



Program Review Document

Preparation Program: *Physical Education Teacher Education*

Date Submitted: *March, 2018*

Certification Level:	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
Degree Type:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	WKU #587 EPSB BS #40 EPSB Cert Only #3633
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

SYLLABI: All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website http://www.wku.edu/cebs/peu/epsb_prds.php.

Program Description

The Physical Education Teacher Education Program (PETEP) at Western Kentucky University which leads to initial teacher certification is based upon the premise of in-depth understanding of content, preservice involvement with diverse school children populations, and performance-based assessment. The program makes provisions for professional development and continuous assessment in contextually-rich learning environments that reflect innovative accommodations for content-specific learning.

1. COURSES: Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above).

- Core Education Courses**

EDU 250: INTRODUCTION TO TEACHER EDUCATION - A required introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 310: EDUCATIONAL PSYCHOLOGY - A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. Psychology 310 may not be counted toward the psychology major or minor.

SPED 330: INTRODUCTION TO EXCEPTIONAL CHILD EDUCATION - Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools

and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

SEC 478: TEACHING PHYSICAL EDUCATION - Develops the skills, procedures, and strategies for teaching physical education in the secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

EDU 489: STUDENT TEACHING SEMINAR - Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the New Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

ELED 490: STUDENT TEACHING - Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of the following courses with grades of "C" or higher as listed on degree program: EDU250, PSY310, Methods course. Co-Requisites: EDU489. This is an 8-week assignment in a elementary school classroom as a part of the Professional Semester taken in the senior year.

MGE 490: STUDENT TEACHING - Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of the following courses with grades of "C" or higher as listed on degree program: EDU250, PSY310, Methods course. Co-Requisites: EDU489. This is an 8-week assignment in a middle school classroom as a part of the Professional Semester taken in the senior year.

SEC 490: STUDENT TEACHING - Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of the following courses with grades of "C" or higher as listed on degree program: EDU250, PSY310, Methods course. Co-Requisites: EDU489. This is an 8-week assignment in a secondary school classroom as a part of the Professional Semester taken in the senior year.

- **Core Content Courses**

PE 111: MOVEMENT THEMES AND CONCEPTS I. (2) An introduction to the basic principles of body management skills. Students are required to perform movement patterns that have gymnastic qualities. The students will conduct peer-teachings. For Physical Education majors only.

PE 121: DANCE AND RYTHMICAL ACTIVITY. (2) A study of a variety of dance forms and rhythmical activities suitable for teaching in public schools. Students will learn appropriate teaching techniques and procedures.

PE 122: FOUNDATIONS OF KINESIOLOGY. (3) An introductory study of the historical, philosophical, and scientific foundations of kinesiology; aspects of physical education, exercise science, and sport will be covered. Equivalent to EXS 122.

PE 123: MOVEMENT THEMES AND CONCEPTS II. (2) Prerequisite: PE 111 or permission of instructor. Designed to provide majors with biomechanical knowledge and skill acquisition in the area of human movement to include the fundamental skills of catching, throwing, kicking, and striking. The students will conduct peer teachings. For Physical Education majors only.

PE 211: NET/WALL AND TARGET SPORTS. (2) Pedagogical principles related to teaching the skills, tactics, and strategies of 'Net / wall' and 'Target' game forms.

PE 212: STRIKING AND INVASION SPORTS. (2) Pedagogical principles of teaching 'invasion' and 'striking / fielding' game forms.

PE 220. SKILL PROGRESSION AND ASSESSMENT. (2) Focuses on appropriate learning progressions for instructional tasks to achieve a necessary link between learning outcomes using a skills approach and a tactical awareness of games approach.

PE 222. FITNESS / WELLNESS APPLICATIONS. (2) Designed to help physical education majors build a foundation of current knowledge and practice in health related fitness and wellness for application in the education setting.

PE 223. INTRODUCTION TO TEACHING PHYSICAL EDUCATION. (3) Designed to provide majors with the abilities to define, describe, and demonstrate a range of skills to support multiple accreditation standards teaching physical education in a variety of settings.

PE 300. OUTDOOR EDUCATIONAL ACTIVITIES. (2) Prerequisite: Junior standing. A study of outdoor activity skills and techniques for assessing community outdoor education resources.

PE 310. KINESIOLOGY. (3) Study of the anatomical, mechanical, and neuromuscular bases of human movement. Equivalent to EXS 310.

PE 311. EXERCISE PHYSIOLOGY. (3) A study of the acute and chronic effects of exercise on the body's physiological function.

PE 313: MOTOR DEVELOPMENT. (3) A study of the development of human motor performance.

PE 314. PHYSICAL EDUCATION CURRICULUM. (3) A comprehensive study of guidelines for curriculum development within domain of physical education based on developmentally appropriate content and movement framework.

PE 319. ADAPTED PHYSICAL EDUCATION. (3) Provides knowledge and skills for assessing, interpreting, programming and instructing children and adults with disabilities / special needs in a wide range of physical education programs.

PE 320. METHODS IN EARLY AND MIDDLE CHILDHOOD PHYSICAL EDUCATION. (2) Designed to provide an in-depth study of the pedagogical knowledge and techniques required for an effective elementary physical education program.

