



Physical Education Courses

PHED 5100 Motor Development (2 credits)

An introduction to motor development and related motor theories. Application of these basic motor principles to the teaching of physical education and activity at all levels.

PHED 5110 Motor Learning (2 credits)

An introductory class in motor control and learning that gives an overview of the processes and mechanisms involved in generating, acquiring, and refining motor skills and of factors that foster or hinder the acquisition and refinement of these skills.

PHED 5120 Psychology of Sport and Exercise (2 credits)

This course explores the psychological principles that influence participation, performance, motivation and well-being in sport and exercise contexts. Students examine the cognitive, emotional, and social factors that shape behavior in athletes, exercisers, and teams. Emphasis is placed on applying psychological theories and evidence-based strategies to enhance motivation, performance, group dynamics, and lifelong engagement in physical activity. Practical application is made to teaching, coaching, and exercise leadership in educational, athletic and exercise settings. Prerequisite(s): None.

PHED 5160 Advanced Fitness Assessment & Prescription--Aerobic (3 credits)

Theory and practice of physical fitness assessment for the purpose of prescribing aerobic exercise to adults, both healthy populations and those with special conditions, such as obesity, diabetes, osteoporosis, asthma, hypertension, and heart disease. Prepares students for American College of Sports Medicine (ACSM) Health Fitness Specialist exam as well as other personal trainer certifications. Prerequisite: PHED 5300 or consent of instructor.

PHED 5170 Advanced Principles for Strength and Speed Training (3 credits)

Theory and practice of strength and speed training with emphasis on technique analysis and instructional methods for strength training. Includes facility design and equipment purchasing and maintenance. Prepares students for National Strength and Conditioning Association Certified Strength and Conditioning Specialist (CSCS). Prerequisite: PHED 5300 or consent of instructor.

PHED 5190 Athletic Training (2 credits)

A lecture course with laboratory activity introducing the five practice domains of athletic training that include: prevention, recognition and evaluation, rehabilitation, reconditioning of athletic injuries, administration and professional development. Other topics include the theory and practice of athletic taping and risk management.

PHED 5200 Introduction to Sport Biomechanics (3 credits)

Introduction to biomechanical concepts and principles. Application of these principles to evaluating and improving performance in physical activities. Introduction to methods for qualitative movement analysis.

PHED 5209 Sport Finance (3 credits)

This course will provide the student an understanding of theories and concepts used in financial resource management for the operation of programs in both public and private sectors of sport. Topics include ethical concerns, decision making, principles of budgeting, budget development, financial statements, spread sheet utilization, and sources of revenue for financing sport.

PHED 5219 Sport Economics (2 credits)

This course will provide the student an understanding of theories and concepts related to economics of sport. Topics covered: economic growth of the sport industry, concepts of competitive strategy, economic impact principles, economic theory applied to various levels of sport, labor relations, stadium and arenas, venues and events, manufacturing, and service industries.

PHED 5250 Teaching Secondary Physical Education (3 credits)

An online methods course designed specifically for physical education teacher licensure candidates in the FasTrack/MAT program. Students utilize national physical education standards, appropriate management protocols and pedagogical best practice to design and deliver physical education lessons for students in grades 6-12. Students design learning and assessment activities that align with current national/state standards and learning outcomes. Prerequisite(s): None

PHED 5300 Physiology of Exercise (3 credits)

This course introduces the physiological principles underlying human movement and physical activity. Students will explore how the body's systems respond and adapt to acute and chronic exercise, with an emphasis on energy systems, cardiovascular and respiratory function, neuromuscular adaptation, and metabolic processes. The course will also examine the role of physical activity in health and disease prevention, and methods of physiological testing, including weekly labs. This course will provide a basic overview of nutrition for both active and sedentary populations and examine Federal physical activity and dietary guidelines. This course aims to prepare students for practical application knowledge, skills and abilities learned in educational, fitness, wellness, or clinical settings. Prerequisite(s): BIOL 1111 or BIOL 3250 or consent of instructor.

PHED 5309 Legal Aspects of Sport, Health, and Fitness (3 credits)

An overview of the field of sports law, with applications to amateur sport, professional sport, recreation, health, healthcare, and fitness settings. Key areas of the law are identified, and applications within the sport, health and fitness industries are studied. Provides information about legal issues that may help professionals avoid litigation by foreseeing and preventing problems.

