B.S. in Physical Education

Learning Outcomes

Students should:

- Be able to demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology, history, philosophy, psychology, and sociology of education).
- Be able to demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Be able to understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Be able to understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Be able to understand how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.
- Be able to describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- Be able to describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- Be able to describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- Be able to identify historical, philosophical, and social perspectives of physical education issues and legislation.
- Be able to analyze and correct critical elements of motor skills and performance concepts.
- Be able to demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- Be able to achieve and maintain a health-enhancing level of fitness throughout the program.
- Be able to demonstrate performance concepts related to skillful movement in a variety of physical activities.
- Be able to design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
- Be able to develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
- Be able to design and implement content that is aligned with lesson objectives.
- Be able to plan for and manage resources to provide active, fair, and equitable learning experiences.
- Be able to plan and adapt instruction for diverse student needs, adding specific
accommodations and/or modifications for student exceptionalities.

- Be able to plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- Be able to demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.
- Be able to demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- Be able to implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- Be able to provide effective instructional feedback for skill acquisition, student learning, and motivation.
- Be able to recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- Be able to use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- Be able to implements strategies to help students demonstrates responsible personal and social behaviors in a productive learning environment.
- Be able to select or create appropriate assessments that will measure student achievement of goals and objectives.
- Use appropriate assessments to evaluate student learning before, during, and after instruction.
- Use the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.
- Use the knowledge related to first and CPR to respond appropriately to emergency situations in a school environment.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Be able to model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Be able to provide a variety of instructional strategies, constructve feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Be able to demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- Participate in activities that enhance collaboration and lead to professional growth and development.
- Be able to demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Be able to communicate in ways that convey respect and sensitivity.