

# EXERCISE SCIENCE, PHYSICAL EDUCATION, & RECREATION: PHYSICAL EDUCATION K-12 TEACHER PREPARATION CONCENTRATION, BACHELOR OF SCIENCE

The BS degree in EXPER prepares program graduates for professional positions in worksite, clinical, school, fitness government, and community settings.

- Graduates of the Physical Education K-12 Teacher Preparation concentration who also complete the Teacher Education program, and receive a passing score on the Colorado Department of Education PRAXIS test, are eligible to receive Teacher Licensure in the State of Colorado. Licensed graduates can find physical education teaching positions in both the public and private school settings and will be certified Kindergarten to 12th grade for Physical Education.

## Specific Admission Requirements Selective Entry & Retention in Teacher Education Admission

Many education courses require the prerequisite of admission to education (see description of courses). Students complete the admission to education process during ED 301 Frameworks of Teaching (4 c.h.). The entire process for gathering information and submitting it to faculty is completed during the course.

The following are the requirements that must be met to be admitted to teacher education. No exceptions can occur to these requirements:

1. Cumulative grade point of 2.600 or greater.
2. Completion of ENG 101 Rhetoric & Writing I (GT-CO1) (3 c.h.) and ENG 102 Rhetoric & Writing II (GT-CO2) (3 c.h.) with grades of C or better.
3. For students pursuing secondary or K-12 licensure, completion of math course required by major field with a grade of C or better<sup>1</sup>. For students pursuing elementary or early childhood education, admission can happen by either<sup>1</sup>:
  - a. completion of one course that meets General Education requirements **with a C or better**. The Associate Dean will evaluate transfer courses for admission purposes.
  - b. completion of two of the following courses with a C or better: MATH 109 Mathematical Explorations (GT-MA1) (3 c.h.), MATH 156 Introduction to Statistics (GT-MA1) (3 c.h.), MATH 360 Elementary Mathematics Concepts I (3 c.h.), MATH 361 Elementary Mathematics Concepts II (3 c.h.)
4. Completion of CID 103 Speaking & Listening (3 c.h.) or CID 221 Interpersonal Communication (3 c.h.) with a grade of C or better. Students completing CID 103 Speaking & Listening (3 c.h.) with a C or C+, or degree plus students may complete this competency through the Oral Proficiency Exam.
5. Completion of ED 301 Frameworks of Teaching (4 c.h.) with a grade of C or better.
6. Completion of a formal, standardized test during ED 301 Frameworks of Teaching (4 c.h.) such as the Proficiency Profile and a writing sample.
7. Completion of satisfactory background check with the Colorado Bureau of Investigation. Background check is sent to the Colorado Department of Education and report must meet the criteria required for obtaining a teaching license in Colorado as outlined in 22-60.5-103 C.R.S.
8. Completion of an education portfolio. Six types of materials will be submitted with the portfolio:
  - a. transcripts and official documents demonstrating students performance in University classes,
  - b. materials developed in University classes which demonstrate proficiency on specific education standards,
  - c. recommendations and evaluations from teachers,
  - d. materials used in field experiences and videos of teaching,
  - e. personal reflections and summaries about progress, and
  - f. results of formal tests.

Specific portfolio requirements and manner of evaluation are included in the appendices to the *Teacher Education Handbook*. All portfolios will be submitted in electronic format (website).
9. <sup>1</sup>
10. The Associate Dean will evaluate transfer courses for admission purposes.

## Retention

Students must maintain a cumulative GPA of 2.600 and must continue to make progress towards proficiency on program standards to remain in the teacher education program. Additional details related to program retention are included in the *Teacher Education Handbook*.

## Student Teaching

Student teaching provides opportunities to integrate theory with practice. Prior to being approved for a student teaching assignment, the following requirements must be met:

1. Completion of all course work including courses in the content area and education.
2. Cumulative GPA of 2.600.
3. GPA of 2.500 in the academic major.
4. Grades of C or higher in all courses required for licensure.
5. Passing score on the content exam in the student's licensure area, required by the State of Colorado. Please note that no state test is required to be licensed in K-12 and Secondary endorsement, and so none are required for admission to student teaching for these majors as well.
6. Successful completion of an education portfolio. Six types of materials will be submitted with the portfolio:
  - a. transcripts and official documents demonstrating students performance in University classes,
  - b. materials developed in University classes which demonstrate proficiency on specific education standards.
  - c. recommendations and evaluations from teachers,
  - d. materials used in field experience and videos of teaching, and
  - e. personal reflections and summaries about progress.

