Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):
- College: Allied Health and Nursing
- Effective Date of Change: 1/7/05
- Undergraduate
- Academic Year: 2005
- Graduate
- (For Office Use Only)
- Program: Physical Education BS Teaching
- Course Designator:
- CIP #: HP 432
- Course and Number: 1
- Credits: HP 432
- (if applicable) 2

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

A field experience for teacher candidates to develop lesson plans and teach physical education to elementary students on-site prior to student teaching.

Rationale or Justification for change:
Teacher candidates previously were not given the proper number of credits for the time they taught during their field experience. The added credit best serves the teacher candidates. Change of title best serves the description.

***For General Education or Cultural Diversity Courses Only***

General Education Course:
- GE Category #
- GE Category Name (Maximum of 3 Categories)

Cultural Diversity Course:
- (Please check one.)
- □ Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- □ Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course’s student learning outcomes associated with each GE competency or CD designation.
- c. List of strategies to be used to assess students’ achievement of each GE competency or CD designation.

***For New Courses***

(Check all that apply):
- Instructional Type: Lecture
- Course will be offered:
- □ Course is an elective.
- □ Course is required for program
- □ Pre- or Co-requisites:
- □ Other courses are being changed or eliminated. (Explain.)
- □ Fall Semester
- □ Spring Semester
- □ Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course’s student learning outcomes.
- c. A list of resources required to offer and support this course.
- d. A description of how teaching this course will affect department staffing.
- e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
### For Program Proposals

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:  
  [http://www.mnsu.edu/acada/words/PRA_SampSLOAssessPlan.doc](http://www.mnsu.edu/acada/words/PRA_SampSLOAssessPlan.doc)
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

### For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:  

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

Revised September 2002
### Signature Page

**Department**
- Recommended (Category/ies)..................................................
- Not Recommended (Category/ies)...........................................
  
  Comments:
  
  **Department Chair**
  
  **Date**

**College Curriculum Committee**
- Recommended (Category/ies)..................................................
- Not Recommended (Category/ies)...........................................
  
  Comments:
  
  **Committee Chair**
  
  **Date**

**College Dean**
- Recommended (Category/ies)..................................................
- Not Recommended (Category/ies)...........................................
  
  Comments:
  
  **Dean**
  
  **Date**

**General Education Subcommittee**
- Recommended (Category/ies)..................................................
- Not Recommended (Category/ies)...........................................
  
  Comments:
  
  **General Education Subcommittee Chair**
  
  **Date**

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended (Category/ies)..................................................
- Not Recommended (Category/ies)...........................................
  
  Comments:
  
  **UCAP Faculty Chair**
  
  **Date**

**Faculty Association Graduate Committee**
- Recommended
- Not Recommended
  
  Comments:
  
  **Faculty Association Graduate Chair**
  
  **Date**

**Graduate Dean**
- Recommended
- Not Recommended
  
  Comments:
  
  **Graduate Dean**
  
  **Date**

**Academic Affairs Council**
- Recommended (Category/ies)..................................................
- Not Recommended (Category/ies)...........................................
  
  Comments:
  
  **Assistant Vice President**
  
  **Date**

**Senior Vice President and Vice President for Academic Affairs**
- Approved (Category/ies)
- Not Approved (Category/ies)
  
  Comments:
  
  **Sr. Vice President / Vice Pres. Academic Affairs**
  
  **Date**

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*Revised September 2002*
Minnesota State University  
Department of Human Performance - Spring, 2005

**Course Title:** HP 432 Practicum in Teaching Physical Education (1 credit)  
**Instructor:** Dr. Heidi Henschel Pellett  
**Office Location:** HN 173  
**Office Hours:** T-TH – 10:30-12:00  
**Phone:** 389-5570  
**Email:** Heidi.Henschel-Pellett@mnsu.edu

**Course Description:** This course is a practicum designed to give the teacher candidates experience in teaching elementary school age children physical education skills, activities, and fitness prior to student teaching.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Level</th>
<th>Assessment</th>
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</thead>
</table>
| A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities. | | Lesson Plans  
Teaching Presentations |
| 2. Individual, dual, and team activities; lifetime fitness activities; fundamental gymastics; rhythms and dance; low organization, lead up; cooperative games; aerobics; body mechanics; conditioning exercises; and strength training. | Knowledge Practice | Lesson Plans  
Teaching Presentation |
| 3. Appropriate instructional cues and prompts for motor and physical activities. | Knowledge | Lesson Plans  
Teaching Presentation |
| 4. How to support and encourage learner expression through movement | Practice | Lesson Plans  
Teaching Presentation |
| B. Teacher of physical education understands disciplinary knowledge of physical activities and well-being | Knowledge Practice | Lesson Plans  
Teaching Presentations |
| 2. Concepts and strategies related to physical activity and fitness. | Knowledge Practice | Lesson Plans  
Teaching Presentations |
| 3. Disciplinary concepts and principles to skillful movement and physical activity. | | Teaching Presentations  
Lesson Plans |
| 4. Interdisciplinary learning experiences that allow student to integrate knowledge, skills, and methods of inquiry from multiple subject areas. | Knowledge Practice | Teaching Presentations  
Lesson Plans |
| 8. Safety issues to consider when planning and implementing instruction | Knowledge Practice | Lesson Plans  
Teaching Presentations |
| 11. The relationship among physical activity, fitness, and health including developmental adaptive physical education programs. | | Lesson Plans  
Teaching Presentations |
| C. Teacher of physical education must demonstrate an understanding of the teaching of physical education integrate understanding of pedagogy, students, learning, classroom management, and professional development, teacher of physical education to children, preadolescent and adolescents. | | |
1. Understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents and adolescents.

