Educating 'Sport and Exercise Professionals' in Korea
Problems and Prospects for Quality Assurance
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The youth unemployment rate has become a critical social issue in Korea. Universities are regularly evaluated by the government and the employment rate is the most significant index reflected on the result. This propels universities to prepare effective strategies for raising the employment rate. In accordance, students are individually seeking to improve chances of employment, by either attempting to acquire additional qualifications and work experiences or purposely delaying their graduation.

In order to provide the standard which the job market demands, the universities bear responsibilities to continuously improve the quality of education. In effect, the universities must identify the types and competences of the professionals required by the field. Thereafter, the curricular for professional preparation must be developed appropriately. Furthermore, a strict evaluation process for certification should be systematically prepared which can provide a guarantee for graduates of their knowledge and skills. In turn, there ought to be assurance of employment on the field accommodated by an institution or law to recognize and protect such certified professionals.

In this context, the professional preparation field of sport and exercise in Korea will be examined. Firstly, the current curricular for the education of Korean sport and exercise professionals will be compared and analyzed to distinguish problems and seek improvements. Secondly, existing certifications of sport and exercise professional will be introduced illustrating its diversity and characteristics. This will be followed by a discussion on how to bridge the gap between education and the field. In regards, a systemized institution or law is examined which could potentially reserve a position in the field to graduating professionals. We conclude with the suggestion that there needs to be a preparatory working committee to set a standard and regulate the certification of sport and exercise professionals, and ensure a job among the Asian countries.

The Professional Development and Growth of PE Teachers in Taiwan
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Research results indicated that Physical Education Teacher Education (PETE) program is considered as well established in Taiwan. Presently, there are 3 normal universities and 5 education universities, all with histories of their own. The normal universities are responsible for training high school PE teachers while the 5 education universities have quality PETE program for the elementary school PE teachers. Besides, there are 2 sports universities and a sports college, to train both high and elementary PE teachers in the country. Since the crisis of the drop of birth rate in the last decade, the demand and supply of PE teachers become a problem in the profession. However, crisis always brings opportunities.

This paper, aims to introduce the developments and statues of the PETE program in Taiwan, and propose some strategies and action plans to ease the current problem.

Many research findings clearly supported that it is a long run investment to foresee the importance and implementation of PE program in elementary schools. The over-weight and obesity problem of school kids is a universal problem we face today. One of the solutions is to provide quality PE program in schools. The Quality PE program is essential for the health, fitness benefits and holistic development for school kids. In order to achieve this noble objective, one way is to focus on the professional development and growth of PE teachers. These PE teachers play a critical role to provide quality PE teaching and appropriate PE curriculum to the students. They foster the students’ learning in motor/sports skills and many other functional skills in lives. No wonder the First Lady of the United States of America made the effort to launch a comprehensive initiative, “Let’s Move” which dedicated to solving the problem of obesity within a generation. These school kids will grow up healthier and happier through participating in physical activity and engaging in active lifestyle. The paper concludes with the saying, “You are not fully educated unless you are physically educated”.

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