudes, and skills indicate high potential as a physical educator and/or sports and exercise professional.

**Acceptable:**
Student Performance is satisfactory. Knowledge, attitudes, and skills are sufficient for a favorable recommendation as a physical educator and/or sports and exercise professional.

**Unacceptable:**
Student performance is unsatisfactory.
APPENDIX B

STUDENT TEACHER ASSESSMENT INSTRUMENT (STAI)

DELTA STATE UNIVERSITY

REFERENCE GUIDE

I. PLANNING AND PREPARATION (PORTFOLIO)*

1. Specifies or selects learner objectives for lessons. (IN 1, 7)
   Well-planned objectives guide student learning and are aligned with curriculum goals. Objectives should be written in specific behavioral terms. One purpose for writing objectives in specific behavioral terms is to be able to assess with precision whether the instruction has resulted in the desired behavior. Effective teaching reflects careful planning. The objectives should be appropriate for the lessons.
   1. No objectives are present or are not stated as performance outcomes.
   2. Objectives are stated as performance outcomes, but are out of sequence.
   3. Objectives are stated in performance outcomes and are properly sequenced.
   4. In addition to 3, objectives are planned for different instructional levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).

2. Specifies or selects procedures for lessons. (IN 1, 7)
   Instructional procedures are the various ways in which teachers can structure learning activities. These activities can involve students in large groups, small groups, or individually, and are designed to foster student involvement and enhance the learning experience.
   Activities range from teacher directed to student initiated.
   1. No procedures are included, or procedures are not referenced to objectives.
   2. Procedures are referenced to objectives, but are inappropriate for learners.
   3. Procedures are referenced to objectives and are appropriate for learners.
   4. In addition to 3, procedures are both learner-centered and student teacher-centered.
3. **Specifies or selects content materials and media for lessons. (IN 1, 7)**
   Instructional materials are concrete resources that students use to learn the content of the lesson. Materials need not be elaborate or expensive. Teachers should be able to incorporate into their lessons relevant materials that students may bring to class. Materials and resources must be appropriate to the students. In a diverse classroom, this will require the use of a variety of types of materials.
   1. No supplementary material is specified or is limited to textbooks and worksheets.
   2. Supplementary materials other than textbooks and worksheets are specified and are related to procedures. (For example - two instances in a plan.)
   3. Extensive use of materials other than textbooks and worksheets is specified and related to procedures. (For example - four or more instances in a plan.)
   4. In addition to 3, student teacher shows initiative and creativity in developing original materials.

4. **Specifies or selects materials and procedures for assessing learner progress. (IN 1, 7)**
   Assessment is an integral part of an ongoing educational process. In order to effectively assess how students are progressing, teachers must plan the means of assessment. The teachers may create evaluation strategies or select them from instructional materials. For certain objectives, tests may be less appropriate than other strategies such as observation of student performance. Whatever the strategy, the evaluation must provide the teachers with useful information about the extent to which the instructional goals have been met.
   1. No assessment procedures are specified in the plans or are inappropriate for learners or not matched to objective.
   2. Assessment procedures are included which are related to the objectives and appropriate for learners.
   3. Multiple assessment procedures are included (four or more).
   4. In addition to 3, attitudes of learners toward content and method of instruction are assessed.

5. **Uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs. (IN 2,7)**
   The teacher plans instruction and activities at multiple levels to meet the developmental and individual needs of diverse learners. A variety of teaching techniques and learning experiences accommodates differences such as learning styles, multiple intelligences, and special education/gifted education needs.
   1. Planning does not address developmental or individual needs.
   2. Planning addresses the developmental and individual needs of some students.
   3. Planning addresses the developmental and individual needs of most students.
4. Planning addresses the developmental and individual needs of all students in the classroom.

6. **Uses knowledge of students' needs, interests, and experiences. (IN 2, 5)**

Teachers need to be aware of student interests and experiences based on information they gather by talking with students, listening to student discussions, and using interest surveys. This acknowledgment should be evident in the presentation of lessons.

1. Student teacher lacks familiarity with the students' background interests and experiences.
2. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, but does not use this knowledge in developing learning experiences.
3. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, and sometimes uses this knowledge in developing learning experiences.
4. Student teacher demonstrates a thorough understanding of students' background experiences, interests, and needs, and consistently uses this knowledge in developing learning experiences.

7. **Plans lessons that integrate knowledge from several subject areas. (IN 1, 7)**

Teachers develop instruction to engage students and enhance learning. When lessons integrate knowledge from several subject areas, the information presented gains a sense of cohesiveness and provides structure to student learning, avoiding the piece-meal approach that might otherwise occur. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.

1. Student teacher provides instruction that relates only to one subject and focuses on specific skills.
2. Student teacher maintains a discipline-centered focus and offers limited assistance in helping students make connections across disciplines.
3. Student teacher maintains a discipline-centered focus and frequently attempts to help students to make connections across disciplines.
4. Student teacher designs discipline-centered tasks which require students to integrate multiple disciplines where possible (e.g., primary level). Student teacher assumes responsibility for more than one discipline and assists students in realizing the natural connections across disciplines.
8. **Incorporates multiculturalism and diversity in lessons.** (IN 3)

Cultural differences present both opportunities and challenges for teachers. To maximize learning opportunities, teachers must learn about the cultures represented in their classrooms, then translate this knowledge into instructional practice. Teachers who lack sensitivity to cultural differences may misinterpret the behavior of minority students in ways that may lead to underestimating the academic potential of these pupils. To work successfully and effectively with children of diverse backgrounds, teachers must develop special skills that include the following:

- Promoting cross-cultural competency and inter-group understanding and collegiality in the classroom and in the larger community
- Communicating positively with each student and parent/guardian
- Establishing a classroom climate in which each student feels he or she can learn and wants to learn
- Maintaining high expectations for each student
- Involving students in a democratic classroom environment in which they are encouraged to understand and make important decisions about their own learning
- Personalizing learning and assessment for each student, and using knowledge about the culture and family background of each to develop a culturally relevant learning environment
- Teaching using a variety of strategies which match the students' strengths, interests, cultures, and learning styles
- Using techniques that emphasize cooperative learning and de-emphasize competitive learning
- Integrating multicultural content into the curriculum so that the experiences, beliefs, and perspectives of various cultural groups are represented

1. Student teacher seldom incorporates an awareness of cultural differences in lessons.
2. Student teacher superficially acknowledges differences within the class.
3. Student teacher often plans opportunities for students to share their diversities and cultural heritage.
4. In addition to 3, sensitivity and awareness are consistently evident.

* These items may be assessed by interviewing and reviewing data.

