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<p><b>D Certification Endorsement Requirements:</b> This endorsement requires <b>54 semester hours</b> of preparation in health and physical education courses, including:</p>	<p><b>EXAMPLE:</b> <b>CHEM 101 or 102 3 CR</b></p>	Hper 201 Found Health & Physical Ed (3)	Hper 215 First Aid/CPR/AED (2)	Hper 220 Sports Skills (2)	Hper 222 Structural Kinesiology (3)	Hper 262 Nutrition & Health (3)	Hper 309 Curr for Health & Physical Ed (3)	Hper 310 Psych of Sports & Phvs Activities (3)	Hper 315 PK-12 Physical Ed Methods (3)	Hper 317 PK-12 Hlth Ed Teaching Methods (3)	Hper 322 Coord School/Community Health (3)	Hper 325 Prevention & Care of Sport Injuries (3)	Hper 360 Physiology of Exercise (3)	Hper 382 Sound Mind Sound Body (3)	Hper 415 Motor Learning (3)	Hper 416 Skills & Content Assmt in PE & Hlth (3)	Hper 417 Adapted Physical Education (3)	Hper 418 National Activities Certifications (3)	Hper 428 Health & Society (3)	Hper 433 Applied Exercise Science (3)			Educ 410 Elem Student Teaching (6)	Educ 411 Sec Student Teaching (6)	Educ 420 Student Teaching Seminar (1)		EDUC.312 K-12 Practicum (2)											
<p><u>E2.</u> Achieve and maintain a health-enhancing level of fitness throughout the program; and</p>	X	X												X					X																			
<p><u>E3.</u> Demonstrate performance concepts related to skillful movement in a variety of physical activities.</p>	X	X				X	X							X						X																		
<p><b>S3.</b> Plan and Implement Curriculum</p>																																						
<p><u>E1.</u> Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs;</p>	X	X				X	X	X						X						X			X	X	X	X		X										
<p><u>E2.</u> Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities;</p>																								X	X													
<p><u>E3.</u> Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards;</p>	X					X	X	X						X									X	X	X	X		X										
<p><u>E4.</u> Design and implement content that is aligned with lesson objectives;</p>	X					X	X	X															X	X			X											
<p><u>E5.</u> Plan for and manage resources to provide active, fair, and equitable learning experiences;</p>						X				X	X													X	X	X	X		X									
<p><u>E6.</u> Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities;</p>							X	X															X	X	X	X		X										



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<p><u>E6.</u> Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p>			X						X	X	X						X	X																										
<p><b>S5. Demonstrate Impact on Student Learning</b></p>																																												
<p><u>E1.</u> Select or create appropriate assessments that will measure student achievement of goals and objectives;</p>							X		X	X							X																											
<p><u>E2.</u> Use appropriate assessments to evaluate student learning before, during, and after instruction; and</p>																	X																											
<p><u>E3.</u> Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.</p>									X	X									X																									
<p><b>S6. Demonstrate Professionalism</b></p>																																												
<p><u>E1.</u> Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals;</p>	X	X						X	X	X	X							X																	X									
<p><u>E2.</u> Participate in activities that enhance collaboration and lead to professional growth and development;</p>	X							X					X					X		X	X																							
<p><u>E3.</u> Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers; and</p>								X	X	X	X	X						X	X	X																X								
<p><u>E4.</u> Communicate in ways that convey respect and sensitivity.</p>	X							X	X																											X								

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<p><b>S7. Demonstrate the knowledge and skills of a health literate educator, including:</b></p>																																						
<p><u>E1.</u> Theoretical foundations of health behaviors and principles of learning;</p>	X							X	X	X			X		X			X																				
<p><u>E2.</u> The National Health Education Standards;</p>	X	X			X	X	X	X	X	X				X					X	X																		
<p><u>E3.</u> Practices that promote health and safety;</p>				X	X	X	X	X	X	X		X			X	X			X	X																		
<p><u>E4.</u> Behaviors that might compromise health and/or safety;</p>						X	X	X	X	X		X	X		X	X			X	X																		
<p><u>E5.</u> Disease etiology and prevention practices; and</p>				X						X	X	X							X																			
<p><u>E6.</u> Health literacy skills of an informed consumer of health products and services.</p>				X						X		X							X																			
<p><b>S8. Demonstrate content knowledge and understanding of:</b></p>																																						
<p><u>E1.</u> Human anatomy and physiology;</p>				X							X	X								X																		
<p><u>E2.</u> Community Health;</p>										X										X																		
<p><u>E3.</u> Consumer Health;</p>				X						X	X									X	X																	
<p><u>E4.</u> Environmental Health;</p>										X	X									X	X																	
<p><u>E5.</u> Family Life including sexuality education;</p>										X	X									X	X																	
<p><u>E6.</u> Mental/Emotional Health including stress management, depression, and death and dying;</p>																																						

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E7. Injury Prevention/Safety including violence and suicide;		X								X			X	X					X																			
E8. Nutrition;					X				X			X								X																		
E9. Personal Health including health-related physical activity;					X				X	X		X	X						X	X																		
E10. Prevention/Control of Disease including STDs/STIs, HIV/AIDS, and emerging public health threats; and									X	X			X						X																			
E11. Substance Use/Misuse/Abuse.						X				X	X		X						X																			
S9. Assess needs to determine priorities for school health education such as assessing, collecting, and utilizing a variety of health-related data to infer needs for school health education.						X					X																											
S10. Plan effective comprehensive school health education curricula and programs, including:																																						
E1. Designing strategies for involving key stakeholders in program planning for School Health Education;										X																												
E2. Designing a logical scope and sequence of skill-based learning experiences that accommodate all students;						X			X	X																												
E3. Creating appropriate and measurable learner objectives that align with assessments and scoring guides;						X	X	X																														







