Are You Considering a Career as a Health and Physical Education Teacher?

If you’re thinking about a career as a health and physical education teacher, ask yourself these questions:

1. Can I imagine myself doing anything else?
2. Do I want to make a difference in children’s lives?
3. Do I enjoy physical activity?
4. Do I enjoy working with children?
5. Can I be a positive role model?
6. Do I like explaining how to do something?
7. Do I want to help children realize how much fun movement and sport can be?
8. Do I want to inspire children to begin a lifelong commitment to a healthy lifestyle?
9. Do I want children to know about the choices and consequences they may encounter as they grow older?
10. Do I want to interact with the school and surrounding community to strengthen children’s healthy lifestyles?

What do school principals look for when hiring health and physical education teachers?

• A Health and Physical Education Teacher who is:
  ➢ Enthusiastic
  ➢ Flexible/Adaptable
  ➢ Passionate
  ➢ Patient
  ➢ Organized
  ➢ Committed to students and to the profession
  ➢ Creative/Innovative
  ➢ Inspirational
  ➢ Hardworking
  ➢ Knowledgeable
  ➢ Willing to learn new ideas and integrate them into teaching

• A Health and Physical Education Teacher who has:
  ➢ Prior experience working with children
  ➢ Presentation skills
  ➢ A positive attitude
  ➢ A sense of humor
The ability to work cooperatively with others
➢ The ability to critically reflect on their teaching
➢ The ability to communicate effectively verbally and nonverbally
➢ The ability to gather, synthesize and organize information

The minimum requirements needed for a career as a Health and Physical Education teacher are:

• A bachelor’s degree with courses in:
  General education
  Health and physical education content
  Teaching methodology

• A Teaching License (certificate) in your state of residence
  Certification requirements vary from state to state, but all states require passing a test on your knowledge about teaching health and physical education

Health and Physical Education Teacher Education at the University of Delaware

Established in 1931, the HPE Teacher Education program continues to build on a long tradition of excellence in training teachers. The framework of our educational approach is theory into practice. That is, our students apply what they have learned in the classroom in a variety of fieldwork and student teaching experiences. As a result of this method, our students develop the critical skills essential for effective teaching in today’s schools in addition to gaining a strong foundation of knowledge in health and physical activity.

One of 22 undergraduate teacher education programs at the University of Delaware, the HPE program is designed to prepare students for a career in teaching both health education and physical education in grades K-12. Ours is one of a handful of programs in the country to offer this dual certification with the ability to teach all grade levels.

All of the teacher education programs at the University of Delaware are guided by a unified conceptual framework. Programs aim to develop teachers who are reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners.

The HPE Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and meets the Standards for Teacher Education established by the America Association for Health Education (AAHE) and the National Association for Sport and Physical Education (NASPE).

The University of Delaware Advantage

Our majors benefit from small class sizes and from having individual faculty for more than one course. Faculty are able to get to know each student and are willing to work one on one with
students to strengthen their weaknesses, to improve their skills and, most importantly, to insure their success. Students are also able to work with faculty on research projects through the Service Learning Scholars Program. Faculty encourage students to take an active role in professional activities beginning in their freshman year. Our students have made presentations at state, regional, and national conferences.

Health and Physical Education majors excel academically because of the small student-to-faculty ratio. All of our majors pass the Praxis II content knowledge exams in both Health and Physical Education, required by the State of Delaware for certification. Our students have consistently been recognized by the University Council on Teacher Education for their exceptional potential as future educators from the more than 1600 students enrolled in the various undergraduate teacher education programs offered at the University of Delaware. Our students have also been recipients of the Ruth Abernathy Presidential Scholarship from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the Robert Pate Scholarship from the Eastern District Association of AAHPERD, and the Outstanding Undergraduate Student of the Year from the Adapted Physical Activity Council.

The Health and Physical Education Program

Our dual certification program makes our students more marketable upon graduation. After completing the four‐year program of study and taking the Praxis II test required by the State of Delaware for certification, graduates receive an institutional recommendation for teacher certification in both Health Education and Physical Education in grades K‐12.

A unique characteristic of our program is the amount of hands‐on experience our majors have with children of various ages. These field experiences are designed to allow our majors to acquire and refine the planning, managerial, instructional, and interactive skills necessary for effective teaching and translating theory into practice.