Specific portfolio requirements and manner of evaluation are included in the appendices to the *Teacher Education Handbook*. All portfolios will be submitted in electronic format (website).

7. Successful completion of all required early field experience hours and cooperating teacher evaluations. Hours must include work at the appropriate levels and in a variety of diverse high need settings.
8. Completion of any support plans.
9. Submission of current satisfactory background check from the Colorado Bureau of Investigation.

Applications must be submitted a semester in advance; the deadline for the application is 5:00pm on Wednesday of week 3 of classes. Student teaching requires full time effort; therefore students may not enroll in University courses other than Student Teaching and Capstone Seminar without permission of the Associate Dean.

## Teacher Licensure

At completion of student teaching, the University Supervisor will recommend the student teacher for licensure. This recommendation is required for the institutional recommendation for successful program completion and recommendation to the Colorado Department of Education for a teaching license. Recommendation for licensure is not required for completion of the education minor.

*For students who are interested in pursuing teacher licensure in states other than Colorado: You are strongly encouraged to work with the academic department and the applicable professional licensure board in the state in which you intend to pursue licensing to ensure all licensure requirements will be satisfactorily met.*

## Performance Assessment Activities

In the Teacher Education Program, performance assessment is a process that documents the relationship between the stated mission, goals, program standards, and actual student outcomes. Assessment is multidimensional and comprehensive, utilizing a variety of quantitative and qualitative measures.

- Assessment of student progress is frequent and ongoing throughout the program. At three points in the student's program, faculty completes a multidimensional assessment of progress on teacher education program standards: at admission to education, admission to student teaching and during student teaching. These assessments include a review of progress in all courses, evaluation of student performance through a student-constructed portfolio, and review of K-12 teachers' evaluation of student performance in field experiences.
- Evaluation of progress occurs at the end of each semester after admission to education through a review of student performance in University classes and field experiences.
- Student records are maintained in the Teacher Education Office.

## Higher Education Act (HEA) Reporting Requirements

In October 1998, Congress enacted Title II of the Higher Education Act (HEA), requiring new reporting requirements for institutions and states on teacher preparation and licensing. Section 207 of Title II requires the annual preparation and submission of a report by each university that prepares teachers on how well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization. Universities are also required to publish information on basic aspects of their programs, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching. Information

on students who completed CSU Pueblo's teacher education program can be found on the program's website: <https://www.csupueblo.edu/institutional-research/student-outcomes/licensure-exams.html>.

## Student Learning Outcomes

- Possess content knowledge and skills necessary for their perspective fields of study.
- Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting;
- Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;
- Exhibit effective oral and written communication regarding subjects related to EXPER in an individual and group setting.
- Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

## Specific Program Requirements

### Specific Core Requirements

Course	Title	Credits
AT 232	First Aid	2
BIOL 112	Nutrition	3
EPER 101	Intro to EXPER	2
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
EPER 222	Behavior Facilitation	3
EPER 343	Research and Statistics	3
EPER 344	Exercise Physiology	3
EPER 344L	Exercise Physiology Lab	1
EPER 364	Kinesiology	3
EPER 461	Managing Events & Programs	3
<b>Total Credits</b>		<b>27</b>

### Specific Concentration Requirements

Course	Title	Credits
<b>Required EPER Core Courses</b>		
EPER Core Courses		27
<b>Required Concentration Courses</b>		
AT 260	Injury/Illness Care and Prevention	3
AT 323	Functional Exercise Training	2
EPER 233	History & Principles of Physical Education & Rec	2
EPER 243	Methods of Rhythmic Activities	2
EPER 245	Motor Learning and Development	3
EPER 345	Methods of Physical Activities & Games I	2
EPER 346	Methods Physical Activities & Games II	2
EPER 347	Methods of Fitness Instruction	1
EPER 348	Methods of Individual and Dual Sports	3
EPER 349	Methods of Outdoor PE & Sustainability	2
EPER 351	Methods of Teaching Elem Physical ED	3
EPER 362	Methods of Health Education	3
EPER 470	Methods of Coaching	3
EPER 478	Methods of Secondary Physical Education	3

Select 1 credit from the following:	1
EPER 146L Beginning Swimming	1
EPER 176L Life Guard Training	2
EPER 246L Methods of Swimming	1
EPER 276L Water Safety Instructor Certification	2

**Other Required Courses**

BIOL 223 Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L Human Physiology and Anatomy I Lab (GT-SC1)	1
CID 103 Speaking & Listening	3
MATH 101 Introductory College Mathematics (GT-MA1)	3
PSYC 151 Human Development (GT-SS3) (Must take for Gen Ed and counts in Education minor)	3
ANTH 100 Cultural Anthropology (GT-SS3)	3
General Education: English	6
General Education: History	3
General Education: Humanities	6

