

Health and Physical Education

The BSEd program meets the requirements of the Education and Standards and Practices Board of North Dakota for a K-12 health and physical education teaching license.

Student Learning Goals	Student Learning Outcomes
PHYSICAL EDUCATION	
PE SLG 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.	SLO 1.1 - Describe and apply common content knowledge for teaching PreK-12 physical education.
	SLO 1.2 - Describe and apply specialized content knowledge for teaching PreK-12 physical education.
	SLO 1.3 - Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.
	SLO 1.4 - Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.
	SLO 1.5 - Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students.
	SLO 1.6 - Describe historical, philosophical and social perspectives of physical education issues and legislation.
PE SLG 2: Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.	SLO 2.1 - Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
	SLO 2.2 - Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
	SLO 2.3 Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
	SLO 2.4 Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
	SLO 2.5 Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.
PE SLG 3: Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.	SLO 3.1 - Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.
	SLO 3.2 - Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
	SLO 3.3 Plan for and manage resources to provide active, fair and equitable learning experiences.
	SLO 3.4 Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
	SLO 3.5 - Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
PE SLG 4: Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.	SLO 4.1 - Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
	SLO 4.2 - Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

<p>PE SLG 5: Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.</p>	<p>SLO 4.3 - Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.</p>
	<p>SLO 5.1 Engage in behavior that reflects professional ethics, practice and cultural competence.</p>
	<p>SLO 5.2 Engage in continued professional growth and collaboration in schools and/or professional organizations.</p>
	<p>SLO 5.3 Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities.</p>

HEALTH EDUCATION

<p>HE SLG 1 Content Knowledge. Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.</p>	<p>SLO 1.1 Candidates demonstrate knowledge acquisition in multiple health content areas.</p>
	<p>SLO 1.2 Candidates describe theoretical foundations of human development, learning and health behavior.</p>
	<p>SLO 1.3 Candidates analyze local and/or state standards, as well as national health education standards to determine how the standards contribute to health behaviors in learners.</p>
	<p>SLO 1.4 Candidates demonstrate proficiency in health literacy skills and digital literacy skills.</p>
<p>HE SLG 2 Planning. Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate perK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, and physical ability.</p>	<p>SLO 2.1 Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.</p>
	<p>SLO 2.2 Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all students.</p>
	<p>SLO 2.3 Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the national health education standards.</p>
	<p>SLO 2.4 Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.</p>
	<p>SLO 2.5 Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.</p>
	<p>SLO 2.6 Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.</p>
<p>HE SLG 3 Implementation. Health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability. Candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.</p>	<p>SLO 3.1 Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.</p>

	SLO 3.2 Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
	SLO 3.3 Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.
	SLO 3.4 Candidates apply communication skill, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
	SLO 3.5 Candidates reflect on student learning outcomes and instructional practices, and adjust lessons to meet the diverse needs of all learners.
HE SLG 4 Assessment. Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.	SLO 4.1 Candidates analyze and select assessment strategies, tool and technologies to determining their appropriateness for enhancing learning among all students.
	SLO 4.2 Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
	SLO 4.3 Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse needs of all students.
HE SLG 5 Professionalism. Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.	SLO 5.1 Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.
	SLO 5.2 Candidates demonstrate ethical behavior, as defined by health education and/or codes of ethics.
	SLO 5.3 Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
	SLO 5.4 Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
	SLO 5.5 Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.
	SLO 5.6 Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

Bachelor of Science in Education with a Major in Health and Physical Education

The BSEd program meets the requirements of the Education and Standards and Practices Board of North Dakota for a K-12 physical education and health education teaching license.

Refer to Teacher Education Policies and Procedures (<http://catalog.minotstateu.edu/undergraduate/teachereducationpoliciesandprocedures/>) of the catalog for details regarding Teacher Education at Minot State University. These pages explain the admission, retention, and exit requirements of the program.

General Education

General Education courses required for the major

BIOL 115 or BIOL 220	Concepts of Anatomy and Physiology Anatomy and Physiology I
SOC 110	Introduction to Sociology
PSY 111	Introduction to Psychology

Coursework not requiring admission to Teacher Education

ATR 207	Prevention and Care of Injuries	2
ESR 226	Methods of Teaching Group Exercise	2
ESR 227	Strength and Conditioning Programming Principles and Methods	2
KIN 100	Concepts of Fitness and Wellness	2
KIN 107	Introduction to Health and Physical Education	2
KIN 120	Strength Training	1
KIN 126	Group Exercise	1
KIN 215	Methods of Teaching Sport Activities	2
KIN 216	Methods of Teaching Lifetime Activities and Outdoor Pursuits	2
KIN 301	Psychomotor Development and Learning	3
KIN 315	Curriculum, Assessment, and Technology in Health and Physical Education	3
KIN 334	Nutrition for Physical Performance	2-3
or HMS 240	Nutrition	
KIN 365	Human Sexuality for School Education	3
KIN 431	Kinesiology	2-3
or KIN 433	Physiology of Exercise	
or ESR 308	Biomechanics	
KIN 442	Adapted Physical Education	3
HMS 151	Stress Management	2
MHA 344	Dynamics of Addiction	3
or SOC 420	Drugs and Society	

Professional Education Sequence (admission to teacher education not required)

ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 407	Mid-Level Transition Point Conference	0
HIST 283	Diversity in America	3
SPED 110	Introduction to Exceptional Children	3

Professional Education Sequence (admission to teacher education required)

ED 322	Data Driven Integrated Instruction	2
ED 484	Student Teaching Seminar: K12	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 483	Student Teaching Seminar: Secondary	
ED 494	Student Teaching K-12	14

Department Specific Courses (admission to teacher education required)

Students are also required to obtain and present proof of First Aid and CPR certification.