II. **COMMUNICATION AND INTERACTION**

9. **Uses acceptable written, oral, and nonverbal communication with students.** (IN 6)

The teacher appropriately models verbal and nonverbal communication. This includes the use of correct grammatical structures, subject-verb agreement, and proper tense, etc. Spelling is correct in written work. Written materials are easily read, including work on chalkboards, handouts, transparencies, and comments on student work. Nonverbal communications are appropriate and meaningful.
1. Student teacher frequently demonstrates inappropriate use of written and/or oral language. Appropriate nonverbal communication is not apparent.

2. Student teacher usually demonstrates appropriate use of written and oral language. Appropriate nonverbal communication is limited.

3. Student teacher frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate.

4. Student teacher consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate.

10. Communicates high expectations for learning to all students. (IN 3)

Research substantiates that student achievement and behavior conform closely to the teacher’s expectations. Students for whom teachers hold high expectations give more correct answers and achieve higher average scores on year-end standardized tests than do students for whom the teacher holds low expectations. If students feel their efforts will produce results in schools, and if the teachers and school are supportive of their efforts, they are more likely to succeed.

1. Student teacher communicates to individuals, groups, or the class as a whole that they are incapable of learning.

2. Student teacher communicates to a few students that they are capable of meeting learning expectations.

3. Student teacher encourages most students to meet challenging learning expectations.

4. Student teacher actively encourages all students to meet challenging learning expectations.

11. Demonstrates communication skills which show sensitivity to diversity. (IN 3, 6)

Teachers should seek to gain an understanding of the various cultural, ethnic, socio-economic, gender, and special population groups represented in the classroom. They should become familiar with and sensitive to the background experiences of their students, and demonstrate, through words and actions, their respect for a range of student diversity. To work successfully with students of diverse backgrounds, teachers must build the learning around the students’ individual learning styles, communicate positively with students, establish a classroom climate in which students want to learn, hold and maintain high expectations for each student, involve students in understanding and in making important decisions about their own learning, personalize learning for each student, provide learning activities adapted to individual students’ skill levels, teach to individuals by using a variety of strategies, and use techniques that emphasize cooperative learning and that de-emphasize competitive learning.
1. Student teacher seldom recognizes diversity within the classroom.
2. Student teacher is aware of diversity within the classroom, but seldom adjusts communications and actions.
3. Student teacher is aware of diversity within the classroom and often adjusts communications and actions to demonstrate sensitivity to the various cultures.
4. Student teacher is aware of and celebrates diversity, encourages appreciation of diversity, and demonstrates sensitivity through communications and actions.

12. *Listens to students and demonstrates interest in what they are saying by responding appropriately.* (IN 2, 6)
Listening is an important aspect of the learning environment. Effective teachers make time to listen to individual students and show a sincere interest in what they are saying. They also demonstrate active listening skills, listening carefully and attentively to gain information that students share.
1. Student teacher does not respond to student comments.
2. Student teacher is inconsistent in responding to what students are saying.
3. Student teacher looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing.
4. Student teacher responds to students with appropriate nonverbal feedback and by summarizing what students have shared.

13. *Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness, and risk-taking.* (IN 6)
Without a classroom climate that encourages inquiry and risk-taking, little critical, creative, or higher-level thinking can take place. The effective teacher builds a climate of openness where students feel free to express and try out ideas. Such a climate promotes mutual respect and acceptance and is free of ridicule and sarcasm. Students' efforts are recognized and encouraged.
1. Student teacher has limited rapport with students, rarely encourages inquisitiveness, and discourages interaction and questioning.
2. Student teacher establishes rapport with students, or develops an atmosphere of limited inquiry.
3. Student teacher establishes rapport with students and often encourages inquiry.
4. In addition to 3, the student teacher accepts students' ideas and fosters academic risk-taking.
14. Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning. (IN 2, 5, 6)
Student-to-student communication promotes achievement. It can be effectively used to allow students to practice and extend language skills, share ideas, feel part of the classroom community, and think responsibly and independently. Effective teachers encourage such communications by allotting time for student interaction, making physical arrangements which promote communication among students, planning appropriate group tasks, and facilitating the sharing of group results.
1. Student teacher does not involve the students in any type of interactive activities.
2. Student teacher provides occasional opportunities for student-to-student communication.
3. Students regularly participate in interactive activities planned by the student teacher.
4. Students frequently work together, not only on student teacher planned activities, but also on self-selected projects.

15. Establishes relationships with parents and guardians. * (IN 10)
Research strongly supports the significance of involving families in their children's education because such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increasing communications with parents and guardians, helping them to assist their children in learning at home, and encouraging their participation at school.
1. Student teacher does not communicate with parents and guardians or attempt to establish relationships.
2. Relationships are established only in response to problems that occur or to parental and guardian requests.
3. Student teacher initiates communication and relationships with parents and guardians.
4. In addition to 3, student teacher builds and sustains relationships with parents and guardians for a variety of purposes.
* These items may be assessed interviewing and reviewing data.
III. TEACHING FOR LEARNING

16. Displays knowledge of the subject being taught. (IN 1)
   Knowledge of the subject being taught is the foundation of effective teaching.
   1. Student teacher does not demonstrate basic knowledge of the subject being taught.
   2. Student teacher demonstrates limited knowledge of the subject being taught.
   3. Student teacher displays an adequate knowledge base of the subject being taught.
   4. Student teacher displays extensive knowledge of the subject being taught.

17. Projects enthusiasm for teaching and learning. (IN 5)
   Teachers who excel in this area create an atmosphere of enthusiasm about the importance of learning and the significance of the content.
   They care deeply about their subjects and invite students to share the journey of learning. Students are intrinsically motivated due to the
   way teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect. The
   work is real and significant and becomes important to students as well as to teachers.

   This indicator includes verbal and nonverbal teacher behaviors that stimulate students' attention, interaction, and participation. Skills
   include physical movement, voice, pacing, and body language (i.e., gestures, posture, facial expression, and eye contact).
   1. Student teacher does not exhibit enthusiasm about the topic being taught.
   2. Student teacher shows limited enthusiasm for the topic being taught.
   3. Student teacher usually conveys enthusiasm for the topic being taught.
   4. Student teacher consistently shows enthusiasm for teaching and learning in a
       variety of ways.

18. Uses knowledge of students' prior understandings and experiences to make
   instruction relevant and meaningful. * (IN 1, 3, 7)
   For any topic of study, students have prior knowledge that provides a foundation for new learning. Teachers assess and value this
   knowledge, select and use instructional materials that are relevant to students' cultural experiences, and facilitate students' sharing
   through a variety of communication modes. Teachers build students' motivation and achievement by gaining knowledge of their
   interests, experiences, and characteristics to make instruction meaningful.
   1. Student teacher makes little effort to assess, or seldom connects, learning to students' interests and experiences.
   2. Student teacher attempts to make learning relevant, but is unsure of students' interests and understandings, or student teacher assesses
      but does not use information in lesson preparation.
3. Student teacher assesses the students' interests and knowledge, often connecting assessment results to instruction.
4. Student teacher assesses students' interest, characteristics, and knowledge, consistently connecting the lesson to students' interests.