**Education Minor**

ED 202 Foundations of Education	3
ED 280 Educational Media and Technology	3
ED 301 Frameworks of Teaching	4
ED 485 Capstone Seminar in Education	1
ED 489 Student Teaching K-12	12
EPER 465 Adapted Physical Education	3
RDG 435 Disciplinary Literacy	4

**Total Credits 123**

<sup>1</sup> Providing either PSYC 151 Human Development (GT-SS3) (3 c.h.) or PSYC 251 Childhood and Adolescence (3 c.h.) in Education minor courses.

## Specific Graduation Requirements

EXPER Physical Education K-12 Students are required to:

- Complete a concentration of study with a cumulative GPA of 2.60 or higher;
- Complete a minor in Education with a C or better in each course;
- Complete MATH 101 with at least a C or better;
- Complete a satisfactory background check with the Colorado Bureau of Investigation;
- Complete an education portfolio.
- Successfully pass the Physical Education PRAXIS exam and student teaching;
- Earn a 2.0 overall GPA to enroll in 300 or 400-level courses in the department;
- Earn a minimum grade of a “C” in all prerequisite and major courses;
- Repeat prerequisite and major courses with a grade of “D” or lower until a grade of “C” or higher is achieved; and
- Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.
- Earn at least 123 credit hours with at least 40 upper-division credits.
- Successfully complete student teaching.
- Submit a graduation contract by the deadline the semester of graduation.

See the School of Education Webpage for a full explanation of the above criteria.

## Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student’s planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major in EXPER with a concentration in Physical Education K-12 Teacher Preparation are required to complete a minor in Education and meet all other requirements outlined by the Teacher Education Program.

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
BIOL 112	Nutrition	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
EPER 101	Intro to EXPER	2
PSYC 151	Human Development (GT-SS3)	3
General Education (Math)	MATH 101	3
<b>Credits</b>		<b>14</b>
<b>Spring</b>		
CID 103	Speaking & Listening	3
ED 202	Foundations of Education	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
General Education	Humanities course	3
<b>Credits</b>		<b>16</b>
<b>Year 2</b>		
<b>Fall</b>		
ANTH 100	Cultural Anthropology (GT-SS3)	3
AT 232	First Aid	2
AT 260	Injury/Illness Care and Prevention	3
BIOL 223	Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L	Human Physiology and Anatomy I Lab (GT-SC1)	1
EPER 233	History & Principles of Physical Education & Rec	2
Select one EPER Water Course		1
EPER 146L	Beginning Swimming	
EPER 176L	Life Guard Training	
EPER 246L	Methods of Swimming	
EPER 276L	Water Safety Instructor Certification	
<b>Credits</b>		<b>15</b>
<b>Spring</b>		
ED 280	Educational Media and Technology	3
ED 301	Frameworks of Teaching	4
EPER 243	Methods of Rhythmic Activities	2
EPER 245	Motor Learning and Development	3
EPER 343	Research and Statistics	3
EPER 347	Methods of Fitness Instruction	1
<b>Credits</b>		<b>16</b>
<b>Year 3</b>		
<b>Fall</b>		
EPER 222	Behavior Facilitation	3
EPER 344	Exercise Physiology	3
EPER 344L	Exercise Physiology Lab	1

EPER 345	Methods of Physical Activities & Games I	2
EPER 470	Methods of Coaching	3
RDG 435	Disciplinary Literacy	4
<b>Credits</b>		<b>16</b>
<b>Spring</b>		
EPER 346	Methods Physical Activities & Games II	2
EPER 349	Methods of Outdoor PE & Sustainability	2
EPER 364	Kinesiology	3
EPER 461	Managing Events & Programs	3
EPER 465	Adapted Physical Education	3
General Education	Humanities course.	3
<b>Credits</b>		<b>16</b>
<b>Year 4</b>		
<b>Fall</b>		
AT 323	Functional Exercise Training	2
EPER 348	Methods of Individual and Dual Sports	3
EPER 351	Methods of Teaching Elem Physical ED	3
EPER 362	Methods of Health Education	3
EPER 478	Methods of Secondary Physical Education	3
General Education	History course.	3
<b>Credits</b>		<b>17</b>
<b>Spring</b>		
ED 485	Capstone Seminar in Education	1
ED 489	Student Teaching K-12	12
<b>Credits</b>		<b>13</b>
<b>Total Credits</b>		<b>123</b>