<table>
<thead>
<tr>
<th>Knowledge Practice</th>
<th>Teaching Presentations</th>
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</table>

3. Develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline.

<table>
<thead>
<tr>
<th>Knowledge Practice</th>
<th>Teaching Presentations</th>
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**Required Textbooks:**
Bridges Spring, 2005 Handbook
**On-Line Site:** [http://www.ucompass.mnsu.edu](http://www.ucompass.mnsu.edu)

**Course Objectives:** The teacher candidate will:

1. Design and implement lessons that are developmentally appropriate for K-6 students that also will meet the standards for physical education.
2. Design lesson plans using a variety of teaching styles and instructional strategies.
3. Design integrated lessons with classroom content.
4. Assess K-6 student learning in various skills and fitness activities and document how each student meets the standards and objectives for physical education.
5. Write a reflection paper on their overall teaching experience using the four domains.
6. Collaborate with the classroom teacher regarding classroom/behavior management, ideas for activities and special needs of students.

**Instructional Strategies:** Peer Teaching Evaluation Techniques, Self-Reflections on Teaching Lessons

**Diversity:** “Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn.” (Standard 4). Teacher candidates teach and plan lessons to accommodate students in physical education all semester that have various learning abilities and exceptionalities.
Professional Student Responsibilities

1. You will be assigned to a Bridges classroom with another MSU student(s). One group will have three or four members on their team. You will take turns being the lead teacher for each lesson. It would be valuable to plan your lesson together so you will know how to meet your students’ needs and work as a team.

2. **Lesson Plans will be due 1 week prior to your teaching day. Lesson plans are due for both groups every Thursday by 4:00 p.m. Lesson plans that are turned in late will not be able to teach for the assigned day. This means that you will lose 40 points for that lesson plan. Another team member will have to take the responsibility.** You will post these plans on the HP 432 Ucompass site for grading purposes. If you ever have trouble uploading your lesson plan, please ask for assistance. Always have a back-up copy to turn in. All feedback will be given to you prior to your teaching.

3. Please provide two hard copy lesson plans of the new changes on each teaching lesson day. One can be given to us and the other one for the cooperating teacher for you to receive feedback.

4. Following your teaching lesson, meet briefly with Dr. Pellett, Ms. Derbick, or Ms. Langefeld. Ms. Langefeld will be a teaching assistant on Monday and Wednesday. Ms. Derbick will be a teaching assistant on Tuesday and Thursday. They will be working with you throughout the semester at Bridges.

5. Monday/Wednesday group will create a bulletin board for the month of February and April. Tuesday/Thursday group will create a bulletin board for the month of March and May. Ms. Derbick and Ms. Langefeld will create a bulletin board for the month of January. Be creative and make it colorful. Try to match themes that may be going on during that month. You may also use the wall for any posters or banners too.

6. If you are ill and cannot make it to your teaching class, please let your professor know by calling 389-5570 before 9:00 a.m. so a substitute can be found—-we rely on your team to be prompt and responsible for your well-being. Please contact your team members too. **8% will be deducted for each absence from your final grade.**

7. This is a major's class and you are the Bridges physical education teacher for the semester. The children depend on you to teach them. Please plan on arriving **15 minutes** early to set-up your equipment and be prepared before the children arrive in the gym.

8. Academic integrity is expected from all students. For any incident of academic dishonesty (Plagiarism, copying, cheating, etc.), the MSU policy handbook will be followed.
9. Please purchase a VHS-C Videotape for your teaching lessons. Please find one for a 60 minute lesson. A schedule will be provided for you. Please purchase a playback for you to analyze your teaching.

10. Dress Attire: Collar shirt and comfortable pants or shorts. No hats or outside MSU name attire (i.e., Indiana, inappropriate language). **Please no gum.

<table>
<thead>
<tr>
<th>Student Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Summative Teaching Evaluation Form (Dr. Pellett will Fill out the form at the end of the semester)</td>
<td>30%</td>
</tr>
<tr>
<td>2. (2) Self-Critique Reflection papers on your teaching lessons (2) Coding Forms (2) Specific/General Forms **Both teaching lessons must be videotaped—must view the tape to do the self-critique paper and feedback/coding forms.</td>
<td>10%</td>
</tr>
<tr>
<td>3. Daily Lesson Plans – (rubric grade – 40 points each) **Corrections of the lesson plans will be given between 1-3 additional points added to the final score). These will be checked on your teaching day.</td>
<td>30%</td>
</tr>
<tr>
<td>4. Teaching presentations – 2 formative evaluations</td>
<td>30%</td>
</tr>
<tr>
<td>5. Professionalism – attendance, dress attire, collaboration with team members, professor, grad assistants, faculty, attitude</td>
<td>10%</td>
</tr>
</tbody>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>C</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
</tbody>
</table>

**Special Accommodations:** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Julie Snow, Director of Disabilities Services at 607-389-2825, ML 116, as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Graduate Assistants:**
Ms. Tracie Derbick  
Office: HN 171  
Phone: 389-6112

Ms. Julie Langefeld  
Office: Exercise Lab
Date: November 9, 2004

To: College of Allied Health and Nursing Curriculum Committee

From: Kent K. Kalm EdD
Interim Department Chairperson

Subject: Department of Human Performances’ Physical Education Teaching Curriculum Changes

The Department of Human Performance on October 13, 2004, by a unanimous vote of all eligible faculty, approved the proposed curricular changes being brought forth for the Bachelors Degree in Physical Education: Teaching. These proposed curricular changes are reflective of current and projected future changes in the pedagogical area of Physical Education. The implementation of these proposed curricular changes will not require any additional faculty lines or place additional costs upon our existing resources. I therefore, concur with the faculty and strongly support the proposed curricular changes which will significantly strengthening our preparatory program for Physical Education teachers.