

PHYSICAL EDUCATION TEACHING, COMPREHENSIVE MAJOR

Teaching (Code 992-001)

University Requirements

GRADUATION REQUIREMENTS FOR BACCALAUREATE DEGREE

Credit Requirements	
Minimum total for graduation ¹	120
Upper division credits (courses numbered 300 and higher)	39
Liberal Education Core (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header1)	36
Academic Concentrations (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header16)	
Grade Point Requirements (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header14) ²	
Total	2.00 average
Resident	2.00 average
Major	2.00 average
Minor	2.00 average
Certificate	2.00 average
University Residency Requirements (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header15)	
Minimum total	30
Senior year	23
Major, Standard, upper division in residence	12
Major, Comprehensive, upper division in residence	21
Certificate	25 percent of credits

Procedures Required for Graduation

Obtain admission to the degree program and/or the College offering it.

Apply for graduation on CampS.

¹ Certain programs exceed this minimum.

² See special requirements in each College.

Applicability of Credits Toward Graduation

Junior College or Two-Year College Credits. A maximum of 72 semester credits earned in a junior college or two-year college will be accepted as degree credits at UW-Eau Claire.

Extension Credits. Credits earned in credit outreach courses offered by UW-Eau Claire are treated as resident credits. Credits earned in extension courses offered by other units of the Universities of Wisconsin System are treated as transfer credits. All other (non-UW) extension and correspondence credits are normally limited to one-fourth of the total required for graduation from any curriculum.

WTCS Credits. A maximum of 72 semester credits earned in college parallel programs at Madison Area Technical College, Milwaukee Area Technical

College, Nicolet Area Technical College, or Chippewa Valley Technical College may be accepted as degree credits at UW-Eau Claire. A set number of general education courses will be accepted from other technical schools. Occupational and technical courses may also be considered for transfer if the quality and content of the course work from the technical college is judged to be comparable to course work at UW-Eau Claire. Refer to the Transfer Credit Wizard (https://my.uwec.edu/psp/PUBLIC/EMPLOYEE/HRMS/c/EAU_SS_CUSTOM.EAU_TRNCRDWZ.GBL) or contact the UW-Eau Claire Admissions Office for information about the current transfer policy.

USAFI Credit. UW-Eau Claire will accept up to 32 semester credits for work done through the United States Armed Forces Institute, under the provision for non-UW correspondence credit (see Extension Credits above).

Activity Credit (band, chorus, drama, KINS 100-184 courses) Students may count toward graduation no more than one credit of KINS 110-184 courses. Students may count toward graduation no more than four credits earned in any single activity course and no more than 12 credits resulting from any combination of activity courses (excluding KINS 110-184 courses).

Other Restricted Credits. For other University restrictions, see the following: Cooperative Education; Credit by Examination; Satisfactory/Unsatisfactory Registration; Transfer of Credits. College or departmental restrictions may also be placed on Independent Study (399-499 courses), Directed Study (395-495), and other types of credits.

APPLICABILITY OF CREDITS TOWARD GRADUATION	Credit Restrictions
Satisfactory/Unsatisfactory	
Total degree credit	maximum 12
Major, Standard	maximum 1 course
Major, Comprehensive	maximum 2 courses
Minor	maximum 1 course
Credit by Examination	
Total degree credit	maximum ¼ of total
Major or minor	maximum ½ of total
Two-Year College Credits	
Total degree credit	maximum 72 credits
Activity credit (band, chorus, drama, KINS 100-184)	
Total KINS 100-184	maximum 1 credit
Total Band, chorus, drama	maximum 12 credits
Single course band, chorus, drama	maximum 4 credits
Extension credits	
UW-System	no maximum
Other extension/correspondence	maximum ¼ of total
USAFI	
USAFI	maximum 32 credits

Liberal Education Core

The University of Wisconsin-Eau Claire measures learning outcomes to ensure that its graduates have achieved a liberal education and prepared themselves to contribute to a complex society. Upon graduation, each undergraduate will have met the five learning goals of our liberal education core and the 12 learning outcomes they comprise.

LIBERAL EDUCATION CORE REQUIREMENTS

a minimum of
36 credits

Knowledge Goal

Knowledge Outcome 1 (K1): Natural Sciences (<http://catalog.uwec.edu/undergraduate/attribute-k1/>) Two (2) learning experiences

One experience in laboratory science must be selected from either K1 or K2.