19. Uses a variety of appropriate teaching strategies. (IN 4)
To accommodate student diversity and differences in subject matter, a variety of teaching strategies is necessary. Teaching strategies may include, but are not limited to, cooperative learning, direct instruction, discovery learning, demonstration, discussion, inquiry, simulation, independent study, and student research.
1. Student teacher varies teaching strategies, but none are used effectively.
2. Student teacher uses one strategy effectively.
3. Student teacher uses a limited number (2 or 3) of teaching strategies effectively.
4. Student teacher uses a variety (4+) of teaching strategies effectively.

20. Provides learning experiences that accommodate differences in developmental and individual needs. (IN 2, 3, 4)
The effective teacher plans and conducts activities at multiple levels to meet the developmental and individual needs of diverse students. A variety of teaching techniques and learning experiences accommodate different learning styles and performance modes, multiple intelligences, and special education/gifted education needs.
1. Instruction does not accommodate developmental or individual needs.
2. Instruction accommodates the developmental and individual needs of some students.
3. Instruction accommodates the developmental and individual needs of most students.
4. Instruction accommodates the developmental and individual needs of all students.

21. Relates concepts using language that is understood by the students. (IN 4, 6)
Effective teachers use appropriate expressions, demonstrations, vocabulary, and illustrations to communicate concepts.
1. Student teacher communicates using language that is developmentally inappropriate.
2. Student teacher communicates using language that students seldom understand, and rarely adjusts concept presentation when students misunderstand.
3. Student teacher communicates using language that students understand and adjusts communication to enhance learning.
4. Student teacher consistently communicates using language students understand, is aware of students' misunderstandings, and skillfully adjusts language.

22. **Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary. (IN 4)**
   
   This indicator focuses on the initial directions and explanations given at the beginning of the lesson and/or each activity within the lesson. The teacher should give clear, direct instructions. Additional clarifications that are needed by individuals should be handled separately so the entire group is not delayed. The teacher should also model the task when appropriate.
   
   1. Student teacher's instructions are seldom understood by students.
   2. Student teacher provides incomplete or vague instructions, occasionally attempting to clarify or provide examples.
   3. Student teacher usually provides complete instructions for carrying out instructional activities.
   4. Student teacher consistently provides complete instructions for carrying out instructional activities and uses concrete examples for clarification when necessary.

23. **Incorporates a variety of technology and resources into instruction. *(IN 6,)*

   When teachers efficiently and appropriately incorporate technology and other appropriate resources into instruction, students' motivation, understandings, and skills improve.
   
   1. Student teacher seldom uses available technology or resources.
   2. Student teacher sometimes ineffectively uses available technology or resources, or technology or resources do not fit the planned lessons.
   3. Student teacher uses lesson-appropriate technology or resources.
   4. Student teacher demonstrates skillful and creative use of technology or resources at appropriate times, and effectively uses available resources and student teacher made and other original materials.

24. **Provides opportunities for students to apply concepts in problem-solving and critical thinking. (IN 4, 6)**

   Critical thinking refers to students' abilities to recognize, identify, and understand problems and discrepancies, to propose and test solutions, to arrive at tentative conclusions based on the data collected, and to evaluate conclusions. Problem solving is not a teaching strategy, but a high-order intellectual behavior that facilitates learning. In order to ensure that this process is effective, students' must
complete the entire cycle. The cycle includes a step-by-step process: recognizing, identifying, and understanding problems, proposing solutions, testing solutions, and arriving at tentative conclusions.

1. Student teacher seldom provides opportunities for students to apply concepts in problem-solving and critical thinking, or student teacher provides solution.
2. Students are given opportunities to recognize and identify problems and to propose, test, or evaluate solutions.
3. Students are given opportunities to recognize and identify problems and to propose solutions. However, students never actually test solutions, arrive at tentative conclusions, or evaluate solutions.
4. Students are given opportunities to complete the critical thinking/problem solving cycle.

25. **Uses questioning to identify misconceptions or confusion and to monitor student work. (IN 6)**

Questioning is a vital part of classroom interactions. Teachers' questions are used to explore and build student understanding, identify student confusion, and monitor students' work. Sometimes a series of related questions are needed to clarify student misconceptions. Teachers assess student understanding by asking specific questions related to the topic.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions to check for understanding, but does not attempt to clarify misconceptions.
3. Student teacher uses questioning to check for misconceptions and sometimes uses this information to clarify concepts.
4. Student teacher consistently uses questioning to clarify misconceptions and monitor student work.

26. **Uses higher-order questions to engage students in original, creative, and evaluative thinking. (IN 4, 6)**

Independent, life-long learners use higher-level thinking to solve problems, analyze components of situations, synthesize or bring together ideas, create and refine new ideas, and make and support judgments. Teachers should structure and sequence questions in a way that is designed to guide students to higher levels of thinking. Appropriate and purposeful questions at a variety of levels should be used.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions at the lowest level – gathering and recalling information. (knowledge, comprehension)
3. Student teacher asks intermediate level questions which are designed to apply knowledge of cause and effect, analyze, summarize, compare/contrast, or classify data. (application, analysis)
4. Student teacher asks high level questions which encourage students to think intuitively, creatively, and hypothetically; to use their imaginations; to identify a value system; or to evaluate judgments. (synthesis, evaluation)

27. **Uses community resources to enhance student learning.** *(IN 10)*

Any community has resources that teachers may use to enhance learning. Settings as diverse as city halls, fire stations, parks, businesses, and service agencies enhance students' understanding and appreciation of local resources and the knowledge and skills of people in the community. Persons representing a variety of professions, trades, and avocations might visit the classroom to share their expertise, enthusiasm, and values. Students' family members are often positive resource persons who can build appreciation of diverse talents and interests.
1. Student teacher does not use community resources.
2. Student teacher has limited use of community resources.
3. Student teacher effectively uses community resources.
4. In addition to 3, students use community resources.

28. **Adjusts strategies in response to learner feedback and encourages students to expand on and support their responses.** *(IN 4, 6)*

Feedback facilitates learning because it guides students and expresses recognition/appreciation for their efforts. Feedback may include praise as well as guidance about incorrect and incomplete responses. It may also prompt students to extend or support their responses or to react to others' answers.
1. Student teacher seldom makes an attempt to determine whether students are understanding and gives little or no feedback. Or, student teacher uses negative words or actions to discourage students from giving responses or asking questions.
2. Student teacher passively accepts student responses. Or, student teacher does not call on students in an equitable manner.
3. Student teacher asks for and responds to student input during the lesson. Student teacher seeks to have student extend their answers or explanations by asking
probing questions.
4. Student teacher incorporates student responses in current and/or subsequent lessons or activities.