KIN 340	Elementary Physical Education Methods and Activities	2
KIN 341	Practicum for Elementary Physical Education	3
KIN 391	Secondary Physical Education Methods and Practicum	4
KIN 362	Principles and Methods of Teaching School Health	3

Total Hours**124-126**

¹ Refer to Teacher Education Policies and Procedures (<http://catalog.minotstateu.edu/undergraduate/teachereducationpoliciesandprocedures/>).

Physical Education Minor

ESR 226	Methods of Teaching Group Exercise	2
KIN 107	Introduction to Health and Physical Education	2
KIN 210	First Aid and CPR	1
KIN 215	Methods of Teaching Sport Activities	2
KIN 220	Methods of Teaching Dance	2
KIN 301	Psychomotor Development	2
KIN 334	Nutrition for Physical Performance	2
Select one of the following:		3-4
KIN 340	Elementary Physical Education Methods and Activities	
KIN 391	Secondary Physical Education Methods and Practicum	
KIN 431	Kinesiology	
KIN 433	Physiology of Exercise	
KIN 441	Evaluation of Psychomotor Performance	
KIN 442	Adapted Physical Education	

NOTE: Those adding a Physical Education minor as a teaching minor must complete KIN 340 Elementary Physical Education Methods and Activities or KIN 391 Secondary Physical Education Methods and Practicum, whichever is commensurate with the licensing level of their major, and must earn a grade of C or better. Those not adding this to a teaching major may select any of the six choices available for selection.

Coaching Minor

ATR 207	Prevention and Care of Injuries	2
ATR 208	Taping and Bracing	2
KIN 210	First Aid and CPR	1
KIN 226		
KIN 300	Principles of Coaching Methods	2
KIN 407	Psychology of Physical Education and Athletes	2
KIN 431	Kinesiology	3
KIN 433	Physiology of Exercise	3
KIN 496	Coaching Activities Practicum	2
Select two of the following:		2
KIN 111	Varsity Football	
KIN 112	Varsity Basketball	
KIN 113	Varsity Track & Field	
KIN 114	Varsity Tennis	
KIN 115	Varsity Golf	
KIN 116	Varsity Cross Country	
KIN 117	Varsity Volleyball	
KIN 118	Varsity Cheerleading	
KIN 119	Varsity Softball	
KIN 121	Varsity Baseball	
KIN 215	Methods of Teaching Sport Activities	

Total Hours **19**

Health Education Minor

Required Support Courses

PSY 111	Introduction to Psychology	3
SOC 110	Introduction to Sociology	3

Required Core

KIN 100	Concepts of Fitness and Wellness	2
BIOL 115 or BIOL 220	Concepts of Anatomy and Physiology Anatomy and Physiology I	4
HMS 203	Health Care Through the Life Span	3
KIN 334 or HMS 240	Nutrition for Physical Performance Nutrition	2-3
SOC 420 or MHA 344	Drugs and Society Dynamics of Addiction	3
HMS 151	Stress Management	2

Required Methods Course

KIN 362 or ED 451	Principles and Methods of Teaching School Health Middle School Teaching Strategies	3
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Electives (minimum 6 credits)**6**

ATR 207	Prevention and Care of Injuries	
ESR 206	Medical Conditions	
ESR 306	Health Risk Appraisal	
HMS 243	Pathophysiology	
KIN 360	Administration of School Health Programs	
KIN 361	Vital Health Issues	
SOC 381	Sociology of Health and Illness	
MHA 349	Psychopharmacology	
SWK 225	Self-Care for the Helping Professions	
SWK 250	Interpersonal Skills	
SOC 269	Culture and Sexuality	
KIN 433	Physiology of Exercise	

Additional Requirements

CPR and First Aid Certification

PRAXIS II: Health Education test #5551 required if teaching in schools

Driver and Traffic Safety Concentration

This program is the only Driver and Traffic Safety program in the state and is one of a very few in the region. Several states have indicated they would recognize this concentration in certifying teachers as driver education instructors. Requirements for this credential would be:

- A valid teaching license or eligibility for one.
- Completion of the following courses:

DTS 230	Driver and Traffic Safety Education	3
DTS 260	Teenage Driving Behavior Problems	2
DTS 350	Advanced Driving	3
DTS 450	Organization and Administration of Safety Education	2

Total Hours**10**

These courses meet the North Dakota ESPB requirements for a minor equivalency.