Knowledge Outcome 2 (K2): Social Sciences (<http://catalog.uwec.edu/undergraduate/attribute-k2/>) Two (2) learning experiences

One experience in laboratory science must be selected from either K1 or K2.

Knowledge Outcome 3 (K3): Humanities (<http://catalog.uwec.edu/undergraduate/attribute-k3/>) Two (2) learning experiences

Knowledge Outcome 4 (K4): Fine Arts (<http://catalog.uwec.edu/undergraduate/attribute-k4/>) One (1) learning experience

Skills Goal

Skills Outcome 1 (S1): Written and Oral Communication (<http://catalog.uwec.edu/undergraduate/attribute-S1/>) Two (2) learning experiences

One S1 must meet the University Writing Requirement (<http://catalog.uwec.edu/undergraduate/graduation-requirements/#header10>)

Skills Outcome 2 (S2): Mathematics (<http://catalog.uwec.edu/undergraduate/attribute-S2/>) One (1) learning experience

One S2 to meet the University Mathematics Requirement (<http://catalog.uwec.edu/undergraduate/graduation-requirements/#header11>)

Skills Outcome 3 (S3): Creativity (<http://catalog.uwec.edu/undergraduate/attribute-S3/>) One (1) learning experience

Responsibility Goal

Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity (<http://catalog.uwec.edu/undergraduate/attribute-R1/>) Two (2) learning experiences

One R1 must satisfy Design for Diversity (<http://catalog.uwec.edu/undergraduate/attribute-DDIV/#header13>)

Responsibility Outcome 2 (R2): Global Perspectives (<http://catalog.uwec.edu/undergraduate/attribute-R2/>) One (1) learning experience

Responsibility Outcome 3 (R3): Civic and Environmental Issues (<http://catalog.uwec.edu/undergraduate/attribute-R3/>) One (1) learning experience

Integration Goal

Integration Outcome 1 (I1): Integration (<http://catalog.uwec.edu/undergraduate/attribute-I1/>) Two (2) learning experiences

Community-Engaged Learning Goal

Community-Engaged Learning (<http://catalog.uwec.edu/undergraduate/attribute-cel/#header13>)

College Degree Requirements

College of Health and Human Sciences Requirements for Teacher Education Programs

1. Liberal Education requirements in the College of Health and Human Sciences.
2. Grade point requirements:

Abbreviation	Full Title
Resident	2.75 average
Total	2.75 average
Major	2.75 average
Minor (for certification only)	2.75 average

3. Residency requirements:

Abbreviation	Full Title
Minimum Total	30 credits
Senior Year	23 credits
Major, in upper division courses	12 credits
Comprehensive Major, in upper division courses	21 credits

4. Criteria and requirements for Admission to Education Program and Admission to the Professional Education Semester.
5. Specific requirements for programs offered in the College of Health and Human Sciences as outlined in department specific sections of this catalog.

Admission Requirements

Admission to Professional Education Programs (<http://catalog.uwec.edu/undergraduate/health-human-sciences/#collegeadmissionrequirements>)

Admission to the College of Health and Human Sciences Teacher Education Program

See additional requirements for admission to education programs as well as additional requirements for licensure.

Resources available limit the number of students admitted to the program. Not everyone who applies can be guaranteed admission.

Additional Physical Education Teaching Program Admission Committee Recommendations

The Physical Education Teaching Program Committee will screen students for admission to the program and make recommendations to the Teacher Education Admissions Committee based on:

1. A completed resumé outlining
 - a. experiences with children and adolescents.
 - b. involvement in professional organizations.
2. A formal interview.

3. A completed course of study form.
4. Performance evaluations from Kinesiology courses.
5. Students must earn a grade of C or above in their physical education & health education courses (KINS 290, KINS 300, KINS 301, KINS 302, KINS 303, KINS 305, KINS 327, KINS 335, KINS 336, KINS 337, KINS 484, KINS 487, KINS 493)
6. Students must earn a grade of C or above in the KINS Core courses (KINS 294, KINS 304, KINS 308, KINS 426)
7. Resident and total GPA of 2.75 or higher.
8. Students may only repeat the physical education & health education courses one time for program purposes. Permission to repeat is required if students earn above a C- per the university repeat policy.

Admission to the Teaching Professional Semester (Student Teaching)

Admission to the Professional Education Semester

The "Professional Education Semester" is defined as the semester in which a student is enrolled in the field experience of student teaching or internship.

Filing Notice of Intent to Student Teach Applications

Information concerning the Notice of Intent to Student Teach will be advertised widely and posted across campus each semester with an associated due date.

