



ARKANSAS TECH  
UNIVERSITY

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## Program Learning Outcomes

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<i>College</i>	College of Education
<i>Department</i>	Health and Physical Education
<i>Program</i>	BS Health & Physical Education
<i>Link to Program Home</i>	<a href="https://www.atu.edu/hpe/">https://www.atu.edu/hpe/</a>

*Students who complete the program will meet the following National Association for Sport and Physical Education (NASPE) standards:*

### **STANDARD 1: SCIENTIFIC & THEORETICAL KNOWLEDGE**

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

#### **ELEMENTS TEACHER CANDIDATES WILL:**

1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
5. Analyze and correct critical elements of motor skills and performance concepts.

## **STANDARD 2: SKILL & 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 NASPE K 12 Standards.

### **ELEMENTS TEACHER CANDIDATES WILL:**

1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2. Achieve and maintain a health-enhancing level of fitness throughout the program.
3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.\* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

## **STANDARD 3: PLANNING & 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.

### **ELEMENTS TEACHER CANDIDATES WILL:**

1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3. Design and implement content that is aligned with lesson objectives.
4. Plan for and manage resources to provide active, fair, and equitable learning experiences.
5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

## **STANDARD 4: INSTRUCTIONAL DELIVERY & MANAGEMENT**

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

### **ELEMENTS TEACHER CANDIDATES WILL:**

1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
3. Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

### **STANDARD 5: IMPACT ON STUDENT LEARNING**

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

### **ELEMENTS TEACHER CANDIDATES WILL:**

1. Select or create appropriate assessments that will measure student achievement of goals and objectives.
2. Use appropriate assessments to evaluate student learning before, during, and after instruction.
3. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

### **STANDARD 6: PROFESSIONALISM**

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

### **ELEMENTS TEACHER CANDIDATES WILL:**

1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
2. Participate in activities that enhance collaboration and lead to professional growth and development.
3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
4. Communicate in ways that convey respect and sensitivity