PHED 5400 Curriculum Design and Assessment in Physical Education (3 credits)

This course prepares teacher candidates to design, implement, and evaluate PreK-12 Physical Education curricula that meet the needs of diverse learners and align with standards and various curricular models. Emphasis is placed on developing progressive units, selection and implementation of assessments, analyzing student performance data, and using reflection to guide instructional decisions. Candidates will also explore program organization, administration, advocacy and professional growth opportunities within the field of physical education. Prerequisite(s): None.

PHED 5409 Sport Business Management (3 credits)

Study of the structures and processes of sport organizations, as well as examine principles and concepts as they apply to sport businesses. Topics include definitions; and internal processes such as social responsibility and ethics, organizational behavior and structure, organizational philosophy, mission statements, goals and objectives, chain of command, strategic plans, adapting to change, and so on.

PHED 5449 Socio-Culture and Ethical Issues in Sport (3 credits)

Study of the general relationship between individuals and sport, and sport and society. Examine the ways sport is linked to other spheres of social life, the organization and behavior patterns of both individuals and groups within sport settings, and the cultural, structural, and situational factors affecting sport and sport experiences.

PHED 5500 Inclusive Physical Education (3 credits)

An introduction to the study and practice of teaching physical education to children with disabilities in the public schools. Prerequisite(s): None.

PHED 5501 Orientation to the Online DAPE Program (0 credit)

This course will prepare candidates to begin the online Developmental Adapted Physical Education as a pathway to an add-on licensure. Prerequisite(s): Admittance to DAPE program and MN K-12 Physical Education License.

PHED 5504 Fundamentals of Rhythms and Dance (2 credits)

This course will include fundamentals and materials for teaching various forms of rhythms and dance. Components include effective individual and group instruction, cultural and historical implications, dance steps, foundations, and a variety of traditional, creative and contemporary rhythm and dance forms applicable to the PK-12 setting. Prerequisite(s): None.

PHED 5505 Teaching Elementary Physical Education (2 credits)

This course prepares students to plan, teach, and assess developmentally appropriate physical education programming for students in grades PreK-5. Emphasis is placed on understanding learner characteristics, fostering fundamental motor skill development (locomotor, nonlocomotor, and manipulative), and creating engaging, inclusive, and safe learning environments. Students will develop and implement elementary-level lessons that incorporate effective instructional strategies, skill progressions, demonstrations, feedback, and class management techniques. Through peer teaching and reflective practice, students will demonstrate competency in movement fundamentals and instructional methods aligned with state and national physical education standards. Prerequisite(s): None.

PHED 5509 Sport Event Management (2 credits)

This course will provide the student with an understanding of the responsibilities in managing sport facilities, administering, organizing and producing sporting events. The topics will range from personnel issues, facility protocol and procedures, and emergency plans.

PHED 5510 DAPE Introduction to Professional Communities of Practice (3 credits)

DAPE Introduction to Professional Communities of Practice provides candidates with experiences exploring and researching historical laws and professional organizations related to developmentally adapted physical education while developing collaborative relationships with other professionals through presentations, research articles, and conference session content materials. Prerequisite(s): PHED 5501.

PHED 5519 Sport Facility Management (2 credits)

This course provides an understanding of sport facility management, facility planning, site and design development, systems and operations, and facility administration.

PHED 5520 DAPE Foundations of Due Process, Assessment, and Evaluation (3 credits)

DAPE Foundations of Due Process, Assessment, and Evaluation provides candidates with the knowledge necessary to develop, organize, and administer DAPE programs. The candidates will demonstrate competency in referral, assessment, and evaluation supported by DAPE's historical and philosophical foundations, legal bases, the IEP process, technology resources, and an understanding of health-related physical and motor fitness, assistive technology, and adapted equipment. The theoretical research is grounded in Minnesota's K-12 Academic Standards in Physical Education and the Developmentally Adapted Physical Education (DAPE) Core Skills and Standards. Students will gain knowledge to assess the fitness, motor, social and behavioral skills of three students, ages 3-22-year-old, with identified disabilities in a school setting to create a team evaluation plan and report. Students develop DAPE programs for elementary, middle, and secondary school levels using assessment information. Programs reflect individual student goals and objectives, as the MNDAPE Operational Guide (2023) outlines. Prerequisite(s): PHED 5510.

PHED 5530 DAPE Community Transition (3 credits)

DAPE Community Transition provides candidates with opportunities to combine content, theory, and research with practical experience in DAPE programming and teaching strategies in a community setting. This course allows students to cultivate and maintain positive, collaborative relationships with students, families, other professionals, and community partners to support student development and the educational process focused on students 18-22 years of age. Prerequisite(s): PHED 5501.