29. Uses adequate wait time for responses in order to encourage high-level, reflective thinking. (IN 2, 4)
Research has shown the effectiveness of wait time in terms of gaining more learning, longer student responses, high-level responses, and student-to-student responses. After asking thought-provoking higher-level questions, teachers should provide students with adequate time to think.
1. Student teacher gives inappropriate wait time.
2. Student teacher allows appropriate wait time of 3 to 5 seconds.
3. In addition to 2, student teacher elicits higher-level, reflective thinking.
4. In addition to 3, student teacher allows appropriate wait time after student responses.

30. Gives timely feedback on academic performance and discusses corrective procedures to be taken. * (IN 8)
Effective feedback based on informal assessment addresses standards of academic or cognitive performance, students' progress, and corrective procedures. The feedback should be immediate and ongoing. Reinforcement, praise, and criticism are purposeful. Students' metacognitive abilities should be developed so they can provide their own feedback.
1. Student teacher seldom provides timely feedback on performance.
2. Student teacher provides limited use of feedback, reinforcement, and praise.
3. Student teacher demonstrates adequate feedback and purposefully uses reinforcement and praise.
4. In addition to 3, students use metacognitive strategies to provide their own feedback.
* These items may be assessed by interviewing and reviewing data.

IV. MANAGING THE LEARNING ENVIRONMENT

31. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (IN 5)
Effective teachers are usually perceived by students as being fair and supportive. They are consistent and equitable in their treatment of and interactions with students. Such teachers relate well to each student and create a classroom climate that motivates and facilitates learning.

1. Student teacher is not always fair in the treatment of students.
2. Student teacher is fair in the treatment of students, but does not promote a positive and interactive learning environment.
3. Student teacher is fair in the treatment of students and actively encourages fairness among students.
4. Student teacher successfully creates a positive, interactive environment and establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

32. Uses instructional time effectively. (IN 5)
An important aspect of using time effectively is pacing the lesson in ways that are appropriate for the students. Using time effectively also implies making sure that time spent on necessary, but non-instructional processes, is minimized. Students should be engaged in meaningful learning experiences throughout the class period. Transitions from one method or lesson to another should be smooth.

1. Substantial instructional time is spent in non-instructional activities or time is wasted during transitions.
2. There are some unnecessary delays, undesirable digressions from the topic, or ineffective transitions between activities.
3. Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.
4. Pacing is appropriate, transactions are smooth, and there are no unnecessary delays or undesirable digressions.

33. Monitors students' participation and interpersonal interactions in learning activities. (IN 5)
The teacher must monitor participation in learning activities while teaching and as students work. The teacher should observe and support student interaction in learning activities and refocus students to tasks if necessary. Clear, established procedures will help keep students on task.

1. Student teacher seldom monitors students' interactions.
2. Student teacher passively monitors students' interactions, but makes no attempt to redirect student learning.
3. Student teacher monitors student learning by moving among the students and refocusing students to tasks as necessary.
4. In addition to 3, students are given opportunities to self-monitor.

34. Establishes efficient routines for procedural tasks and delegates to students.  
   (IN 5)  
   To maximize learning time, routine procedural tasks are handled smoothly in the classroom. These procedural matters may or may not be directly related to instruction (bookkeeping, distribution and collection of materials, collecting lunch money, etc.). When students are involved in handling routine tasks, the teachers are able to attend to other matters and student responsibility is enhanced.  
   1. Student teacher seldom attends to or delegates routine tasks.  
   2. Student teacher or students attend to routine tasks in a disruptive or inefficient manner.  
   3. Student teacher and students jointly handle routine tasks efficiently.  
   4. In addition to 3, the student teacher delegates appropriate responsibilities to students who consistently complete these tasks efficiently.

35. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning. (IN 5)  
   Without rules and standards for behavior, learning seldom takes place. Effective teachers establish and consistently enforce classroom rules and standards so that possibilities for learning are maximized. Teachers foster respect and develop self-respect in students by modeling and positively reinforcing appropriate classroom behavior.  
   1. Student teacher does not apply the principles of effective classroom management.  
   2. Student teacher attempts to apply the principles of effective classroom management.  
   3. Student teacher consistently applies the principles of effective classroom management.  
   4. Student teacher consistently applies the principles of effective classroom management and uses a range of strategies to promote cooperation and learning.

36. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation, and learning. * (IN 5, 6, 7)  
   Drawing on knowledge of psychology and sociology, the teacher should study and analyze classroom interactions/environment to develop strategies for organizing and supporting individual and group learning. The teacher should promote students' intrinsic motivation, positive attitudes toward school, cooperation in the classroom, and learning.
1. Student teacher seldom uses knowledge of social relationships and motivational strategies within the classroom to affect learning.
2. Student teacher demonstrates an awareness of the social relationships and motivational strategies within the classroom, but is unable to make adjustments to enhance learning.
3. Student teacher makes adjustments that are usually effective in enhancing student motivation and learning.
4. Student teacher continually makes adjustments that are effective in enhancing student motivation and learning.

37. Utilizes individual and group responses to pace learning, proceed with new work, or reteach unclear parts of the lesson. (IN 2, 4)
Effective teachers constantly take cues from students. They use these cues to adjust and determine the pace of lessons. They recognize the level of students' understanding, the need for clarification and reteaching, and the direction for subsequent lessons.
1. Student teacher seldom utilizes students' responses to adjust lessons.
2. Student teacher occasionally utilizes students' responses to adjust lessons.
3. Student teacher usually uses students' responses to adjust lessons.
4. Student teacher consistently uses students' responses to adjust lessons and takes advantage of teachable moments.

38. Attends to organizing time, space, activities, and materials to provide equitable engagement of students in productive tasks. (IN 5)
Learning is facilitated and maximized in well-organized classrooms. Teachers must make numerous decisions concerning the organization of time to provide for efficient use of classroom time and space (arrangement of desks, tables, displays, learning centers, etc.). They must develop procedures for easy access to materials and equipment so that lessons flow smoothly with few interruptions.
1. Student teacher demonstrates no evidence of organization.
2. Student teacher demonstrates limited organization.
3. Student teacher demonstrates organization. Materials are easily accessible so that there are no interruptions in the flow of instruction.
4. Student teacher consistently demonstrates exemplary organization, and students are engaged in productive tasks.
* These items may be assessed by interviewing and reviewing data.
V. ASSESSMENT OF STUDENT LEARNING*

   (IN 8)
   Evaluating students is critical to the learning process. Effective teachers inform students of standards and assessment criteria before they begin assignments and tasks. Teachers clarify these criteria and standards with examples, models, verbal clarifications, and other means.
   1. Student teacher seldom informs students of performance standards or assessment criteria.
   2. Student teacher informs students they will be assessed on the information presented in class, but does not elaborate on details of assessment.
   3. Student teacher verbally informs students about performance standards and assessment criteria.
   4. Student teacher assures student understanding of assessment criteria and performance standards through the use of examples and models.