Experience working directly with children begins in the first semester of freshman year as students begin to plan and execute short lessons with children from an elementary school in Newark. Each year of our program includes more experiences and more time working with children. The field experiences conclude with student teaching in the second semester of the senior year. Student teaching is a full‐time extended teaching experience in an elementary school for the first half of the semester and in either a middle school or high school for the second half of the semester. Students are under the guidance and supervision of a master teacher in the school and a University supervisor.

The Health and Physical Education Curriculum

The HPE Teacher Education Program requires a total of 120 credits to qualify for graduation. The program of study includes courses that fulfill University and Department of Behavioral Health and Nutrition Requirements.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC with Lab any 100 level or above Biology course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Critical Reading and Writing</td>
<td>3</td>
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<tr>
<td>HDFS201</td>
<td>Life Span Development OR PSYC100 General Psychology</td>
<td>3</td>
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<tr>
<td>MATH any 100 level and above</td>
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<tr>
<td>NTDT 200</td>
<td>Nutrition Concepts</td>
<td>3</td>
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<tr>
<td>BHAN 121</td>
<td>Water Safety Instruction</td>
<td>2</td>
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<td>BHAN 140</td>
<td>Fundamental Skills Analysis</td>
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<td>BHAN 141</td>
<td>Adventure Challenge and Outdoor Recreation</td>
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<td>BHAN 145</td>
<td>Introduction to Physical Education</td>
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<tr>
<td>BHAN 155</td>
<td>Personal Health Management</td>
<td>3</td>
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<tr>
<td>BHAN 210</td>
<td>Emergency Management of Injuries and Illness</td>
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<tr>
<td>KAAP 220</td>
<td>Anatomy and Physiology</td>
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<tr>
<td>BHAN 230</td>
<td>Group Facilitation Skills in HPE</td>
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<tr>
<td>BHAN 231</td>
<td>Teaching Mental and Community Health</td>
<td>3</td>
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<tr>
<td>BHAN 241</td>
<td>Teaching Individual Sports</td>
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<tr>
<td>BHAN 245</td>
<td>Teaching Team Sports</td>
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<td>BHAN 251</td>
<td>Skills and Techniques: Rhythms and Dance</td>
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<td>KAAP 301</td>
<td>Motor Development</td>
<td>3</td>
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<tr>
<td>BHAN 315</td>
<td>Method and Materials in Drug Education</td>
<td>3</td>
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<tr>
<td>BHAN 319</td>
<td>Health Related Fitness</td>
<td>3</td>
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<tr>
<td>BHAN 324</td>
<td>Measurement and Evaluation</td>
<td>3</td>
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<tr>
<td>BHAN 325</td>
<td>Instructional Strategies for Human Sexuality</td>
<td>3</td>
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<tr>
<td>BHAN 333</td>
<td>Health Theory and Program Planning</td>
<td>3</td>
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<td>BHAN 342/343</td>
<td>Adapted Physical Education</td>
<td>3</td>
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<tr>
<td>BHAN 345</td>
<td>Tactical Approach to Sports</td>
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<td>BHAN 414</td>
<td>Methods and Materials: Health Education</td>
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<tr>
<td>BHAN 416</td>
<td>Methods and Materials: Physical Education</td>
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<tr>
<td>KAAP 425</td>
<td>Biomechanics of Human Movement</td>
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<td>KAAP 433</td>
<td>Applied Physiology of Activity Lab</td>
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<td>BHAN 465</td>
<td>Seminar in Health and Physical Education</td>
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<td>EDUC 400</td>
<td>Student teaching- Elementary</td>
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<td>EDUC 400</td>
<td>Student teaching - Secondary</td>
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<td>EDUC 413</td>
<td>Adolescent Development &amp; Educational Psychology</td>
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<td>EDUC 414</td>
<td>Teaching Exceptional Adolescents</td>
<td>3</td>
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<td>EDUC 419</td>
<td>Diversity in Secondary Education</td>
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<td>EDUC 420</td>
<td>Reading in Content</td>
<td>1</td>
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**Additional University/Department Breadth Requirements/Electives**

- Creative Arts and Humanities: 3
- History & Cultural Change: 3
- Humanities and Communication Skills: 3
- Additional Breadth: 3
Requirements for Progression through the Program

Students will achieve and maintain a health-enhancing level of fitness throughout the program. Without discrimination against those with disabilities, students with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate fitness. Fitness testing is done once a year using Fitnessgram. Those students who do not meet the acceptable level for each component of the test will be required to develop a personal fitness program to improve the component(s) in which they scored below the acceptable level.

