

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: College of Charleston

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): The B.S. and A.B. in Physical Education, Teacher Education Concentration, proposes to update the curriculum to provide a program of study that 1) aligns with recent changes in the national accreditation through SHAPE, America; 2) reflects recent changes to the institutions Exercise Science B.S. degree program, and 3) provides a path to graduation and certification in South Carolina.

Current Name of Program (include degree designation and all concentrations, options, and tracks):
B.S. and A.B., Physical Education, Teacher Education Concentration

Proposed Name of Program (include degree designation and all concentrations, options, and tracks): No Change

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: August 2020

CIP Code: 131314

Current delivery site(s) and modes: College of Charleston downtown campus, traditional/face-to-face (50201)

Proposed delivery site(s) and modes: N/A

Program Contact Information (name, title, telephone number, and email address): Karen Smail, Ph.D.; Associate Professor, Program Director of Physical Education, Teacher Education (PETE); 843-953-8247; smaalk@cofc.edu

Institutional Approvals and Dates of Approval:

Franklin Czarwzka (Systems Administrator) approved 1/15/2020
Chair, Department of Health and Human Performance: approved 1/17/ 2020
Dean, School of Education, Health, and Human Performance: approved 1/21/2020
Offices of Provost and Institutional Effectiveness & Strategic Planning Team: approved 1/27/2020
Registrar's Office: approved 1/31/2020
Office of Provost: approved 2/3/2020
Faculty Curriculum Committee: approved 3/7/2020
Faculty Senate: approved 4/7/2020

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Proposed modifications

Proposed changes follow a two year review of the major, feedback from recent graduates, present K-12 physical education teachers, alignment with new national standards through SHAPE, America, and the faculty proposed revisions to the major that 1) propose a four year graduation plan where students can earn teacher licensure in the state of South Carolina; 2) align PETE courses with Exercise Science curricular changes; and 3) align PETE program of study with accrediting bodies in an effective and efficient manner to ensure students maximize their learning experience while at College of Charleston. Proposed changes:

- Replace PEHD 201 (Introduction to Physical Education) with EXSC 201 (Foundations in Exercise Science and Physical Education). In the old curriculum these courses were cross-listed. This will allow better use of faculty resources and provide larger exposure to all potential HEHP students in their decision of a specific major within the Department.
- Delete courses where content of material is being duplicated. The content will be reinforced in present classes to ensure that students will be prepared for national exams. The following courses will be deleted from the curriculum:

Course Prefix	Course Title	Rationale
PEHD 431	Tests and Measurements	The content of this course will be dispersed into each of the 4 methods courses (elementary, middle, secondary, and adapted) so best practices in assessment will be specific to the age group
EXSC 458	Administration and Management in Exercise Science	With revisions to the Exercise Science curriculum, this course no longer reflects the needs of Physical Education students. The necessary content will be dispersed into each of the 4 methods courses (elementary, middle, secondary, and adapted) to reflect best practices in school systems.
EDFS 326	Integrating Technology into Teaching	This course focuses on the technological needs of the classroom teacher. The technological needs of the physical education teacher will be addressed in each of the 4 methods courses (elementary, middle, secondary, and adapted) to reflect best practices in the teaching environment.
EXSC 330	Kinesiology	This course is not directly aligned with accreditation. Necessary scientific content knowledge and

		application are addressed in the 3 course sequence of EXSC 210, EXSC 211, and EXSC 235
BIOL/L 221	Anatomy and Physiology 1	This course is not directly aligned with accreditation. Necessary scientific content knowledge and application are addressed in the 3 course sequence of EXSC 210, EXSC 211, and EXSC 235
BIOL/L 222	Anatomy and Physiology 2	This course is not directly aligned with accreditation. Necessary scientific content knowledge and application are addressed in the 3 course sequence of EXSC 210, EXSC 211, and EXSC 235

