Physical Education
BSEd PK-12 Emphasis

Through this degree teacher candidates are prepared to effectively teach health and physical education in K-12 settings. The requirements are listed below.

Degree Requirements
B.S.Ed. degree candidates must complete the following General Education courses required by the College of Education and the Missouri Department of Elementary and Secondary Education.

General Education and University Requirements:

CORE AREAS:
First Year Writing
- ENGL 1100  First-Year Writing (MOTR ENGL 200)
  or HIST 1111  Reacting to the Past

Math Proficiency (requirement varies by program)
- MATH 1030  College Algebra (MOTR MATH 130)
  or MATH 1020  Contemporary Mathematics (MOTR MATH 120)
  or MATH 1021  Choice and Chance
  or MATH 1025  Geometry in the Real World
  or MATH 1045  PreCalculus (MOTR MATH 150)

Communication Proficiency
- EDUC 2222  Interpretation: Connecting Audiences and Meaning
  or COMM 1040  Introduction to Public Speaking (MOTR COMM 110)

Information Literacy
- ED TECH 2230  Information Literacy

American History or Government
- HIST 1001  American Civilization to 1865 (MOTR HIST 101)
  or HIST 1002  American Civilization 1865 to Present (MOTR HIST 102)

EXPLORE AREAS:
- Humanities and Fine Arts
  Three courses from two of the following fields: art, foreign language, music (excluding applied music), philosophy, theater, dance, and literature.
- Social Science
  - ED PSY 2212  Child and Adolescent Development
  - POL SCI 1100  Introduction to American Politics (MOTR POSC 101)

  One additional 1000-2000 level course in Social Science Explore Area
- Math and Life/Natural Sciences
  - BIOL 1012  General Biology: The Science of Life (MOTR BIOL 100)

ADDITIONAL UNIVERSITY REQUIREMENT
- ENGL 3100  Junior-Level Writing

Program Requirements
Beginning with those students graduating in May, 2017 and receiving teacher certification, the Missouri Department of Elementary and Secondary Education requires a 3.0 GPA in professional education courses, a 3.0 GPA in the teaching content field, and a 2.75 overall GPA.

Professional Education courses must be completed with a grade of C or better (a grade of C- or below is unacceptable).

Students must pass the required DESE certification assessments to receive the B.S.Ed. degree.

B.S.Ed. and B.A. degrees with certification candidates must complete the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 1000</td>
<td>Building Community, Culture, and Learning in Education</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 1001</td>
<td>Early Clinical Experience: Community Agency</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 2000</td>
<td>Becoming a Professional Educator</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 2001</td>
<td>Early Clinical Experience: Schools</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 2209</td>
<td>Foundations of Teaching in American Schools</td>
<td>2</td>
</tr>
<tr>
<td>HLTH PE 3277</td>
<td>Foundations of Health and Physical Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH PE 3280</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ED PSY 3312</td>
<td>Psychology of Learning, Instruction, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED TECH 3135</td>
<td>Technology for Educators</td>
<td>1</td>
</tr>
<tr>
<td>SPEC ED 3318</td>
<td>Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 3001</td>
<td>Mid-Level Clinical Experience: Diverse Learners</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 3310</td>
<td>Introduction to Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 4391</td>
<td>Literacy for Adolescent Learners in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>HLTH PE 3275</td>
<td>Psychological Aspects of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HLTH PE 3284</td>
<td>Physiology of Human Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HLTH PE 3285</td>
<td>Safety and Emergency Care for Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HLTH PE 3380</td>
<td>Introduction to Nutrition for Health and Performance</td>
<td>3</td>
</tr>
<tr>
<td>PHY ED 2134</td>
<td>Personal Physical Fitness</td>
<td>3</td>
</tr>
<tr>
<td>PHY ED 3267</td>
<td>Performance Analysis in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PHY ED 3282</td>
<td>Physical Growth and Motor Development</td>
<td>3</td>
</tr>
</tbody>
</table>
PHY ED 3283  Kinesiology  3

9 hours can be taken concurrently with Level III courses:

HLTH PE 3434  Teaching of Health and Wellness  4

PHY ED 3261  Physical Activity for Diverse Learners  3

PHY ED 3468  Curriculum and Methods of Teaching Physical Education  3

Level III: Synthesizing Theory and Practice in Education

The following Health and Physical Education courses are required:

PHY ED 3422  Teaching of Skills: Grades Pk-4  4

PHY ED 3423  Teaching of Skills: Grades 5-9  3

PHY ED 3424  Teaching of Skills: Grades 9-12  3

PHY ED 3425  Teaching Skills: Movement, Dance, and Rhythms  3

HLTH PE 4989  Practicum I: Site-Based Experience in Physical Education  3

HLTH PE 4990  Practicum II: 12-Week Site-Based Experience in Health and Physical Education  9

HLTH PE 4992  Practicum II: 4-Week Site-Based Experience in Health and Physical Education  3

Total Hours  89

Minimum 124 hours

Learning Outcomes

Upon completion of the program, graduates will be able to:

• Design learning experiences appropriate for curriculum goals and relevant to learners based on principles of effective instruction.

• Demonstrate professional dispositions and culturally and linguistically responsive strategies to engage all learners, recognizing inequalities in educational opportunity.

• Construct a curriculum that demonstrates the knowledge and disposition to differentiate instruction and adapt instruction for diverse student needs including accommodations and/or modifications for student exceptionalities and specialized needs.

• Design instruction that integrates technology, and varied formative and summative assessment tools to inform practice.

• Critically examine professional practice through systematic, reflective inquiry that can improve learning opportunities for all students.

• Utilize character and citizenship education principles in decision-making and classroom management.

• Practice ethics of the profession of teaching to increase resilience through engaged dialogue with colleagues.