40. Develops and uses a variety of formal and informal performance assessments.
   (IN 8)
   Assessment, the process of gathering information about student progress, should be multifaceted. Teachers must use a variety of methods to evaluate students, especially in cross-cultural classroom settings. When a variety of assessment approaches is used, students have opportunities to display and document their knowledge and skills in different ways. Thus, a broad picture of students' diverse needs, strengths, and interests is developed. Assessment should be appropriate for students' levels and styles, as well as for content subject matter. Assessments may include, but are not limited to, portfolios, performance tasks, written work and tests, journals, videotapes, anecdotal records, teacher narratives, artistic products, analysis, simulations, rubrics, student self-assessments, observations, and checklists.
   1. Student teacher seldom uses assessment.
   2. Student teacher uses only one type of assessment.
   3. Student teacher develops and uses more than one type of assessment appropriately.
   4. Student teacher develops and uses a variety of assessments appropriately.

41. Encourages students to assume responsibility for learning and to engage in self evaluation. (IN 8)
   The teacher should use assessment strategies to involve students in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
1. Student teacher does not expect students to take the initiative in their learning and does not help students develop self-evaluation processes.
2. Student teacher offers limited opportunities for students to expand their learning.
3. Student teacher provides numerous opportunities for students to expand their learning and engage in self-evaluation.
4. Student teacher consistently provides opportunities for students to expand their learning and engage in self-evaluation.

42. Maintains records of student work and performance and communicates student progress to students, parents, guardians, and colleagues. (IN 8)
The teacher should develop and use appropriate methods for recording students' work and performance.
1. Student teacher does not maintain samples of student work or performance.
2. Student teacher maintains a limited amount of student work samples and performance.
3. Student teacher maintains adequate records of student progress.
4. In addition to 3, the student teacher communicates student progress to students, parents, guardians, and colleagues.

VI. PROFESSIONALISM AND PARTNERSHIP (IN 9, 10)
* Assessed Using Dispositions Rating Scale

Strong points of teaching performance and effectiveness:

Weaknesses of teaching performance and effectiveness:

Recommended for teaching _____  With reservations _____  Not recommended ____
APPENDIX C

NOTEWORTHY ACTIVITIES OF HPER FACULTY
Faculty Activity Report  
Division of HPER

Faculty Member: ___Bill Marchant______  
Academic Year:  2006-2007

Teaching
1. Teach (6) classes totaling 12 semester hours each fall
2. Teach (4) classes totaling 12 semester hours each spring
3. Receive outstanding evaluations from my student evaluations each semester
4. Receive very good evaluations from my HPER Division chair yearly, with the exception of the area concerning scholarship
5. Use a variety of teaching methods including: lecture, class discussion, hand outs, use of crossword puzzles, showing films, buzz groups, problem solving sessions, internet exploration for weekly outside reading assignments and term paper research, require students to work an athletic event in some capacity in my PER 391 class, require students to actually observe and report on (5) different coaching techniques in my PER 442 class, and in the HSE 140 classes, the students are required to actually record what they eat for a (7) day period and analysis their calories, fat, and salt intake
6. Syllabi in each class are given to the students that include: Conceptual Framework with an explanation, course objectives, material to be covered, calendar for all assignments due, a detailed explanation of each part of how the student’s grade is derived, explanation of a absence policy, explanation of the grading policy, statement and explanation how a student with diagnosed disabilities can be helped, statement and explanation of how cheating will be not be tolerated and how it will be handled, and study guides for each test are included
7. Students are encouraged to ask questions or add to the class discussions or lectures, any time
8. I review my teaching material each summer to make sure that all materials are current
9. I revise my tests each summer to reflect new material presented
10. Attended College of Education professional meetings concerning Task Stream, NCATE Standards and Elements, the Conceptual Framework, the Learning Curve, and Capstone Experiences

Scholarship
1. Participated in a research project the spring semester of 2006, which looked at “Lateral Transfer”. This involved pre-testing grip strength in both hands and a two time a week grip strength testing using only the student's dominant hand. After three weeks, it was found that the student’s grip strength not only improved in their dominant hand, but their non-dominant hand as well.
2. Revised correspondence course for HSE 460 Drug Use & Abuse

   Service

1. Member of MAPHERD since 1996.
2. Coordinator of DSU Sports Hall of Fame
3. Chair (2) selection committee meetings per year for Sports Hall of Fame
4. Plan and organize Sports Hall of Fame Reception & Banquet yearly
5. Coordinator of DSU Alumni Coaches Hall of Fame
6. Organize selection process for Coaches Hall of Fame yearly
7. Plan reception & induction ceremonies at Pig Pickin’ yearly
8. Coordinator of DSU Athletic Alumni since 1998
9. Co-chair (2) Athletic Alumni meetings yearly
10. Organize (2) fund raising golf tournaments for Athletic Alumni yearly
11. Organize a fund raising telethon for Athletic Alumni each February
12. Organize an M-Club reunion each Homecoming
13. Organize a reunion for an outstanding former athletic team each Homecoming
14. Presently serve on DSU Health & Wellness Committee
15. Presently serve on DSU Beautification Committee
16. Presently serve on NCATE Diversification, explicitly concerning standard #4
17. Served (2) terms on Cleveland Noon Lions Club Board of Directors
18. Served (3) terms as a Deacon at First Baptist Church in Cleveland, MS
19. Motivational Speaking Engagements:
   a. Fellowship of Christian Athletes Group
   b. Brotherhood First Baptist Church Cleveland, MS
   c. Youth Group First Baptist Church Cleveland, MS
   d. Brotherhood First Baptist Church Skene, MS
   e. Brotherhood First Methodist Church Indianola, MS
   f. Sportsman Outreach United Methodist Cleveland, MS 2005
   g. Fellowship of Christian Athletes Cruise to Cozumel, Mexico 2006
Faculty Activity Report  
Division of HPER

Faculty Member: Hunter Moore  
Academic Year: 2006-2007

I. TEACHING –

Exert from a syllabus showing creative teaching methods and use of technology.

HSE 356 Evaluation and Rehabilitation of the Upper Extremity:

Presentations: Each student will participate in two presentations, to be given either during class or during the lab. Presentations will be given by groups of students and will focus on different rehabilitation techniques. Topics, group members and due date will be assigned by the instructor. The presentation will be presented in class using Microsoft Power Point.