Add to the Curriculum

EXSC 211	Neuromuscular Assessment and Exercise Prescription	This is a new course within Exercise Science. This course provides specific knowledge, skills and application relative to physical education teachers.
Electives	Students will select 3 out of the 5 courses	Presently there are no (0) electives in the program of study
EXSC 250	Providing Healthcare for the Physically Active	This course provides student with background information, guidelines and recommendation for preventing, recognizing, and correctly managing activity related to injuries and other health conditions
EXSC 342	Techniques and Strategies of Coaching	This course adds basics understanding of coaching at all levels. This course develops effective organization motivational, and teaching strategies to guide programs.
EXSC 355	Exercise Psychology	This course focuses on the theories and constructs that underlie behavior in clinical, general, and performance populations
HEAL 217	Human Sexuality	This course provides information necessary for establishing a sound knowledge base on topics relative to this content.
HEAL 257	Principles of Nutrition	This course studies nutrients and dietary guidelines including personal dietary and activities analysis and focus on relationship of food choices to lifestyle disease
Elective		

PEAC	Students will elective one (1) course from the course offerings of the Physical Education Activity Course (PEAC) program	This change aligns with SHAPE, America National Standards #2 “Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness”
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Target audience: All incoming and future students declaring a major in Physical Education- Teacher Education, AB and BS

Centrality in institutional mission and relation to strategic plan: These proposed changes align with the College of Charleston’s commitment to pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society. As the College of Charleston engages in developing a new strategic plan, we anticipate that the program revisions will contribute to the commitment to apply liberal art principles to real world problems.

(See updated catalog curriculum at the end of this document)

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

These program changes respond to decreasing enrollment in the Physical Education- Teacher Education program. Upon investigation, it became apparent that students were struggling to graduate from the program of study within 4 years. Presently, the program requires 135 credit hours to graduate (Gen Ed – 57 crds; Major – 54 crds; Education – 24 crds). Students must spend seven (7) semesters completing course work with the final semester of education spent in clinical practice. All course work must be completed prior to enrolling in clinical practice. If students did not start as freshman enrolling in the specific courses of this major, it became difficult to complete the specific sequence of course work in 4 years.

The Exercise Science major at the College of Charleston underwent curricular changes in spring 2019. The Physical Education – Teacher Education major depends on specific courses within the Exercise Science program of study for content and experiences. Changes in the Physical Education – Teacher Education program were required to reflect changes in the Exercise Science curriculum.

The Physical Education – Teacher Education program is accredited nationally through SHAPE, America. The National Standards for initial certification programs within physical education were approved in 2017. These changes ensure alignment of the College of Charleston's Physical Education Teacher Education to the new national standards.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

N/A

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020	5	20	5	25	0	25
2021	5	25	5	25	0	25
2022	5	25	5	25	0	25
2023	5	25	5	25	0	25

Explain how the enrollment projections were calculated. Enrollments in the Physical Education Teacher Education program have dropped slightly over the past few years. It is expected that enrollment will increase slightly based on these curricular changes. Once students declare this major, enrollment is consistent.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
PEHD 431 Test and Measurement	EXSC 211 Neuromuscular Assessment and Exercise Prescription	
EXSC 458 Administration and Management in Exercise Science	EXSC 201 Foundation in Exercise Science and Physical Education	
EDFS 326 Integrating technology into Teaching	EXSC 250 Providing Healthcare for the Physically Active	
EXSC 330 Kinesiology	EXSC 355 Exercise Psychology	
BIOL 221/L Anatomy & Physiology I	PEHD 342 Techniques and Strategies of Coaching	
BIOL 222/L Anatomy & Physiology II	HEAL 217 Human Sexuality	
	HEAL 257 Principles of Nutrition	
	PEAC – one course	

New Courses

List and provide course descriptions for new courses.

No new courses are being proposed as part of this proposal.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BS Physical Education – Teaching Track	24	Citadel University	Elementary and Adapted methods classes with field experience embedded	Not yet aligned to new National Standards
BS Physical Education – Teacher Certification	56	Winthrop University	Methods classes offered for K-12 experiences.	Undergraduate and Graduate methods classes combined
BS Physical Education	27	Coastal Carolina University	Methods classes offered for K-12 experiences	Not yet aligned to new National Standards
BS Physical Education – Teacher Certification	63	Lander University	Methods classes offered for K-12 experiences	Not yet aligned to new National Standards
BS Physical Education – Teacher Education Concentration	39	Newberry University	Methods classes offered for K-12 experiences	Not yet aligned to new National Standards
BS Physical Education	33	University of South Carolina	Methods classes offered for K-12 experiences	Not yet aligned to new National Standards

