Physitcal Education and Health
University of Wisconsin ~ Platteville

Mission Statement
Learning Outcomes
Assessment Tools

2004 – 2005
Mission Statement

The mission of the Health and Physical Education program is three fold in nature:

- To produce pre-service Teachers ready to implement “Best Practices” in and Health, Physical Education and Adapted Physical Education.
- To produce Health Promotion Specialists ready for a wide variety of programs utilizing wellness components, such as YMCA’s, youth clubs and corporate/club fitness centers.
- To provide all university students the opportunity to develop positive concepts of wellness and the skills to participate in lifetime wellness activities.

Learning Outcomes

Majors Program – Teaching Emphasis

Student learning outcomes are fully outlined through the conceptual design of the School of Education, which has been adapted by our program. Following is a list of the Wisconsin Teacher Education Standards, which demonstrates our use of the Department of Public Instructions content guidelines as the student learning outcomes for students in the HPE program.

- **Standard 1 Content and Curriculum.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- **Standard 2 Development and Learning.** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- **Standard 3 Diverse Learners.** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Standard 4 Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance standards.
- **Standard 5 Learning Environments.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Standard 6 Communication.** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Standard 7 Instructional Planning.** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **Standard 8 Assessment.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- **Standard 9 Reflection.** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- **Standard 10 Collaboration.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
Majors Program – Health Promotion Emphasis

Student learning outcomes are fully outlined through the following standards. Our faculty developed the UWP Health Promotion standards specifically for our students. These standards demonstrate our use of standards based instruction to aide the Health Promotion students in our physical education program.

- **Advocacy:** The health promoter understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects health promotions.
- **Collaboration:** The health promoter fosters relationships with professional colleagues, clients and agencies in the larger community to support client learning and well being.
- **Professional Knowledge:** The health promoter understands the central concepts, tools of inquiry, and structures of health promotion and creates learning experiences that make specific aspects of health promotion meaningful to the client.
- **Diverse Learners:** The health promoter understands how clients differ in their approaches to learning and creates a variety of education/training methods that are adapted to diverse learners.
- **Leadership:** The health promoter leads by facilitating the development, articulation, implementation, and stewardship of a vision of healthy lifestyle that is shared by the health promotion community.
- **Communication:** The health promoter uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction.
- **Reflection:** The health promoter is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (clients, volunteers and other professionals in the health promotion community) and who actively seeks out opportunities to grow professionally.
- **Assessment:** The health promoter understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the client.

General Education Programming – Wellness Concept Development

Students should learn how to achieve and maintain both their physical and mental well being. A course meeting competency requirements in wellness is designed to enable students to:

- Assess their own overall fitness level.
- Understand what lifestyle changes are required to improve overall fitness.
- Develop an appreciation for, and basic skills in, an activity which if pursued will promote a lifetime of fitness and enjoyment.
Assessment Tools

Multiple assessment measures have been identified and are currently in use through recent program evaluation. The NCATE accreditation documents can be viewed by use of the following links PE NCATE HE NCATE APE NCATE

Majors Program – Teaching Emphasis

- The program alignment tool, which mirrors the conceptual design of the school of education was the most extensive measure taken. The instructors of the Health and Physical Education Teacher Education program used the alignment tool to gain insight into the scope and sequence of the program and the degree of depth each standard was met. Upon compilation of the results the department discovered that all standards were met to some degree and as a program we felt that the current curricular changes have strengthened our program a great deal.

- Faculty and staff are currently studying and using the PRAXIS II subject matter practice tests to ensure complete coverage of the content needed for success on the both the physical education and health education tests needed for licensure.

- Student Evaluations are another measure of evaluation that the department supports as an ongoing developmental process. Overall our instructors fared well on these student evaluations, and have incorporated some of the student suggestions from comments derived from the results.

- Many of the health promotion courses can be taken as electives in the education majors course work due to this evaluations of the courses in our health promotion major were done in collaboration with the education major courses through the NCATE study.

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- The interview process for acceptance into the health promotion internship series is currently under review.
General Education Programming – Wellness Concept Development

- Each physical activities course is to include specific fitness fundamentals components within the syllabus of the course. Instructors were given sample objectives to use or to help them develop an individual wellness objective for their syllabus. S-drive access and course materials have been made available to ensure content reliability.

- Each department faculty member is use the department student evaluation of wellness questions at the time the course evaluation is given at the end of each course. These questions include measures of the student learning of fitness fundamentals. The U.S. government recommends these specific fitness fundamentals at http://www.fitness.gov/fitness.html

A generic 10 questions test targeting knowledge of the Fitness Principle and the Activity Pyramid is under development and will be administered Spring 2005 for the first time.