# Field/Clinical/Internship Practice Requirements for Physical Education Teacher Education

## Summary of Field Experience Hours in the Physical Education Teacher Education Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CR</th>
<th>Field Exp. Hours</th>
<th>Type of Exp.</th>
<th>Population</th>
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<tbody>
<tr>
<td>KIN 102</td>
<td>SWIMMING</td>
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<tr>
<td>KIN 107</td>
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<td>KIN 108</td>
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<tr>
<td>KIN 160</td>
<td>INTRO TO P ED</td>
<td>2</td>
<td>10</td>
<td>Observation</td>
<td>Elementary, middle or high school</td>
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<td>NET/WALL GAMES</td>
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<td>Teaching</td>
<td>Pre K</td>
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<td>MOTOR BEHAVIOR</td>
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<td>ANAT &amp; PHYS I</td>
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<td>KIN 325</td>
<td>HLTH-RELATE FIT</td>
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<td>Teaching</td>
<td>Grades K-6: Classroom setting</td>
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<td>SPRT EXRC PSYCH</td>
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<td>PE FOR ELEM</td>
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<td>Observation  &amp; Teaching</td>
<td>Grades K-6</td>
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<td>MOTOR DEVELOP</td>
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<td>Observation &amp; Interaction</td>
<td>Infant and pre-school</td>
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<td>PHYS OF EXER</td>
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<td>KIN 393</td>
<td>ADAPTED P ED</td>
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<td>Pre K through Grade 12 students with disabilities</td>
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<td>KIN 395</td>
<td>ASSESS ADAPT PE</td>
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<td>PreK through Grade 12 both able bodied and students with disabilities</td>
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<td>EDUC 439</td>
<td>P ED METHODS</td>
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<td>18</td>
<td>Observation &amp; Teaching</td>
<td>Grades 9-12</td>
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<td>PE CURRICULUM</td>
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<td>KIN 461</td>
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<td>30</td>
<td>Teaching</td>
<td>Placements at K-12 settings</td>
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**PETE program totals**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Field Hours</th>
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</thead>
<tbody>
<tr>
<td>53</td>
<td>101</td>
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</tbody>
</table>
KIN 160 Introduction to Physical Education (2 credits)

I. Catalog Description:
   Introductory course in physical education that presents educational and professional responsibilities and foundations of physical education. Designed to help students considering a career in physical education to formalize their decision to student physical education. Requires a 10-hour field experience.

II. Population Served:
   Elementary aged children.

III. Number of Required Field/Internship
   Students will be out in the schools during 7 class periods for a total of 14 hours (2 hours observation and 12 hours teaching).

IV. Required Activities:
   A. Collect, analyze and summarizes systematic data during a 10-hour field experience in physical education on contextual factors and physical education students and present the findings

V. How Activities Are Assessed:
   A. Written paper

KIN 252 Contemporary Physical Activities (1 credit)

I. Catalog Description:
   Content knowledge and skill in movement concepts associated with contemporary physical activities (e.g. yoga, pilates, tai chi). Development of resource notebook required. Prerequisites: Physical Education Teacher Education major.

II. Population Served:
   Pre K children.

III. Number of Required Field/Internship
   Students will be leading Pre K students from the on-campus day-care program for one hour.

IV. Required Activities:
   A. Students will learn and implement a teacher-developed yoga lesson appropriate for a Pre K population

V. How Activities Are Assessed:
   A. Written reflection
KIN 325 Principles of Health-Related Fitness for the Physical Educator (3 credits)

I. **Catalog Description:**
Principles of health-related fitness and policies of wellness in school-based physical education programs. Focusing on application, development, assessment, and teaching of cardiovascular and strength training principles. Prerequisites: Physical Education Teacher Education major or coaching minor. 2 hrs lecture; 2 hrs lab.

II. **Population Served:**
Grades 4-6 classroom setting.

III. **Number of Required Field/Internship**
Students will be teaching a 1 hour lesson.

IV. **Required Activities:**
   A. Students will design and implement a health and physical activity lesson in a classroom setting.

V. **How Activities Are Assessed:**
   A. Classroom teacher written evaluation
   B. Written reflection
KIN 365 Physical Education for the Elementary Grades (3 credits)

I. Catalog Description:
Planning a curriculum of educational games, gymnastics, and dance based on a movement analysis and exploratory approach. Content centers on curriculum and teaching methodologies for grades K-5. Grade of C or better required. Prerequisites: KIN 124, 160, 250, 255, 265, 270; fully accepted in the Teacher Education Program. 2 hrs lecture; 2 hrs lab.

II. Population Served:
Elementary aged children.

III. Number of Required Field/Internship
Students will be out in the schools during 7 class periods for a total of 14 hours (2 hours observation and 12 hours teaching.

IV. Required Activities:
A. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, base on state and national standards.
B. Understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
C. Use of effective verbal and non-verbal techniques to enhance learning and engagement in a physical activity setting.
D. Use of assessments to foster physical, cognitive, social, and emotional development of elementary age learners in physical activity.