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

The proposed program modifications do not require any additional faculty, staff, or administrative personnel.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: Current resources are adequate

Equipment: Current equipment is adequate

Facilities: Current facilities are adequate

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	0	0	0	0	0	0
Program-Specific Fees	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0
Total	0	0	0	0	0	0
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	0	0	0	0	0	0
Facilities, Equipment, Supplies, and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0
Total	0	0	0	0	0	0
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	0	0	0	0	0	0

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

No new costs will be incurred due to these proposed changes.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Physical Education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundation for the delivery of an effective preK-12	Candidates describe and apply * common content knowledge, *specialized content knowledge, *motor learning and behavior-change/psychological *historical, philosophical an social perspectives	Praxis II: Design and content in physical education
Physical Education candidates are physically literate individual who can demonstrate skillful performance and in physical education content areas and health enhancing levels of fitness	Candidates will *Demonstrate competency in all fundamental motor skills *Achieve and maintain a health enhancing level of fitness	PEAC course skills assessment Fitnessgram (Fall semester sophomore, junior, and senior year)
Physical Education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences in PK-12 physical education	Candidates will plan and implement *appropriate short and long term lesson plans *progressive and sequential content *manage resources *individualized instruction for diverse learners	Lesson Plans Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFs 460) Teaching Episode Evaluation Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFs 460) Self Reflection Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFs 460)
Physical Education candidates engage students in meaningful learning experiences through effective use of pedagogical skills	Candidates will *Demonstrate verbal and nonverbal communication skills *Implement demonstrations, explanation and instructional cues *Implement transition, routines and positive behavior management *Analyze motor skills and performance concepts	Teaching Episode Evaluation Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFs 460) Self Reflection Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFs 460)
Physical Education candidates select and implement appropriate assessment to monitor students' progress and guide decision making related to instruction and learning	Candidates will *Select or create authentic, formal assessments *Implement formative assessments *Implement a reflective cycle to guide decision making	Lesson Plans Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFs 460) Teaching Episode Evaluation Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFs 460)

		Self Reflection Rubric (PEHD 222, 223, 250, 352, 452, 457, and EDFS 460)
Physical Education candidates demonstrate behaviors essential to becoming effective professional.	Candidates will *Engage in behavior to reflect professional ethics *Engage in continued professional growth *Promote and advocate for physical education opportunities	South Carolina Teaching Scale (SCTS) 4.0 (EDFS 460) Disposition Self Assessment (EDFS 201, 303, 460)

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes
 No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes
 No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
 No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes
 No

Physical Education, Teacher Education Concentration, B.S. - BS-PEHD- EDPE

Required Courses

EXSC 201 Foundations in Exercise Science and Physical Education	(3)
EXSC 210 Cardiovascular Assessment and Exercise Prescription	(3)
EXSC 211 Neuromuscular Assessment and Exercise Prescription [Before]	(3)
MATH 104 Elementary Statistics [After] OR	(3)
MATH 250 Statistical Methods I	(3)

Teacher Education Concentration

PEHD 202 Laboratory Activities in Physical Education	(2)
PEHD 222L Skill Development in Lifetime Activities	(1)
PEHD 222 Analysis and Conduct of Lifetime Activities	(3)
PEHD 223L Skill Development in Team Sports	(1)
PEHD 223 Analysis and Conduct of Team Sports	(3)
EXSC 235 Motor Skill Behavior	(3)
PEHD 250 Dance and Rhythms	(3)
PEHD 352 Physical Education in Elementary Schools	(3)
PEHD 352L Physical Education Field Experience in the Elementary Grades	(1)
PEHD 452 Physical Education for Middle/Secondary Schools	(3)
PEHD 452L Physical Education Field Experience in Middle/Secondary Schools	(1)
PEHD 457 Adapted Physical Education	(3)
PEHD 457L Field Experience in Adapted Physical Education	(1)
EDFS 201 Foundations of Education [Right] *	(3)
EDFS 303 Human Growth and Development and the Education Process	(3)
EDFS 455 Literacy and Assessment Content Areas	(3)
EDFS 460 Clinical Practice in the Content Areas	(12)

Note:

**[EDFS 201](#) is a prerequisite for all other education courses with a grade of C or higher.*

Electives

Complete 9 credit hours from the following:

EXSC 250 Providing Healthcare for the Physically Active	(3)
EXSC 355 Exercise Psychology	(3)
HEAL 217 Human Sexuality	(3)
HEAL 257 Principles of Nutrition	(3)
PEHD 342 Techniques and Strategies of Coaching	(3)

PEAC Elective

Complete one course from 100-level PEAC courses.