Outside Coursework:  
1. The portfolio will be turned in on e-mail (hmoore@deltastate.edu). The portfolio must be in Microsoft Word and sent as an attachment. It will consist of outlines of each chapter, anatomical pictures, muscular origins and insertions, rehabilitation information for each joint, injuries discussed and any other significant information or information requested by the instructor. This portfolio should be used to assist in you in studying for your BOC Exam. Each chapter outline is due before the chapter is covered in class, see course outline for dates. The first outline, on the shoulder and upper arm, is due on January 16, 2006
2. The case studies will consist of 1 distinct upper extremity case. All cases must be approved by the instructor. They will be presented in class using a Microsoft Power Point presentation. They should include all of the relative aspects of the case including the history of the injury including the MOI, the course of treatment, any surgical procedures, any x-rays or diagnostic imaging available, an accurate course of rehabilitation that includes indications and contraindications and return to play guidelines. A written outline of the case study will be turned in to the instructor.

The use of peer and faculty evaluations are effective ways of classroom testing. These testing techniques produce instant feedback to the students.
This laboratory section of this course is broken down in 4 week increments (16 weeks/semester). There will be weekly peer evaluations and practical exams that cover the NATA Education Council’s Clinical Proficiencies throughout the course broken down into four week increments. 1 peer evaluation must be completed for each NATA Education Council’s Clinical Proficiency and turned into an ACI before testing on that clinical proficiency can occur. The final will be practical and comprehensive.

II. SCHOLARSHIP

Attended the 2007 National Athletic Trainers Educators Conference
Attended the Mississippi Athletic Trainers 2006 Educational Symposium

III. SERVICE

Member of the National Athletic Trainers Association
Member of the Mississippi Athletic Trainers Association
Mississippi Sports Medicine duties at high school athletic events
Faculty Activity Report  
Division of HPER

Faculty Member: John Alvarez  
Academic Year: 2006-2007

<table>
<thead>
<tr>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO NOT Currently know the status of Recent Student Evaluations</td>
</tr>
<tr>
<td>Implemented Web-ct into 5 classes</td>
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<tr>
<td>Changed internship where there is weekly interaction between the student and the DSU Internship director</td>
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<tr>
<td>Procured new laboratory equipment</td>
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<tr>
<td>Developed new lab experiences utilizing new lab equipment</td>
</tr>
<tr>
<td>Implementing service learning opportunities/students will fitness test in the community</td>
</tr>
<tr>
<td>Team taught in Family and Consumer Science Division (FCS 343)</td>
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<tr>
<td>Attending ACSM’s Health and Fitness Summit on March 22-25, 2007 for faculty development</td>
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<tr>
<td>Implemented new Course (PER 102 jogging for fitness)</td>
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<tr>
<td>Implemented Web-ct into my classes</td>
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<tr>
<td>Taught a full load with three one hour overloads in the fall</td>
</tr>
<tr>
<td>Taught a full load with one three hour overload</td>
</tr>
<tr>
<td>Procured new laboratory equipment</td>
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<tr>
<td>Developed new lab experiences utilizing new lab equipment</td>
</tr>
<tr>
<td>Implementing service learning opportunities/students will fitness test in the community</td>
</tr>
<tr>
<td>Scholarly Activity</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Alvarez, J. (2007) Study Skills Workshop: Hey, Didn’t I Learn that in Class Last Semester? Delta State University, Cleveland, MS.</td>
</tr>
<tr>
<td>Alvarez, John</td>
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<tr>
<td>In progress NSF Grant for Laboratory Improvement</td>
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<tr>
<td>Service</td>
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<tr>
<td>---------</td>
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<tr>
<td>Chair, University Wellness Committee</td>
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<tr>
<td>Member, DSU Year of Wellness Committee</td>
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<tr>
<td>Member DSU Health and Wellness Day Committee</td>
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<tr>
<td>Member Faculty Senate</td>
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<tr>
<td>Advisor P.E. Majors Club</td>
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<tr>
<td>Campus Ministry for 1st Presbyterian Church</td>
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<tr>
<td>Member Faculty Retention Taskforce</td>
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<tr>
<td>Member Research Committee</td>
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<tr>
<td>Member Research Symposium Committee</td>
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<tr>
<td>Member division undergraduate and graduate curriculum committees</td>
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<tr>
<td>Member Search Committee for Division Chair</td>
</tr>
<tr>
<td>Member MAHPERD</td>
</tr>
<tr>
<td>Affiliate Member ACSM</td>
</tr>
<tr>
<td>Fitness Tested for Sunflower Co. Schools</td>
</tr>
<tr>
<td>Coordinate DSU Health Challenge</td>
</tr>
<tr>
<td>Coordinate campus Fitness Testing</td>
</tr>
<tr>
<td>Consultant for Physical Education Teachers in Ruleville Central Elementary and High Schools.</td>
</tr>
<tr>
<td>Spring Fitness Testing at Cypress Park Elementary School (planned for April)</td>
</tr>
<tr>
<td>Spring Fitness Testing at Ruleville (planned for April)</td>
</tr>
</tbody>
</table>
IV. TEACHING --- SUMMARY

OVERVIEW
- Enjoy teaching and learning (minus unrelated paper work)
- Work to provide learning activities that are fun, challenging, and allows for success of the student
- Student ratings are above average

PLANNING/PREPARATION
- Ongoing review of current information for use in the different classes
- Regular review of new books, professional internet web sites of national professional organizations, and other publications (professional journals)
- Rework course syllabi to incorporate the latest appropriate information for the different classes taught
- Design objectives/outcomes to meet appropriate course content (national standards/accreditation standards) and the knowledge and needs of the student
- Ongoing reflection of class presentations for improving selection of content information, teaching strategies, behaviors, and expectations of student knowledge and understanding for meeting needs for the present and future
- Designed/planned a new course: PER 381. Health and Physical Education for the Elementary Schools (elementary education majors)
- Redesigned/reworked old course (due to new course – PER 381): PER 382. Physical Education in the Elementary School (for physical education majors)
- Attended/participated in several professional meetings/workshops for current information to use in course revisions and teaching enrichment; very motivational for me to interact with professionals in my teaching area

CLASS TEACHING
- Demonstrate flexibility and adaptability in lecture/lab activities/physical activities
- Use teaching and learning strategies appropriate for course objectives/outcomes
- Present lecture/class activity variations and modifications needed for the diversity of individuals
• (in selected courses) provide opportunities for students to teach physical activities to others (in class and local elementary school) (“hands-on”)
• Provide opportunities for students to be responsible for their learning (presentations, small group work, assignments requiring library research or reading current articles from professional journals, professional internet sites, etc.)
• Require assignments for students to use internet, current books, and other professional publications
• Encourage and motivate students to work hard in their studies
• Work to provide a positive and supportive learning environment
• Use teacher designed power point and professionally prepared internet material for selected topics in class lecture/activity presentations
• Use different media types for class presentations (videos, DVDs, music CDs/tapes, transparencies, posters, bulletin boards, etc.)
• Work to provide a positive and supportive learning environment
• Review/remind students of professional behavior: what is acceptable and not acceptable in a learning environment
• Provide collected information for students preparing for Physical Education Praxis Tests

