College of Charleston  
Assessment Template

Date form Completed: 9/29/2011

Program Name and Type: Physical Education Teacher Education - Undergraduate Degree  
Contact information for Program Assessment Coordinator: Dr. Karen Smail  
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Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates: Dr. Frances Welch, Dean – School of Education, Health, and Human Performance; Dr. Sara Davis, Associate Dean for Accountability, Assessment, and Operations and NCATE Coordinator

Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)? _X_(Yes) ____(No)
Name of the accrediting organization: NCATE and NASPE
Date of last program review for the accrediting organization: 2004
Date of next program review for reaccreditation: 2011

Program/Department Mission Statement: The primary mission of the Department of Health and Human Performance at the College of Charleston is the academic preparation of students interested in exercise science, health promotion, physical education, and athletic training. Additionally, we provide opportunities for participation in activity courses for majors and the general student body. The physical education and athletic training major programs are based upon kinesiological concepts in the core curriculum and specialized professional concepts in the concentrations for physical education (exercise science, health promotion, and teacher education) and in athletic training. Educational and research experiences in the classroom and laboratory may be combined with clinical experiences, internships, and practica. The Department strongly supports the liberal arts and sciences education of its majors through the College’s general education requirements as well as through a cognate area of study.

Unit or School Mission: The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

<table>
<thead>
<tr>
<th>Program Goal or Student Learning Outcome</th>
<th>Assessment Report (all four columns)</th>
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<tbody>
<tr>
<td>Program Goal or Student Learning Outcome</td>
<td>Assessment Method and Performance Expected</td>
</tr>
<tr>
<td>What will students know and be able to do when they complete the program? Attach Curriculum Map.</td>
<td>How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.</td>
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<tr>
<td><strong>1. Physical Education Teacher Education Candidates will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</strong></td>
<td>Candidates in the Physical Education Teacher Education will maintain a cumulative GPA of 2.75 or higher throughout their program of study. A GPA analysis will be done at the end of each semester using the COGNOS report.</td>
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<td><strong>2. During their program, candidates will achieve and maintain a health enhancing level of fitness on 3 out of 4 fitness assessments on the President’s Challenge Adult Fitness Test.</strong></td>
<td>Physical Education Teacher Education candidates will complete the President’s Challenge Adult Fitness Test in PEHD 222, PEHD 352, and PEHD 457. Based on percentile averages students must achieve a 65% or higher ranking on 3 out of the 4 areas tested based on the National Standards set.</td>
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3. Candidates will develop and implement developmentally appropriate instruction that enhances student performance/learning in K-12 environments. Physical Education Teacher Education Interns will be evaluated in EDFS 460 using a Clinical Practice Evaluation, ADEPT, and a lesson plan rubric four times throughout the semester and must obtain a “Met” rating of 80% or better.

4. Candidates will design and analyze student-learning outcomes based on a unit of instruction during clinical practice. Physical Education Teacher Education Interns will be evaluated once in EDFS 460 using a Unit Work Sample rubric and must obtain a score of “Acceptable” or “Target” on all elements.

5. Physical Education Teacher Education candidates will demonstrate competency in motor skills and movement patterns and participate in regular physical activity. Physical Education Teacher Education candidates will achieve a “B” or better in PEHD 105 and PEHD 117. **

**Additional Outcomes or Comments:**

* This learning outcome aligns directly with NASPE Standard 2 and adopts the same language used in *Moving into the Future: National Standards for Physical Education, 2nd Edition.*

**Physical Education Teacher Education candidate grades for PEHD 105 and 117 will be extrapolated from COGNOS report. PEHD 105 and 117 are required courses for the major and directly align with NASPE standards 2.1 and 2.3.*