

Form 201B for COE/CAS Education Programs

ASSESSMENT PLAN

PROGRAM: Physical Education Advanced Program

Department Mission

The mission of the college of education includes the following broad purposes: to prepare education personnel (1) to serve in educational organizations and related public and private agencies and institutions; (2) to engage in research and development activities; and, (3) to provide service to the community, university and professional groups. Its primary purpose is to provide basic and advanced teacher and school personnel programs. Programs are designed to reflect the philosophy of the college of preparing teachers and other educational personnel who are knowledgeable and competent practitioners; dedicated to serving the educational needs of students of widely varying abilities and backgrounds; and responsible participants in the quest for improvement of the nation's schools and the teaching profession.

Program Objectives

1. To articulate the underlying sub-disciplines of physical education (e.g., pedagogy, exercise science, biomechanics, psychology), integrating appropriate concepts into the physical education program.
2. To provide an opportunity for graduate students to acquire knowledge through a prescribed set of courses that result in a command of the content of physical education that reflects breadth and depth of understanding.
3. To articulate a basis for selecting, planning, and evaluating their curriculum to meet their students' needs and promote student learning.
4. To comprehend the basic goals of physical education, and blend relevant principles of pedagogy with the complexity of teaching physical education content.
5. To be able to use a variety of authentic assessments aligned with state and national standards, as well as state and local program goals, in order to provide relevant feedback to students and shape instruction.
6. To design and implement a theoretically sound program that clarifies the purpose of school physical education, articulates the physical educator's role in the student's overall education, and seeks to answer important questions concerning program direction, delivery, and validity.

Student Outcomes

1. Students will be able to examine and apply research on teaching and learning in physical education.
2. Students will be able to develop content knowledge by acquiring depth of knowledge in an area of concentration.
3. Students will be able to develop and apply effective teaching and planning strategies.
4. Students will be able to create learning environments for a diverse group of students that promote interest and foster persistence in a variety of physical activities.
5. Students will be able to use authentic assessments regularly, interpret the results, and communicate those results effectively.
6. Students will be able to demonstrate consistent commitment to learning and reflection that will inform their practice.

Program Objectives*	Student Outcomes	Assessment Instruments**	Criteria ***	PACTS
1, 2, 4	1, 2	COE 1: Content Knowledge (PE 5000: Research Proposal)	80% of Candidates perform at or above the Acceptable Level.	C
1, 2, 4	1, 2	COE 2: Content Knowledge (PE 5110: Inquiry, Reflection, Leadership, & Professionalism; Comprehensive Exams)	80% of Candidates perform at or above the Acceptable Level.	C
1, 3, 4, 6	1, 3, 4, 5	COE 3: Planning (PE 5160: Curriculum Plan)	80% of Candidates perform at or above the Acceptable Level.	A, C, S
1, 3, 4, 6	1, 3, 4, 5	COE 4: Implementation (PE 5030: Lesson Plan; PE 5110: Culture/Diversity)	80% of Candidates perform at or above the Acceptable Level.	A, C, S, T
5, 6	4, 5, 6	COE 5: Impact on Student Learning / Environment (PE 5406: Applied Teaching Assignment)	80% of Candidates perform at or above the Acceptable Level.	A, S
1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	COE 6: Professional Portfolio & Dispositions	80% of Candidates perform at or above the Acceptable Level.	P, A, C, T, S
		Exit Interview/Survey (Indirect)		

* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

** Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

*** Attach definitions of specific criteria for satisfactory performance. Assessments also must be reported on Form 201C.