ASSESSMENT

• Use a variety of knowledge and skill assessments: knowledge tests, skill tests, special projects/assignments, lesson planning, and teaching in class and in local schools, etc.
  (rubrics/check sheets are available for selected evaluations)

PROFESSIONAL DEVELOPMENT

• Memberships

  American Alliance for Health, Physical Education, Recreation and Dance
  National Association for Sport and Physical Education
  National Dance Association

  Southern District of the American Alliance for Health, Physical Education, Recreation and Dance

  Mississippi Association of Health, Physical Education, Recreation and Dance
**Meetings/Conferences/Training/Workshops (off-campus)**

Mississippi State Department of Education Training
  Healthy Schools: Wellness Policy Implementation and Physical Education Framework Training

Mississippi Association of Health, Physical Education, Recreation and Dance Convention
  Meetings on fitness (dance motion & fitness gram, health, elementary physical education, dance and “Ms Walking” (state focus)

Southern District of Health, Physical Education, Recreation, and Dance Convention
  Physical Education Curriculum Analysis Tool Workshop (PECAT)
  Health Standards and Strategies
  Physical Education Workshop (2 sessions)
  Professional Dance Production
  Convention General Professional Session (guest speaker about wellness and fitness)
  Other selected meetings on health, physical education and dance

****Partial funding by Wyatt Fund

**Meetings/Conferences/Training/Workshops (on-campus)**

ROMEA – “Frame work for Success”
NCATE Faculty Update meeting
NCATE Faculty Retreat
NCATE Orientation
NCATE Meeting with members of NCATE VISITING TEAM
V. SCHOLARSHIP

VI. SERVICE

Collegiate Assignments/Committees
- President’s Appreciative Inquiry Group (marketing focus for DSU)
- Student Activities Committee (University)
- NCATE Committees (College of Education)
- COE Honors Committee (College of Education)
- Library Representative (Division of HPER)
- NASPE Accreditation Committee (Division of HPER)
- Undergraduate Curriculum Committee (Division of HPER)
- Academic Advisor: 25 – 30 Undergraduate students
- Search Committee for new HPER Division Chair

Other Activities
- Attended Fall and Spring Career Day
- Attended Teacher Recruitment Day (Fall & Spring)
- Designed physical fitness activity series for 9/11 at Nailor Elementary Schools (worked with Delta Center for Culture and Learning)
- Planned and supervised opportunities for physical education majors to work with elementary children and special education children in local schools (Fall & Spring)
- Participated in Fall Student Recruitment Day
- Attended merit pay meeting
- Attended Delta Health and Wellness
- Provided study materials for students taking Physical Education Praxis test
- Summer Transfer Orientation Advisement
- Attended the dedication ceremony for Thad Cochran Center for Rural School Leadership and Research
- Represented the Mississippi Association of Health, Physical Education, Recreation and Dance as a Delegate for Representative Assembly to Southern District of the American Alliance for Health, Physical Education, Recreation and Dance
Faculty Activity Report  
Division of HPER

Faculty Member: Ken Vanderpool

Academic Year: 2006-2007

VII. TEACHING

• Currently completing 40 years of teaching in higher education and consistently receive high marks on my student evaluations.
  • Maintain membership in the American Alliance for HPERD.

VIII. SCHOLARSHIP

• In Fall, 2006, completed a 4-credit graduate course in biology.

IX. SERVICE

• Maintain membership in the Cleveland Friends of the Library, donated books to this organization, and participated in activities they sponsored.
  • Chair of Division of HPER Credentials Committee
  • Service on other Division and University Committees as requested
Faculty Activity Report
Division of HPER

Faculty Member: Milton R. Wilder
Academic Year: 2006-2007

X. TEACHING

1) Began using Task Stream computer technology for all graduate classes starting with the spring term of ‘06. 1 class summer ‘06, 2 classes spring ‘07, 1 class summer ‘07
2) Revised course syllabi for PER 611 to add a clinical practice and scoring rubric for the practice. Writing assignments submitted on Task Stream. Summer’06, Spring’07
3) Revised course syllabus for PER 684 to include a scoring rubric for the major course project, the devising of a curriculum for K-12 physical education. Curriculum assignments submitted on Task Stream. Spring ’07, Summer ‘07
4) Began requiring e-mail submissions of class projects prior to the actual presentation by the student in the class. This allowed me to give the student feedback related to their projects in time for them to revise them prior to the actual class presentation. Spring ‘07
5) Beginning with the spring term of ’06, I am requiring all students in my graduate classes to complete the Computer Competency Program as a course requirement for all my graduate classes. 1 class summer’06, 2 classes spring ’07, 1 class summer ‘07
6) In order to encourage our physical education majors to engage in professional development activities outside of the classroom, beginning with the spring term of’06, I have added a professional development activity requirement to the course grading grid. Students must acquire 50 professional development points, that can be acquired from approximately 20 various possible professional development activities, in order to receive credit for that 5% of their final grade. Students who acquire less than 50 professional development points during the term are graded based on the % of the points that they acquire. 2 classes(PER 314 & HSE 439) Fall’06 and 2 classes (PER 315 & HSE 439) Spring’ 07

XI. SCHOLARSHIP

Papers Presented at Professional Meetings


Wilder, M.R. (2006). Quality daily physical education, What is involved and what is required by the State of Mississippi. Delta State University, Division of HPER Annual Drive-
Conference for K-12 teachers, Cleveland, MS.

Review Activities
Review board, Journal of Physical Education, Recreation and Dance (JOPERD), 1996-present
Peer reviewed national journal for the American Alliance for Health, Physical Education, Recreation and Dance.
Grant reviewer, La Board of Regents, 2006. Grant totaling $287,000 over three year period

XII. SERVICE
Service to the University
Delta State University
Member, Dean of Education Search Committee 2006-07
Freshman Orientation Leaders Selection Committee, '06-07
Student Hall of Fame Selection Committee, ‘07

College of Education
Chair, Graduate NCATE Accreditation Committee 2005-07

Division of Health, Physical Education and Recreation
Principle writer and coordinator of Division NASPE Advanced program
Coordinator of Division Graduate Programs. 1988-present
Chair, Graduate Curriculum Committee, 2000-present
Chair, Division Tenure and Promotion Committee, 2000-present

Services/Honors in Health, Physical Education, Recreation and Dance and Other Recognitions
National: American Alliance for Health, Physical Education, Recreation and Dance:
Constitution and By-Laws Committee 2006-09
Delegate to the Alliance Assembly (as Pres-Elect from Southern District) 2007-08,

District: Southern District of the American Alliance for HPERD:
President-Elect 2007-08
Board of Directors ’07-‘10
Delegate for the General Division to the Representative Assembly ‘07
**MS Association for Health, Physical Education, Recreation and Dance:**
Parliamentarian, 2005-08
Chair, Constitution and By-Laws Committee 2005-08,
Delegate, from Mississippi, to Southern District. Leadership Conference, Summer’06.