Students who plan to enter the Professional Education Semester during the fall semester of the next academic year must file a Notice of Intent to Student Teach with the Teacher Education Program office in the fall. Students who plan to enter the Professional Education Semester during the spring semester of the next academic year must file a Notice of Intent to Student Teach with the Teacher Education Program office in the spring.

Students are encouraged to submit their Notice of Intent to Student Teach by the announced due date. Considerable time is required to process each notice—that is, to determine eligibility, to make arrangements with schools for an appropriate field experience assignment, and to allow for introductions, orientations, and, in some cases, interviews. Students who file on time will benefit by the careful consideration that can be given to their requests; the later a notice is received, the fewer the placement assignments and choices still available will be. Failure to file a Notice of Intent to Student Teach on time may result in a delay of the Professional Education Semester.

Transfer and Special Students

No transfer or special student can enter the Professional Education Semester until after a full semester of residence and after earning a minimum of 15 credits at UW-Eau Claire. Senior transfer students enrolling in September must file an application for admission to the professional semester by December 1 for the following fall.

Criteria for Admission

Factors to be considered in the application for admission to the Professional Education Semester are:

1. Admitted to the appropriate Education Program.
2. Good academic standing, as defined in the catalog section on Academic Standing and Progress.
3. A minimum of 90 credits completed prior to the professional semester.
4. Approval of the major and minor department(s). Departments may have separate criteria they use to determine approval.
5. Resident and total GPAs of at least 2.75; GPAs of at least 2.75 in the major(s) and minor(s) intended for certification. All college-level courses attempted by the student are included when major, minor, and total GPAs are determined for admission to the Professional Education Semester and for graduation.
6. Completion of the 30-hour Human Relations Fieldwork requirement.

7. Evidence of freedom from tuberculosis. Tests are provided by Student Health Services or results of tests must be provided by the student when applying for the Professional Education Semester.
8. Completion of required criminal background check.

Deadline for Meeting Criteria

For placements in the fall semester, criteria for which the student is responsible (GPA, TB test, and criminal background check) must be met by March 1 of the preceding semester.

For placements in the spring semester, these criteria must be met by October 1 of the preceding semester.

For placements in the summer session, these criteria must be met by February 1 of the preceding semester.

Failure to meet criteria on time may result in a delay of the Professional Education Semester.

Licensure to Teach

Criteria for Recommendation for Licensure:

1. Completion of a baccalaureate degree.
2. Completion of an approved teacher education major, minor, or certificate.
3. A 2.75 or higher GPA in the major and minor (where certifiable) and in the combination of all course work in the major, minor (where certifiable), and required education courses exclusive of student teaching. All college-level courses attempted by the student except student teaching are included when major, minor, and professional education GPAs are determined for recommendation for licensure.
4. Completion of student teaching courses with a mark of S.
5. Content area proficiency through one of the following:

Students will earn a minimum 3.0/4.0 GPA in content courses **OR** through obtaining a passing score on the appropriate Praxis II or ACTFL written portion (WPT) exam for Languages candidates. All Languages candidates must pass the OPI/OPIc within three years prior to the start of student teaching.

All Elementary-Middle and Special Education majors and minors, and Early Childhood majors must earn a passing score on the FORT.

Wisconsin Application

College of Health and Human Sciences graduates who desire to teach in Wisconsin, will apply for licensure using the WI Department of Public Instruction's (DPI) ELO (Electronic Licensing Online) by following all steps listed on the site including fingerprinting if applicable.

Upon completion of all program requirements and WI DPI teaching requirements, information will be forwarded to DPI verifying program completion, the completion of all required tests, and information on all certifications the teaching candidates are eligible for with licensure. Candidates will then apply for their Initial License.

Out-of-state Applications

It is recommended that graduates seeking licensure to teach in states other than Wisconsin request application forms and instructions from the state in which licensure is desired. Early inquiry is suggested as the certification requirements vary by state. In most cases, an official transcript of credits must accompany the completed application form; additional tests or course work may be required. In general, candidates will be able to obtain licenses in other states; however, these licenses may be issued with stipulations. **It is the student's responsibility to understand the licensing requirements of other**

states. UW-Eau Claire programs are designed to meet the requirements in Wisconsin only.

