

## Form 201B for COE/CAS Education Programs

### ASSESSMENT PLAN

**PROGRAM: Physical Education**

**Department: Health, Physical Education & Recreation**

#### Department Mission

Optimal physical development, in addition to cognitive, psychological, and social development, is an integral part of one's total development. In order for one to achieve maximum physical development, the incorporation of various forms of physical activity into one's daily routine is necessary. Physical education adheres to the basic philosophy that organic, neuromuscular, emotional, cognitive, and social development of the individual can be enhanced by maintaining a high level of physical fitness.

The position is also held that regardless of one's abilities or disabilities, there are activities that can be incorporated into one's pattern of living that would contribute to the physical component of wellness. From experiences in various physical activities, students may have opportunities to interact with others and develop both socially and emotionally. In addition, they will grow in appreciation of their own physical well being, and recognize the necessity of maintaining a high level of wellness.

- a. Basic Instructional Program: General courses of study are designed to produce a controlled learning situation in which the desired outcome is the acquisition of physical skills, techniques, and knowledge relating to various forms of physical activity. The joy of enthusiastic participation and intelligent observation is emphasized in this program.
- b. Professional Preparation Program: Specific courses of study are designed for the purpose of developing a comprehensive teacher education program both at the undergraduate and graduate levels. Professional certification of teachers in physical education is established in accordance with the requirements of the State of Illinois. Flexibility is made possible by utilizing the privilege of the institution to interpret its courses. Evaluation of the curriculum is consistent with recommendations from the American Alliance for Health, Physical /education, Recreation and Dance (AAHPERD) and through the National Council for Accreditation of Teacher Education (NCATE).

#### Program Objectives

1. To provide a healthy environment, through the practice of good facility hygiene, proper use of equipment, and the practice of high standards of conduct.
2. To conduct special activities, such as clinics, workshops, conferences, and seminars related to the field of physical education.
3. To provide professional consultation for local, state and national endeavors.

4. To participate in and give leadership to local, state and national professional organizations.
5. To conduct the affairs of the Department in accordance with the highest ethical principles of the profession.
6. To prepare undergraduate majors to be competitive with graduates of other professional preparation programs, for admission to graduate schools and for employment opportunities.
7. To prepare graduate and undergraduate students for relate career opportunities.
8. To conduct research of both a basic and applied nature and disseminate the results.

### **Student Outcomes**

1. The student will demonstrate his/her ability to create an environment that will bring about a positive change in the physical, psychomotor, cognitive and affective aspects of his/her students through physical education activities.
2. The student will demonstrate, in writing, his/her knowledge of the competencies associated with the knowledge base of the profession.
3. The student will be able to associate and exhibit the dispositions identified by the College of Education and the Department and abilities identified as effective teaching practice in the Illinois Professional Teaching Standards.
4. The student will be able to explain and provide evidence of the K-12 learning that has taken place as a result of their teaching.

<b>Program Objectives*</b>	<b>Student Outcomes</b>	<b>Assessment Instruments**</b>	<b>Criteria ***</b>	<b>PACTS</b>
6, 7	2	COE 1: Licensure	A passing score above the state average on the content area exam and a passing score on the Basic Skills Test and APT Exams.	C
6, 7, 8	2	COE 2: Content Knowledge	Pass basic skills, content area exam, and APT exams	C
1	1	COE 3: Planning	Meet target on COE # 3 (Planning) scoring guide	P, S
6, 7	4	COE 4: Implementation	Meet target on COE # 4 (Effective Practice) scoring guide	A,T, S
6, 7	4	COE 5: Impact on Student Learning / Environment	Meet acceptable level on COE # 5 (Impact on Student Learning) scoring guide	A, S
2, 3, 4, 5	3	COE 6: Professional Portfolio & Dispositions	Meet acceptable level on professional portfolio/dispositions scoring guide	P,S
6	2	7-Fitness and Skills	Meet acceptable level on Departmental scoring guide for manipulative, non-manipulative, locomotor, and dance skills.	S
TBD	TBD	Exit Interview/Survey (Indirect)	To be determined	

\* 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.