**Professional Development/Consultant Activities**
Curriculum Consultant from DSU Division of HPER to Sunflower County Schools ($100,000) for the John D. Bower Foundation Physical Activity Improvement Grant.

Curriculum Consultant from DSU Division of HPER to West Bolivar Schools ($100,000) for the John D. Bower Foundation Physical Activity Improvement Grant.

**Public Service in Health Education**
Mississippi Alliance for School Health (MASH). Vice-President 2001-Present
Board of Directors 1995-Present, Conference planning committee 2001-Present
Prevention 2000 Advisory Board, Mississippi State Department of Health, 1994-present.

**Mississippi State Department of Education**
Site Coordinator, Regional Training workshop for public school physical educators on how to use the MS. Physical Education Curriculum Framework Jan. ‘07

**Community Service**
Rotary International, District 6800, Assistant-District Governor 2005-08
Member, Margaret Green Middle School (Cleveland School District), School Health Advisory Council 2005-07
Member, Sunflower County School Health Advisory Council 2005-07
XIII. TEACHING

- Incorporated technology in all of our ATEP courses including but not limited to videos, instructional CD’s, interactive web sites, and power point presentations
- Incorporated Okra Mail in the ATEP
- Taught a writing intensive course in the ATEP
- Achieved accreditation for the ATEP through the Commission on the Accreditation of Athletic Training Education
- Made suggested curricular changes to the ATEP to meet accreditation guidelines
- Academic advisor to all athletic training majors
- Provided clinical coordination for the ATEP that included securing clinical sites and making regular visits to the clinical sites
- Secured signed affiliated site agreements for all venues used for clinical instruction in the ATEP
- Trained all ATEP faculty, volunteers and part time instructors as Approved Clinical Instructors (ACI’s)
- Instructor for CPR/AED for the Professional Rescuer
- Required ATEP to utilize the Roberts-Laforge Library in each course in the ATEP
- Required the ATS’s to present a case study or PowerPoint presentation in each ATEP course
- Taught a clinical or laboratory course each semester in which ATS’s treated patients under my direct supervision
- Accompanied ATS’s who attended a professional meeting of athletic trainers
- Conducted exit interviews with each student in the ATEP at the end of each semester to provide them with an evaluation of their performance in the ATEP

XIV. SCHOLARSHIP

- Maintained BOC Certification as a certified athletic trainer
- Maintained Mississippi State Licensure as a certified athletic trainer
- Attended 2006 Mississippi Athletic Trainers’ Educational Symposium
- Attended 2007 National Athletic Trainers’ Association Educators’ Conference
- Speaker at Mississippi Sports Medicine and Orthopaedic Center on Legal and Ethical Issues in Athletic Training
- Advisory Board for the Delta Medical Digest
Presented a lecture and PowerPoint presentation at the 2006 Mississippi Athletic Trainers’ Educational Symposium entitled ATEP Curriculum and Computer Based Exam Update
Completed 15 hours towards my terminal degree and I am currently enrolled in six semester hours this spring

XV. SERVICE

Provided service to the athletic department and community as an athletic trainer during clinical duties for the ATEP
Attended the 2007 NCAA National Championships of Swimming and Diving
Currently on the Bolivar Medical Center Board of Trustees
Served as an athletic trainer for the Magnolia Grid Iron Classic College All-star Game
Mississippi Athletic Trainers’ Association officer of Professional Development
Writing across the Curriculum Committee
ATEP Curriculum Committee
Health and Wellness Committee
Proxy to the faculty senate
Selected as a delegate from Mississippi to attend the National Athletic Trainers’ Association Day on Capital Hill in Washington, DC
Assists Mississippi Sports Medicine and Orthopaedic Center during their orthopaedic clinic on the Delta State University campus
Routinely evaluate faculty, staff, and private patients for treatment and referral
Treated faculty, staff, and private patients free of charge in the athletic training facilities
Faculty Activity Report  
Division of HPER

Faculty Member: __Wayne Lee_____  Academic Year:  2006-2007

Teaching

- I Teach Five Classes During Each Fall Semester at Delta State University.
- I Teach Six Classes During Each Spring Semester at Delta State University.
- I get reasonably good evaluations from the Undergraduate Students at DSU.
- I get good evaluations from the two Graduate Classes at DSU.
- I think I have received good evaluations from the HPER Division Chair.
- In my Undergraduate Management / Organization and Administration of Health and Physical Activity Class, I use the Various Computer Laboratories on the DSU Campus and require the students to use the many Electronic Data Bases in locating and keeping current on Sport / Physical Activity issues.
- In All Management and Organization of Physical Activity Classes, I require the Student to Use WESTLAW and Other Legal Data Bases to keep current on the Legal Aspects of Sport, Entertainment, and Physical Activity.
- All Students are required to submit Article Summaries, State / Federal Court Cases and Legal Opinions using WESTLAW – This would include cases from the State Courts; U.S. District Courts; U.S. Courts of Appeal; and the U.S. Supreme Court.
- The undergraduate and graduate students in my Measurement and Evaluation of Sport and Physical Activity classes are required to use SPSS in data analysis and making decisions regarding any collected physical activity data.
- I have purchased Seven (7) SPSS Disks and encourage all students in the M/E Classes to place this data analysis package on their personal computers in their dorms, offices, and home.
- I have attended all required College of Education Faculty Professional Meetings and Workshops such as Task-stream, NCATE Standards and Elements, the Learning Curve, the Delta Education Model, and Capstone Experiences.
Scholarship

- Speaker at the Sportsman Outreach Ministry at the Cleveland United Methodist Church.

Service

- Member of the Delta State University Athletic Alumni Board of Directors.
- President of the Delta State University Athletic Alumni Association.
- Member of the Delta State University Alumni Association.
- Member of the Delta State University Alumni Board of Directors.
- Member of the Delta State University Coaches Hall of Fame Committee.
- Member of the Delta State University Sports Hall of Fame Committee.
- Member of the Delta State University Health and Wellness Committee.
- Member and Originator of the Annual “Ole Delta State University Graduate’s Alumni Gathering” Committee @ J.P.C.S.P.
- Member of the DSU College of Education N.C.A.T.E. Standards Committee on Diversity.
- Member of the Sports and Recreation Law Association.
- Member of the Mississippi Alliance of Health, Physical Education, Recreation, and Dance.