Major Requirements

Teaching (Code 992-001)

Education courses and are designed to prepare teachers for 4-12 teaching or for K-12 teaching in selected areas. Each program requires the student to complete:

1. a comprehensive major (at least 60 credits) or a standard major (at least 36 credits) plus one of the following: another standard major (at least 36 credits), or a minor (at least 24 credits), or a certificate (12-18 credits). Students choosing another major or minor may choose from the approved majors and minors listed in the table below. The approved majors and minors lead to additional certification.
2. a professional sequence consisting of teaching methods and related courses.
3. ES 212, ES 313, and ES 314 with a minimum grade of C (not C-) in each course. Student must also earn a C or better in the prescribed methods courses for their major. See list of prescribed methods courses below.
4. Students are assigned an education academic advisor and a faculty advisor through the content major department.

Grades K-12 Licensure

Code	Title	Credits
Professional Sequence		
ES 212	Exploring Schooling K-12	2-3
ES 313	Curriculum, Instructional Methods, and Disciplinary Literacies in Grades K-12	3
ES 314	Collaboration, Engagement, and Assessment in Grades K-12	3
ES 385	Social Foundations: Human Relations	3
ES 490	Historical, Legal, and Philosophical Foundations of Education	3
ES 497	Field Experience Seminar	2
SEIP 300	Inclusive Practices for Secondary Educators	3

Prescribed special methods course(s) (see approved majors and minors below)

Student Teaching Courses from list below:

ES 441	Student Teaching in K-12 Education	5
AND		
ES 445	Student Teaching in Middle Level Education	5
or ES 470	Student Teaching in Secondary Education	
or		
ES 440	Internship Teaching in K-12 Education	5-10
or		
ES 446	Internship Teaching in Middle Level Education	5-10
or		
ES 475	Internship Teaching in Secondary Education	5-10

NOTE 1: SEIP 300 (not required of Kinesiology or Music majors).

NOTE 2: ES 441 is not required for Foreign Language majors and minors in the student teaching semester as an earlier elementary level field placement (required by DPI) occurs in ES 437.

Code	Title	Credits
Core Requirement		
KINS 294	Anatomical Kinesiology	3
KINS 304	Biomechanical Kinesiology	3
KINS 308	Exercise Physiology	3
KINS 426	Motor Development Across the Lifespan	3
Total Credits		12

Physical Education Teaching

Code	Title	Credits
Sixty-Four semester credits including the Core:		
PE Module		
KINS 290	Introduction to Physical Education	3
KINS 300	Planning, Implementation, and Assessment: Invasion Games	2
KINS 301	Planning, Implementation, and Assessment: Adventure Activities	2
KINS 302	Planning, Implementation, and Assessment: Rhythms and Dance	2
KINS 303	Planning, Implementation, and Assessment: Fitness Concepts	3
KINS 305	Planning, Implementation, and Assessment: Net Games	2
KINS 327	Movement Education for Elementary Grades	2
KINS 472	Research Methods in Kinesiology I	2
KINS 473	Research Methods in Kinesiology II	2
KINS 496	Capstone-Teaching Physical Education	1
PSYC 260	Educational Psychology	3
Total credits		24

Adaptive PE Module

Required Courses:		
KINS 484	Adapted Physical Activity	3
KINS 487	Assessment in Adapted Physical Education	3
KINS 493	Practicum in Adapted Physical Education	3

Elective Courses, choose one of the following:		3
SEIP 200	Introduction to Diverse Learners	
SEIP 219	Introduction to Developmental Disabilities and Autism Spectrum Disorders	
SEIP 306	Applied Behavior Analysis for Teachers	
SEIP 340	Introduction to Mild Disabilities	
UEC 220	Introduction to Inclusive Early Childhood Education	

Total Credits		12
Health Module		
KINS 335	Introduction to School Health Education and Current Health Issues	3

KINS 336	Strategies and Assessment in School Health Education	3
KINS 337	Health Education Curriculum Design	3
KINS 450	Applied Nutrition in Kinesiology	3
or BIOL 196	Human Nutrition	
BIOL 151	Biology of Humans	4
Total Credits		16

Code	Title	Credits
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Required LE courses not counted toward major:**K1 (Natural Sciences)**

PHYS 100	Physical Science	4
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S2 (Mathematics)

MATH 246	Elementary Statistics	4
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NOTE: No degree credit may be earned under the Satisfactory/Unsatisfactory option in any course presented for completion of a major in Physical Education Teaching, unless Satisfactory/Unsatisfactory is the only grading option available for a course.

NOTE: This major leads to licensure to teach Physical Education, Adaptive Physical Education and Health Education in grades K-12 classrooms.