PEAC 100 Introduction to Fitness	(2)
PEAC 102 Beginning Yoga	(2)
PEAC 103 Martial Arts	(2)
PEAC 104 Beginning Figure (Ice) Skating	(2)
PEAC 105 Basketball & Volleyball	(2)
PEAC 106 Beginning Table Tennis and Pickleball	(2)
PEAC 107 Beginning Swimming	(2)
PEAC 108 Advanced Swimming	(2)
PEAC 109 Aerobics	(2)
PEAC 110 Step Aerobics	(2)
PEAC 112 Pilates	(2)
PEAC 113 Beginning Horseback Riding	(2)
PEAC 114 Badminton & Pickleball	(2)
PEAC 115 Physical Conditioning and Weight Training	(2)
PEAC 116 Beginning Golf	(2)
PEAC 118 Beginning Sailing	(2)
PEAC 119 Beginning Tennis	(2)
PEAC 120 Special Topics	(2)
PEAC 122 Social Dance I	(2)
PEAC 124 Stand Up Paddleboarding	(2)
PEAC 125 Advanced Resistance Training and Conditioning	(2)
PEAC 126 Introduction to Coastal Kayaking	(2)
PEAC 128 Coastal Kayaking Instructor Development	(2)
PEAC 130 Intermediate Sailing	(2)
PEAC 132 Intermediate Yoga	(2)
PEAC 133 Intermediate Horseback Riding	(2)
PEAC 139 African Dance	(2)
PEAC 142 Beginning Surfing	(2)
PEAC 150 Disc Sports: Golf & Ultimate	(2)
PEAC 160 Introduction to Tai Chi	(2)
PEAC 170 Walking for Fitness and Health	(2)
PEAC 174 Personal Fitness: Couch to 5K	(2)
PEAC 178 Personal Fitness: 10K Training	(2)

Comparison of Credit Hours

	General Education	PEHD/EXSC	Education	Total
Old program	57	54	24	135
New program	57	48	21	126

Summary of Courses deleted, added, new and credit hours

	Deleted	Added	New Course	Credit Hours
			Zero (0) new courses are part of this curriculum proposal	
	PEHD 431 Tests and Measurements			3
	EXSC 458 Administration and Management in Exercise Science			3
	EDFS 326 Integrating Technology into Teaching			3
	EXSC 330 Kinesiology			3
	BIOL/L 221 Anatomy and Physiology I			4
	BIOL/L 222 Anatomy and Physiology II			4
Total credit hours deleted from program				20
		EXSC 211 Neuromuscular Assessment and Exercise Prescription		3

		Electives – select 3 out of the 5 courses		
		EXSC 250 Providing Healthcare for the Physically Active		3
		EXSC 342 Techniques and Strategies of Coaching		3
		EXSC 355 Exercise Psychology		3
		HEAL 217 Human Sexuality		3
		HEAL 257 Principles of Nutrition		3
		Elective – student will select one (1) Physical Education Activity Course (PEAC)		2
Total credit hours added to program				14

Part III South Carolina State Department of Education Requirements

A. ADEPT

ADEPT is the South Carolina's Standards for Assisting, Developing, and Evaluating Professional Teaching. ADEPT has been in place for more than 20 years and was expanded in 2015 to better align with the specific teaching skills required for a 21st century teacher in public schools. The Expanded ADEPT includes the Teaching Standards 4.0 rubric (SCTS 4.0). The Physical Education Teacher Education (PETE) program at the College of Charleston has embedded this instructional model throughout the pedagogical courses within the program of study. The full SCTS 4.0 is implemented with teacher candidates during clinical practice (EDFS 460). During clinical practice the candidate receives feedback using SCTS 4.0 on eight different observations, College Supervisors (4), and Cooperating Teacher (4). Post observation conferences between the College Supervisor, Cooperating Teacher and Candidate include discussions of teaching performance strengths and areas of concern with written documentation to identify areas of reinforcement and refinement. If necessary, a remediation plan (NEAT) plan is prepared in the event the candidate does not attain competency in one or more of the Performance Standards. All candidates recommended for certification meet their respective SCTS 4.0/Expanded ADEPT competencies.