PE 324. MEASUREMENT AND EVALUATION IN KINESIOLOGY. (3) Prerequisite: Second semester junior standing in the physical education major. A study of measurement tools and evaluation procedures used in the fields associated with kinesiology, including physical education, exercise science, and biomechanics. Equivalent to EXS 324.

PE 416. SPECIAL TOPICS IN PHYSICAL EDUCATION. (1-3) Prerequisite: Permission of instructor. An in-depth examination of a topic of current interest and relevance to physical education practitioners. Repeatable with a maximum of 4 hours.

PE 483. TECHNOLOGY APPLICATIONS IN PHYSICAL EDUCATION. (1) Technology-related applications in physical education.

PETE 322. FIELD EXPERIENCE IN PHYSICAL EDUCATION I. (2) Field-based experience in elementary school physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in an elementary school context.

PETE 415. FIELD EXPERIENCE IN PHYSICAL EDUCATION II. (2) Prerequisite: Students in the PETE concentration must meet all requirements for admission into the teacher education program and be admitted into teacher education prior to registering for PETE 415. Field-based experience in secondary physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in a secondary school context.

2. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT: The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	ELED 490 SEC 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	PETE 415/SEC 478
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	PETE 322/PETE 415
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 421
9	Dispositions	Dispositions Form	NA	NA	Admission. PE 123; PE 212; PETE 322 Student Teaching
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

3. COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

National Standards for Initial Physical Education Teacher Education (2008) National Association for Sport and Physical Education (NASPE) Note: NASPE is now Society of Health and Physical Education (SHAPE) America	Course Alignment																	
	PE 111	PE 121	PE 123	PE 211	PE 212	PE 220	PE 222	PE 223	PE 300	PE 310	PE 311	PE 314	PE 319	PE 320	PETE 322	PETE 415	PETE 416	SEC 478
Standard 1: Scientific and Theoretical Knowledge Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.										X	X				X	X	X	X
Standard 2: Skill-Based and Fitness-Based Competence Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the SHAPE K – 12 Standards .	X	X	X	X	X		X		X						X	X		
Standard 3: Planning and Implementation Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.												X	X	X	X	X		X
Standard 4: Instructional Delivery and Management Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning								X							X	X		X
Standard 5: Impact on Student Learning Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction						X		X							X	X		X

Standard 6: Professionalism Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals			X		X										X	X	X	X
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4. CURRICULUM CONTRACT:



CURRICULUM CONTRACT
Undergraduate Degree Program – Bachelor of Science (WKU #587 EPSB #40) –
Concentration in Physical Education Teacher Education
Leading to the Provisional Certificate for Teaching Physical Education Grades P-12

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into an WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

CONTENT COURSES (47 - 48 HOURS)	HOURS	PROFESSIONAL EDUCATION COURSES (28 HOURS)	HOURS
PE 111 Movement Themes and Concepts	2	EDU 250	3
PE 121 Dance & Rhythm	2	PSY 310	3
PE 122 Foundations of Kinesiology	3	SPED 330	3
PE 123 Movement Themes and Concepts II	2	SEC 478	3
PE 211 Net/Wall & Target Sports	2	LTCY 421	3
PE 212 Striking/Fielding and INV. Sports	2	EDU 489	3
PE 220 Skill Progression and Assessment	2	SEC 490/MGE 490	5
PE 222 Fitness/Wellness Applications	2	ELED 490	5
PE 223 Introduction to Teaching Phys Ed	3		
PE 300 Outdoor Education Act.	2		
PE 310 Kinesiology	3		
PE 311 Exercise Physiology	3		
PE 313 Motor Development	3		
PE 314 Physical Education Curriculum	3		
PE 319 Adapted Physical Education	3		
PE 320 Methods in Early & Middle Childhood PE	2		
PE 324 Evaluation in PE	3		
PE 416 Special Topics in PE	1		
		GENERAL EDUCATION COURSES (43 – 46 HOURS)	HOURS
		See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s Colonnade requirements.	43-46
PETE 322 Field Experience in PE I	2		
PETE 415 Field Experience in PE II	2		

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:	Admission to Teacher Education			
<ul style="list-style-type: none"> • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Each Month	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data	Successful application to Student Teaching			
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the EPSB at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****

5.



CURRICULUM CONTRACT
Physical Education Teacher Education (WKU #587 EPSB #3633)
Non-degree seeking Certification Only for Teaching Physical Education Grades P-12
(This program does not lead to a degree)

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

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PE 223 Introduction to Teaching Phys Ed	3		
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PE 310 Kinesiology	3		
PE 311 Exercise Physiology	3		
PE 313 Motor Development	3		
PE 314 Physical Education Curriculum	3		
PE 319 Adapted Physical Education	3		
PE 320 Methods in Early & Middle Childhood PE	2		
PE 324 Evaluation in PE	3		
PE 416 Special Topics in PE	1		
PETE 322 Field Experience in PE I	2		
PETE 415 Field Experience in PE II	2		

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

4. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
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Unit Level Data:				
Admission to Teacher Education				
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Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data				
Successful application to Student Teaching				
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Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:				
Program Exit				
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer

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Candidate Name (printed):

Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****