Department name:\_**HHP** Major name: Health & Physical Education Teacher Certification Program

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| **ULOs** | **Associations** | **Student Learning Outcome/Objective** | **Courses** | **Measure** | **Target** | **Timeline** |
| **2. Breadth and depth of knowledge** Develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized nowledge and disciplinary expertise | **4.1 Breadth and depth of knowledge:** Understanding the foundational content and philosophical assumptions of one’s specialized area of study | **Students will develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise** | Professional Semester  a) EDUC 431 433 Student Teaching  b) HPED 433 Student Teaching Seminar  c) HPED 223, 236, 224, 227, 232, 305, 309, 312, 322, 326, 329, 391, 422, 423  d)EDUC 201, 210 | a) Formative evaluations Completed by the school cooperating teacher and college semester based on the completion of requirements and specific assignments in the HPE Student Teacher Handbook, observations/evaluations by the cooperating teacher and college supervisor.  b) Completion of Philosophy papers (one for Physical Education and one for Health Education), and Class Management (one for Physical Education and one for Health Education).  Senior Exit Survey  b) and c) Includes the analysis of movement, and the application of scientific principles and best practices within labs and during field experiences. Study and application of national and state standards in planning and implementing lessons, and national professional position statements.  d) Includes assessment of knowledge concerning historical, philosophical and sociological perspectives of education.  Field experience. |  | a) On-going, with completion of a mid-point evaluation at the end of seven weeks student teaching at the elementary level, and a summative evaluation at the end of eight weeks student teaching at the secondary level.  b) Assessed annually.  Seminar scheduled weekly concurrently with Professional Semester/Student Teaching  b) and c) Alumni Survey  d) Semester courses |
| **4.2 Specialized scholarship.** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.2 Scholarship:** Engaging in scholarship in one’s specialized area of study | **Students will become proficient in the scholarship of their discipline and demonstrate specialized skills required for employment** | Professional Semester  a) EDUC 431 (Elementary level) and EDUC 433 (Secondary level) Student Teaching  b) HPED 433 Student Teaching Seminar during the Professional Semester/ Student Teaching  c) HPED 305, 321, 322, 229, 422 | a) Application and evidence of research and best practices in planning and instruction. Critique and documentation by cooperating teacher and college supervisor (e.g. Messiah College and PA Dept. of Education student teaching evaluation assessment forms)  b) Demonstration of research and best practices in planning and application of instruction. Critiques of degree of success in instruction and possible modifications and/or additions.  c) Discussions and debates analyzing pros and cons of contemporary issues.  Observational research methods and comparing what has been observed with current research.  Labs focusing on anatomical and biomechanical analysis of human movement.  Specific assessment course includes the application of results from research studies in the field, and the critique and implementation of standardized health-related physical fitness tests. |  | a) Formative weekly and mid-point (completion of elementary placement) and summative (completion of secondary placement)  b) Seminar scheduled weekly concurrently with Professional Semester/Student Teaching  c) Semester courses |
| **4.3 Specialized skills** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.3 Specialized skills:** Developing proficiency in one’s specialized area of study sufficient to pursue a career and/or continue education at the graduate level | **Students will become proficient in the scholarship of their discipline and demonstrate specialized skills required for employment** | a) Student Teaching,  EDUC 431 (Elementary) EDUC 33 (Secondary)  HPED 433 Student Teaching Seminar  c) HPED332, 391  d) HPE 312  e) PHED 114, 118, 120, 121, 122, 126, 127, 128, 137, 170. | a) Written feedback from cooperating teacher and college supervisor (e.g. HPE Student Teacher Observation Record).  b) Verbal and written critiques and response papers, self-assessments, and critiques of professional and state standards, PA Code of Professional Conduct, and best/promising practices.  c) Minimum of 40 hour scheduled HPE Practicum in a local school under the supervision of a professional serving as a special needs coordinator/teacher  d) Field experiences in a local school, minimum of 28 hours assisting and instructing with teachers in Health Education and Physical Education  e) “Documented Evidence of Involvement of HPE Teaching Majors in Activity Courses”, which includes skill development, knowledge assessments, and a summary evaluation of teaching abilities and areas needing improvement.  Individual Fitness Appraisals |  | a) 7 weeks at the elementary level and 8 weeks at the secondary level  b) Assessed annually.  Seminar scheduled weekly concurrently with Professional Semester/Student Teaching  c) Once a week over a semester for a minimum of 2 and ½ hours at a time  d) Formative and summative inc. self-assessments and weekly, mid-point and final assessments completed by the school instructor and the college supervisor.  e) Documented outline completed for each student after each activity, and kept on file as evidence of a student’s proficiency areas needing improvement.  Semester analyses of goals and outcomes within individualized Plan and Practical Experience Report. |
| **5. Self-Awareness** Gain awareness of identity, character, and vocational calling | **4.4 Intrapersonal Awareness:** Gaining an awareness of options for employment, voluntary service, and/or graduate education in one’s specialized area of study | **Students will gain self-awareness of identity, character, and vocational calling** | Professional Semester  Fall or spring senior year  a) EDUC 431 (Elementary level) and EDUC 433 (Secondary level) Student Teaching  b) HPED 433 Student Teaching Seminar during the Professional Semester/ Student Teaching  c) HPED 326, 309, 312, 391, 422 | a) Discussions, summary reports and critiques  Attend teachers’ meetings, in-service programs and a minimum of two school board meetings  Attend job fairs  b) Finalize resume and student teaching portfolio, anticipate in mock interviews, and establish and initiate procedures for job searches., applications and follow-up.  c) Memberships in professional associations, encouraged to attend workshops and/or conferences.  Discussions, summary reports and critiques of involvements with practitioners and administrators in local schools. |  | a) During 15 week Professional Semester/Student Teaching,  b) Assessed annually.  Seminar scheduled weekly concurrently with Professional Semester/Student Teaching  c) Contacts with professionals in local schools (health and physical educators, and special needs coordinator/ teacher) two separate semesters. |
| **3. Faith knowledge & application** Develop informed and mature convictions about Christian faith and practice | **4.5 Faith knowledge & application:** Articulating how faith connects to one’s specialized area of study and to potential career options in that area of study | **Students will develop informed and mature convictions about Christian faith and practice** | Professional Semester  fall or spring senior year  a) EDUC 431 (Elementary level) and EDUC 433 (Secondary level) Student Teaching  b) HPED 433 Student Teaching Seminar during the Professional Semester/ Student Teaching  c) HPED 170, 224, 227, 309, 326, 332, 312, | a) Commitment to and abiding by the  -Messiah College student teacher Good Moral Character, and behaviors and responsibilities expected for all field-based experiences.  -Health and Human Performance Department Good Moral Character Commitment.  Pennsylvania Professional Code of Conduct for teachers.  Professional practices established and promoted by professional alliances and associations; such as the American Alliance for Health, Physical Education, Recreation and Dance.  c) Integration of faith and content through philosophy, position and response papers, and field experiences, focusing on stewardship of the physical body, faith as a part of wellness, significance Christian values within authentic (real world) settings. |  | a) and b) Professional Semester/ Student Teaching  c) Semester courses, including HPED 332 and 312 with field experiences ranging from 28 to 40 hours within a semester |