In order to ensure candidates have a strong foundation in Expanded ADEPT/SCTS 4.0, candidates are introduced to the Standards in their initial education courses. Candidates receive practice implementing the Standards in field experiences and professional internships through their program of study. The South Carolina evaluation system is scaffolded throughout the major courses of study to ensure candidates are exposed to the content, skills, and dispositions at a developmentally appropriate level. The faculty have consulted with K-12 Physical Education teachers to ensure that appropriate standards and expectations are development at each of the instructional levels (elementary, middle, secondary, and adapted) using the Expanded ADEPT/SCTS 4.0.

B. PADEPP (if applicable) – Item not applicable to this proposal.

C. EEDA

All candidates enrolled in educator preparation programs at College of Charleston are assessed regarding their knowledge, skills, and disposition to integrate the following into the PK-12 curriculum: Career guidance cluster study; curriculum frameworks; individual graduation plans; the instruction of student with diverse learning styles; the elements of the Career Guidance Model contextual teaching cooperative teaching and character education. The Teacher Education program candidates receive EEDA training multiple times over the course of study both in EDFS 303 (Human Growth and Development and the Education Process) and content specific courses PEHD 352 (Physical Education in Elementary Schools) PEHD 452 (Physical Education for Middle/Secondary Schools) and PEHD 457 (Adapted Physical Education).

D. Standards of Conduct Assessment Plan

The College of Charleston's Teacher Education Program provides candidates with specific written information regarding the state Standards of Conduct (SC Code Ann. §§59-25-160, 59-25-530, 63-17-1060) required of South Carolina educators for initial certification.

E. South Carolina Safe School Climate Act

Teacher Education program education major candidates receive the South Carolina Safe School Climate Act training multiple times over the course of their study. Teacher Candidate's understand regarding the knowledge, skills, and dispositions to identify and prevent bullying, harassment and intimidation in school are evaluated in multiple assessment rubrics: disposition evaluation, Expanded ADEPT/SCTS 4.0 as well as in each methods course; PEHD 352 (Physical Education in Elementary Schools) PEHD 452 (Physical Education for Middle/Secondary Schools) and PEHD 457 (Adapted Physical Education).

F. PreK-12 Academic Standards

PreK-12 academic standards are introduced to Physical Education Teacher Education (PETE) candidates enrolled in each methods courses; PEHD 352 (Physical Education in Elementary Schools) PEHD 452 (Physical Education for Middle/Secondary Schools) and PEHD 457 (Adapted Physical Education). Candidates demonstrate their knowledge, skills, and application of the South Carolina PK-12 standards through lesson planning, implementation of short and long range plans and assessment at all levels prior to clinical practice.

G. Admission Requirements – Initial

Admission to the undergraduate Education major at the College of Charleston requires successful complete of a two step process. Upon entry into EDFS 201 (Foundations of Education) students make application to the major by completing an online application. As part of the application students must 1. receiving passing scores on Praxis Core Academic Skills for Educators test (or equivalent ACT or SAT scores), 2. Receive a grade of C or better in EDFS 201 3. Receive acceptable disposition ratings, and 4. Have a minimum grade point average (GPA) of 2.75 on at least 45 credit hours taken at College of Charleston. After successful completion of #1-4 above, candidate may be admitted into the Education Major.

To be admitted to the Internship or Clinical Practice, candidates must make application one year prior to the start of the placement. In addition, candidates must have complete 1. All professional education courses and content coursework, 2. File through South Carolina Department of Education clearance through the FBI and SLED; 3. Cumulative GPA of at least 2.75; 4. Successfully complete all prior field experience; 5. Receive an acceptable disposition rating.