Students enrolled in the HPE major wishing to begin upper-level work must make formal application and satisfy the requirements for Clearance for Upper Division Study. Application is made to the Program Coordinator at the completion of the sophomore year or, in the case of transfer students, when the student has completed 60-89 credits for junior status. The purpose of clearance is to assure that each student is satisfying requirements in the major and is prepared to undertake junior-level work. Students not meeting criteria are provided support services including study skills assistance and academic planning.

Requirements for Clearance for Upper Division Study:
1. Letter of Application
2. Minimum GPA in the major of 2.75 and minimum cumulative GPA of 2.5
3. A grade of C- or better in all required courses within the major
4. Pass all three subtests of Praxis I:
   • reading passing score = 175
   • writing passing score = 173
   • mathematics passing score = 174
5. Resume
6. Philosophy of Health and Physical Education Statement

Requirements for admission to the Methods Block prior to Student Teaching:
1. Minimum GPA in the major courses of 2.75 and minimum cumulative GPA of 2.5.
2. Completion of all required BHAN or KAAP courses with a minimum of C- or better (with the exception of KAAP 425, KAAP 433, and BHAN 465)
3. Completion of all required EDUC courses (with the exception of EDUC 420 and EDUC 400)

Requirement for admission to Student Teaching in Health and Physical Education:
1. Minimum GPA in the major courses of 2.75 and a cumulative GPA of 2.5.
2. Minimum grade of C- or better in all required courses in the major
3. Completion of all EDUC courses (with the exception of EDUC 400)

Co-requisite for EDUC 400-Student Teaching:
The candidate must provide proof of having taken the appropriate academic content area tests for Health Education and Physical Education. The Maryland Health Education Test (20550) is required for the health education content test, and the Praxis II Content Knowledge: Physical Education Test (0091) is required for the physical education content test. A copy of the official
scores must be submitted to the Delaware Center for Teacher Education during enrollment in EDUC 400 Student Teaching no later than May 1 for June graduates. An institutional recommendation for certification will not be issued until the candidate has presented the official score report.

Related Activities

Students are encouraged to enrich their experience in the Health and Physical Education Program by participating in activities outside the classroom. These activities allow students to acquire skills and experience that can enhance graduates’ marketability for teaching positions. The following are just a few examples of the many opportunities available to students at the University of Delaware.

The HPE Majors Club is one of over 250 Registered Student Organizations on campus. The club provides students with leadership experience and opportunities for community service related to the profession. KidzFit4Life is one example of a volunteer project in which HPE majors worked with a community organization to teach inner-city middle school children about healthy, active lifestyles. The majors helped prepare the facility, develop the curriculum, and teach nutrition and physical education lessons.

Recreation Services provides students with a variety of student-run competitive Club Sports. Students can participate in high-level extramural competition and gain experience in leadership and organization. Team members create their own competition schedules, plan a budget, and make financial and travel arrangements.

Study Abroad opportunities are offered during winter and summer sessions with courses related to physical education and sport. Faculty in the Department of Behavioral Health and Nutrition direct the programs and teach regular credit courses. Past study abroad destinations include South Africa during the World Cup, Australia during the Summer Olympics, Brazil, China, and New Zealand.

Service Learning Scholarships provide students with the opportunity to immerse themselves in a service learning or community-based research project for 10 weeks during the summer. Service Learning Scholars work with a faculty mentor and a community agency on these real-world experiences. The following are examples of projects completed by HPE students in the past:

- The Impact of Specific Teaching Behaviors on Student Engagement in a Summer Physical Activity Program
- Effects of Canine Assistance on Physical Activity Levels of Children with Autism Spectrum Disorders
Contact Us

For more information about the Health and Physical Education Teacher Preparation Program, please contact:

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