Additionally, Teacher Education Candidates shall demonstrate content area proficiency through one of the following:

Students will earn a minimum 3.0/4.0 GPA in content courses **OR** through obtaining a passing score on the appropriate Praxis II/ACTFL exam.

Comprehensiv Code Majors	Prescribed Methods Course	Additional Requirement	Praxis II or ACTFL Content Test Required
Physical Education	992-001	KINS 290	See department for ETS exam number

Additional Licensure and Certification

Adaptive Physical Education

Licensed physical education teachers who wish to add licensure in Adaptive Physical Education must complete either the minor or 15 semester credits including:

SEIP 200	Introduction to Diverse Learners	3
Select one of the following:		3
UEC 220	Introduction to Inclusive Early Childhood Education	
SEIP 219	Introduction to Developmental Disabilities and Autism Spectrum Disorders	
SEIP 306	Applied Behavior Analysis for Teachers	
KINS 484	Adapted Physical Activity	3
KINS 487	Assessment in Adapted Physical Education	3
KINS 493	Practicum in Adapted Physical Education	3

No additional demonstration of content area proficiency is required

Health Education

Licensed physical education teachers who wish to add licensure in Health Education must complete 25 semester credits.

BIOL 151	Biology of Humans	4
BIOL 196	Human Nutrition	3
or KINS 450	Applied Nutrition in Kinesiology	
KINS 294	Anatomical Kinesiology	3
KINS 308	Exercise Physiology	3
KINS 335	Introduction to School Health Education and Current Health Issues	3
KINS 336	Strategies and Assessment in School Health Education	3
KINS 337	Health Education Curriculum Design	3
KINS Elective		2-3

Teacher Education Candidates shall demonstrate Health Education content area proficiency through one of the following:

Students will earn a minimum 3.0/4.0 GPA in content courses **OR** through obtaining a passing score on the appropriate Praxis II/ACTFL exam.

For students who neither meet the minimum GPA requirement nor pass the appropriate Praxis II/ACTFL exam after at least two attempts, a content portfolio can be submitted which parallels the content evaluated on the Praxis II/ACTFL exam. The portfolio may only be submitted once.

Program Learning Outcomes

Physical Education

Students completing this program will be expected to meet the following learning outcomes:

- **Content Knowledge:** Articulate basic physical education knowledge, central physical education concepts, and pedagogical practices within the field of physical education. (Teacher Standard 1)
- **Philosophy:** Develop a professional philosophy consistent with current National Association for Sport and Physical Education (NASPE) and state physical education standards, developmentally appropriate curriculum and instructional design, assessment and professional development. (Teacher Standards 4, 9)
- **Roles and Responsibilities:** Identify the role, function, and responsibility of a physical education teacher and physical education program coordinator as part of the K-12 physical education program. (Teacher Standard 1, 2, 3, 4, 5, 9, 10)
- **Informal Needs Assessment:** Assess informally student physical education needs based on a student's prior physical education experiences, physical fitness level, interests and needs in order to implement quality physical education instruction. (Teacher Standard 7, 9, 10)
- **Physical Education Standards:** Identify and articulate the concepts and skills contained in the current state and NASPE physical education standards in the development of curriculum and instruction. (Teacher Standard 2, 3, 4, 5, 6, 7)
- **Physical Education Instruction:** Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and NASPE standards. (Teacher Standard 2, 3, 4, 5, 6, 7)

- **Multicultural Perspectives:** Analyze and articulate the social, cultural, economic and political factors that affect physical education engagement, home-school relations, and classroom strategies in physical education. (Teacher Standard 2, 3, 4, 5, 6, 7).
- **Evaluation of Physical Education Programs:** Evaluate commercial physical education programs as well as state, national, and international resources utilizing research-based principles in physical education curriculum, instruction and assessment. (Teacher Standard 3, 4, 6)
- **Multiple Instructional Strategies:** Implement effective developmentally appropriate instructional approaches including the use of media and technology, multiple intelligences, differentiated instruction and brain based learning that will create learning experiences that will meet the diverse needs of pupils, the community and curricular goals. (Teacher Standard 3, 4, 6)
- **Authentic Assessment:** Apply formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the pupil. (Teacher Standard 8)
- **Reflection:** Reflect and evaluate the impact of his or her instructional capacity on others (e.g. learners, parents/guardians, and other professionals) as well as their classroom management skills and seek opportunities to grow professionally (i.e. Wisconsin Association for Health, Physical Education, Recreation, and Dance). (Teacher Standard 9)