H. Field Experience and Clinical Experiences, including number of hours and integration of ADEPT and /or PADEPP

The B.S. in Education with Physical Education concentration program of study includes courses that integrate a minimum of 100 hours pre-internship field experiences and a full semester (a minimum of 60 full days) of student teaching internship working with a certified South Carolina Physical Education teacher. Expectation and processes are discussed through the program so that candidates are prepared for their roles as Professional Educators. The teacher preparation process involves continuous monitoring of coursework professional disposition, and field experiences; including integration of Expanded ADEPT/SCTS 4.0

Course	Course Name	Minimum Hours	Environment
EXSC 201	Foundations of in Exercise Science	10 hours	Elementary/Middle/or Secondary

	and Physical Education		Urban/Rural or Suburban
PEHD 222	Analysis of Lifetime Activities	10 hours	Middle/Secondary Urban and Suburban
PEHD 223	Analysis of Team Sports	10 hours	Elementary Urban and Suburban
PEHD 250	Dance and Rhythms	10 hours	Elementary Urban and Suburban
PEHD 352 Lab	Physical Education Field Experience in the Elementary Grades	30 hours	15 hours Suburban 15 hours Urban or Rural
PEHD 452 Lab	Physical Education Field Experience in Middle/Secondary Schools	40 hours	15 hours Middle school (urban or suburban) 15 hours Secondary school (urban or suburban) 10 hours Health class
PEHD 457 Lab	Field Experience in Adapted Physical Education	30 hours	All hours completed at Title I secondary school in urban environment
EDFS 455	Literacy and Assessment Content Area	15 hours	Completed in ESOL environment
EDFS 460	Clinical Practice in Content Area	60 full days	Elementary/Middle or Secondary Urban/Rural or Suburban

Expanded ADEPT/SCTS 4.0 is introduced in the foundational courses within the program of study. Developmentally appropriate feedback is provided to candidates throughout this process to ensure candidates are prepared for EDFs 460 (Clinical Practice in Content Area). Candidates are supervised by College Supervisor and Cooperating Teacher at each level of field experience to provide adequate feedback to ensure growth throughout this process.

I. Eligibility for Initial Certification

College of Charleston will recommend a teacher candidate only when he or she has successfully completed all requirements of an approved program.

J. Annual Reports (AACTE/CAEP and Title II submission)

Every year, College of Charleston will submit an annual EPP report to CAEP and an annual Title II report to the U.S. Department of Education. <https://ehhp.cofc.edu/assessment/transparency.php>

K. Commitment to Diversity Assurance

College of Charleston has made commitment to provide evaluation and intervention on all teacher candidate's ability to embrace diversity issues and know how to deal with them. Teacher Education Program candidates receive diversity training multiple times over the course of their study in each methods course and PEHD 352 (Physical Education in Elementary Schools) PEHD 452 (Physical Education for Middle/Secondary Schools) and PEHD 457 (Adapted Physical Education).

L. Professional Development Courses (if applicable)

Professional development courses are not applicable to this proposal.

M. Advanced Program for Teachers Alignment with NBPTs

Advanced programs for teachers alignment with NBPTs is not applicable to this proposal.

N. Student Health and Fitness Act of 2005 (as applicable)

Candidates are introduced to this legislation in EXSC 201 (Foundations in Exercise Science and Physical Education) and again in each of the methods courses and PEHD 352 (Physical Education in Elementary Schools) PEHD 452 (Physical Education for Middle/Secondary Schools) and PEHD 457 (Adapted Physical Education). Candidate's discuss fitness testing using FitnessGram and relative assessment results specific to pedagogical methods aligned with student needs.

O. Read to Succeed Requirements

Candidates must successful complete EDFS 455 (Literacy and Assessment Content Areas) which has been approved by the State to meet the R2S requirements. This course is a required course within the approved program of study.

P. Parental Involvement

Parental involvement is discussed with candidates in each methods course and PEHD 352 (Physical Education in Elementary Schools) PEHD 452 (Physical Education for Middle/Secondary Schools) and PEHD 457 (Adapted Physical Education). Best practices are discussed along with legal mandates relative to the needs of the student to ensure the safety of all.

Q. Educator Ethics

Educator Ethics is discussed with candidates in each methods course and PEHD 352 (Physical Education in Elementary Schools) PEHD 452 (Physical Education for Middle/Secondary Schools) and PEHD 457 (Adapted Physical Education). Educator Ethics is also discussed with candidates in EDFS 201 (Foundation of Education and EDFS 303 (Human Growth and Development and the Education Process).

R. Experimental or Innovative Programs (if applicable)

Experimental or innovative programs are not applicable to this proposal.