V. How Activities Are Assessed:
A. Lesson Plans and Teaching
B. Assessment Project
C. Lesson Data and Reflection
D. Observation Reports
KIN 369 Motor Development (3 credits)

I. Catalog Description:
   A study of the process of change in perception, acquisition, and performance of physical skills across the lifespan. Prerequisites: KIN 270, 290. 2 hrs lecture; 2 hrs lab.

II. Population Served:
   Infants and pre-school children.

III. Number of Required Field/Internship
   Students will observe and interact with children in two settings; (a) 3 hours during the on-campus day-care program; and (b) 4 hours during “Kids Day” at the Macomb YMCA. Students will design and lead activities during this experience.

IV. Required Activities:
   A. Design age-appropriate physical activities.
   B. Teach and lead physical activities for children.

V. How Activities Are Assessed:
   A. Activity Plans
   B. Self and group evaluation/reflection of activities
KIN 393 Adapted Physical Education (3 credits)

I. Catalog Description:
Etiologies of, assessment for, and program modifications related to the disabled in physical education and sport. Grade of C or better required for Teacher Education majors. Prerequisites: KIN 290. 2 hrs lecture; 2 hrs lab.

II. Population Served:
Participants in the motor clinic range in age from pre-school to adult learners. Activities are both gymnasium based and pool-based. Students will be rotated among the populations in order to be exposed to the full range of learners and disabilities.

III. Number of Required Field/Internship

IV. Students are required to instruct during the 7 Friday Motor Clinics for a total of 14 hours. Students will be teaching in a group and thus lessons involve shared responsibilities.

V. Required Activities:
A. Design lesson plans to maximize instruction for all learners.
B. Complete a motor assessment for a student with a disability.
C. Demonstrate the ability to adapt activities so that they are developmentally appropriate
D. Demonstrate the ability to work with a wide range of individuals with disabilities.

VI. How Activities Are Assessed:
A. Activity Plans used during the clinic
B. Weekly Reflections of teaching
C. Evaluation of teaching effectiveness during the clinic
D. Final activity plan
KIN 395 Assessment Techniques in Adapted Physical Education (2 credits)

I. Catalog Description:
Content centers on purposes, methods, appropriate tools, and processes of assessment (referral, screening, assessment, program implementation and evaluation) for individuals with disabilities. The focus of the assessment will be in the areas of motor skills and physical fitness. Prerequisites: KIN 265 and 393. 2 hrs lab.

II. Population Served:
PreK through Grade 12 both able bodied and students with disabilities.

III. Number of Required Field/Internship
Students will complete a total of 6 hours of work with students in a physical activity setting.

IV. Required Activities:
A. Students will conduct assessment on students with disabilities, interpret results of assessment and make recommendations for programming based upon assessment.
B. Students will be able to plan appropriate activities for students with disabilities based upon assessment results
C. Practical experience in administering standardized and norm-referenced tests.

V. How Activities Are Assessed:
A. Written assessment report
B. Development of an individualized education program (IEP)
C. Development of an IEP plan
D. Formal presentation of an IEP plan to a small group of professionals.
EDUC 439 Secondary Physical Education Methods (3 credits)

I. Catalog Description:
Planning, developing, and teaching physical education content at the secondary level. Includes a field experience at the middle or high school level. Grade of C or better required. Prerequisites: EIS 301, KIN 115, 124, 135, 226, 251, 252, 253, 365; fully accepted in the Teacher Education Program. 2 hrs lecture; 2 hrs lab.

II. Population Served:
Students are required to instruct at the middle or high school level.

III. Number of Required Field/Internship
Students will be out in the schools during 9 class periods for a total of 18 hours (9 hours teaching and 9 hours observation/peer evaluation).

IV. Required Activities:
   A. Development of appropriate high school physical education curriculum and lesson plans.
   B. Demonstrate effective teaching skills for high school physical education students.
   C. Development and implementation of effective lesson plans.
   D. Demonstration of appropriate and effective use of assessment to measure achievement and to prescribe future learning experiences.

V. How Activities Are Assessed:
   A. Contextual Analysis
   B. Design lessons plans and experiences for high school learners
   C. Teaching lessons
   D. Use of data from observation systems (video and peer) to reflect and improve teaching skills
KIN 461 Field Experience in Physical Education (1 credit)

I. Catalog Description:
   30-hour observation and teaching experience in area physical education programs with on-campus seminar sessions. Grade of C or better required. Corequisite or Prerequisite: EDUC 439 in the Department of Kinesiology and KIN 477; fully accepted in the Teacher Education Program.

II. Population Served:
    Students are required to instruct at either the elementary, middle or secondary level.

III. Number of Required Field/Internship
    Experience will be scheduled over a minimum of 5 weeks. Students will complete a total of 30 hours with a minimum of 25 hour of teaching.

IV. Required Activities:
    A. Observe and assist mentor teacher in order to complete a thorough contextual analysis that includes environmental factors and student characteristics that may impact student learning.
    B. Demonstrate effective teaching skills through written reflections, oral discussion and videotaped analysis of teaching.
    C. Development and implementation of effective lesson plans.
    D. Demonstration of effective application of formal performance-based assessment of student learning.

V. How Activities Are Assessed:
    A. Contextual Analysis
    B. Lesson Plan
    C. Reflection Paper
    D. Video analysis of teaching
    E. Assessment Project