

**Oklahoma State University**  
**ASSESSMENT Plan**  
**School of Applied Health and Educational Psychology**  
**Physical Education**  
**Revised 12-2001**

**1. Name of Program:**

Physical Education

**2. Degree Programs:**

Bachelor of Science in Physical Education

**3. Mission and Objectives:**

The mission of the School of Applied Health and Educational Psychology is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical psychological, educational, and environmental health. Consistent with the goals of the University's Professional Education Council's Core Concepts and Goals Statement, faculty strive to demonstrate and perpetuate teaching based on theory and research-driven educational practices. The objectives of the teaching programs are:

- 1) recruit and retain highly qualified undergraduate and graduate students;
- 2) provide a quality educational experience for all students through effective classroom, laboratory, and field-based instruction, and
- 3) prepare students for careers in professional education and related disciplines.

**Physical Education**

The Bachelor of Science program in Physical Education is designed for professional preparation and teacher certification in the area of physical education. A teaching certificate in physical education/health allows students to teach grades kindergarten through twelve. The program is designed to assist prospective teachers in becoming professional problem-solvers in physical education. The curriculum addresses three major elements: 1) physical education content, 2) physical education as a profession, and 3) pedagogical physical education.

**4. Desired Outcomes for All Physical Education Undergraduate Students**

By the time students graduate with a B.S. degree in Physical Education, he/she should be able to:

<b>Competencies</b>	<b>Assessment</b>
1. Demonstrate an understanding of physical education content, disciplinary concepts, and development of a physically educated person.	Course work, practicum, student teaching, port folio

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<b>Competencies</b>	<b>Assessment</b>
2. Demonstrates an understanding of individual and group dynamics related to motivation and behavior by creating learning environments that encourage positive social interaction and active engagement in the learning process.	Course work, practicum, student teaching, port folio
3. Demonstrate an understanding of how students learn and develop and provide learning opportunities that support their physical, psychomotor, cognitive and social development of children/students, grades K-12.	Course work, practicum, student teaching, port folio
4. Demonstrate an understanding of curriculum integration processes and utilize a variety of methods to develop student's skills in movement, critical thinking and problem solving.	Course work, practicum, student teaching, port folio
5. Deliver effective verbal, non-verbal and media communication to foster inquiry, collaboration, and engagement in physical education.	Course work, practicum, student teaching, port folio
6. Plan and deliver a variety of developmentally appropriate instructional strategies to develop physically educated individuals.	Course work, practicum, student teaching, port folio
7. Conduct formal and informal assessment using a variety of strategies and modify the teaching/learning process to ensure the continuous physical, intellectual, emotional, and social development of the learner.	Course work, practicum, student teaching, port folio
8. Self-reflect on his/her performance and seek opportunities to grow professionally.	Course work, practicum, student teaching, port folio (professional development)
9. Demonstrate attitudes and behaviors that are appropriate as a professional educator.	Course work, practicum, student teaching, port folio

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## 5. Methods Used to Evaluate Undergraduate Student Achievement

- 1) All Physical Education majors are required to complete a capstone project in the form of a professional portfolio. This process begins in the Introduction to Physical Education Course and ends following student teaching. This folio is based on a developmental model where required competencies are addressed.
- 2) Students are required to complete a series of standardized exams (Oklahoma General Education Test, Pre-Professional Skills Tests, Oklahoma Subject Area Test, and Oklahoma Professional Teaching Examination) for teacher certification in physical education. Certification, if granted, following the successful completion of each of the aforementioned exams.
- 3) The National Council for Accreditation on Teacher Education (NCATE) reviews teacher preparation programs at Oklahoma State University every five years. NCATE's learned society--National Association of Sport and Physical Education (NASPE) provides competencies that must be clearly addressed within the degreed program. NASPE/AAHPERD Folio is provided for assessment. **A copy of the portfolio is kept in the program coordinator's office.**

## 6. Assessment Results Integrated in Curriculum Planning and Program Improvement

Physical education faculty meets regularly for formal and informal discussion regarding student outcomes. During formal meetings minutes are taken and maintained by the program coordinator.

During physical education major's club meetings there is usually one faculty representative. Students routinely express concerns regarding curricula demands, course expectations, field experiences, professional develop, etc. Pertinent information is shared with faculty and appropriate actions are taken as need.

An exit interview is required of students following completion of the program. Students complete a written assessment regarding strengths and concerns of the physical education program. Program changes are implemented as needed.