PHED 5540 DAPE Teaching Strategies I (3 credits)

DAPE Teaching Strategies I provide candidates with the knowledge and practical experiences necessary for future teachers to develop individual Education Plans based on typical and atypical motor development patterns and deliver lesson plan content using best-practice instructional strategies, behavioral interventions, safe learning environments, and communication methods with nonverbal students. Candidates will create an Individual Education (IEP) for two students ages 3 to 12th grade DAPE service settings. Prerequisite(s) PHED 5520.

PHED 5550 DAPE Teaching Strategies II (3 credits)

DAPE Teaching Strategies II provide candidates with the knowledge and practical experiences necessary for future teachers to develop individual DAPE lessons based on typical and atypical motor development patterns and deliver lesson plan content using best-practice instructional strategies, behavioral interventions, safe learning environments, and communication methods with nonverbal students. Candidates will create year, unit, and daily lesson plans and teach the lesson plans to students ages 3 to 12th grade in various DAPE service settings. Prerequisite(s): PHED 5540.

PHED 5600 Sport Marketing (3 credits)

Study of fundamental marketing principles utilized in sport. Topics include definitions, marketing planning process, goals and objectives of marketing, marketing mix, target markets, consumer behavior, sponsorship, endorsement, merchandising, fundraising, and mass communication.

PHED 5604 Teaching Games, Sports and Skills-Based Activities (2 credits)

This course prepares students to design, implement, and assess developmentally appropriate instruction in games, sports, and skill-based activities for grades 6-12. Emphasis is placed on effective planning, management, and instructional strategies that foster skill development, tactical understanding, and positive engagement in physical activity. Students will learn to integrate movement concepts, skill progressions, demonstrations, instructional cues, feedback, and strategies for promoting safe, inclusive, and supportive learning environments. Through micro-teaching, peer feedback, and observation experiences, candidates apply physical education standards in planning, teaching, and assessing student learning in team and skill-based activities. Prerequisite(s): None.

PHED 5605 Teaching Individual Sports and Dual Activities (2 credits)

Methods of teaching and the practice of the skills such as tennis, golf, pickleball, archery, badminton, bowling, and racquetball are the focus. Development of lesson plans, unit plans and application of the teaching methods is emphasized. Prerequisite: Entrance into teacher education program or consent of instructor.

PHED 5607 Teaching Fitness (2 credits)

Methods of teaching and practice in the development of physical fitness, including the development of the health-related fitness components of strength, cardiovascular endurance, muscular endurance, and flexibility through activities such as cross-country skiing, exercise walking, orienteering, geo-caching, cycling, Frisbee golf, Ultimate Frisbee, rock climbing, yoga, and weight training. Prerequisite(s): None.

PHED 5870 Field Experience in Physical Education (1 credit)

A supervised experience in PreK-12 Physical Education settings designed to prepare teacher candidates for professional practice. Student candidates will observe, assist and teach under the guidance of a licensed Physical Education teacher while demonstrating competencies aligned with Minnesota Professional Educator Licensing and Standards Board (PELSB) and National/State PE standards. Emphasis is placed on lesson planning, classroom management, inclusion, professional collaboration, and reflective practice. Required: A minimum of 30 field experience hours per credit.

PHED 6109 Sociology of Sport (3 credits)

Study of the general relationship between sport and society including: (1) the ways sport is linked to other spheres of social life; (2) the organization and behavior patterns that exist within sport settings; (3) the cultural, structural, and situational factors affecting sport and sport experiences; and (4) the social processes related to democratization, collective behavior, and social change.

PHED 6200 Applied Physiology and Nutrition (3 credits)

An examination of current conditioning and nutritional practices in sport. Emphasis will be on reading research related to these practices, as well as developing skills and methods for assessing performance and the effects of conditioning.

PHED 6300 Advanced Principles of Coaching and Administration (3 credits)

A study of advanced principles and administrative duties of coaching. Practical applications of these will include the use of technology and problem solving in case studies.

PHED 6400 Advanced Movement Analysis (3 credits)

A study of the mechanical principles applied to the analysis of human movement including data gathering techniques and interpretations of selected research studies. Lecture and laboratory experiences provided.

PHED 6991 Thesis Topic (1 credit)

Students develop a research question(s) to be used for their thesis proposal. Course content includes methods and practice in literature searches.

PHED 6992 Thesis Proposal Seminar (1 credit)

An extension of PHED 6991, this course has the objective of taking the advisor-approved topic and problem statement and developing a thesis proposal worthy of acceptance by the PEHS graduate faculty. This includes the completion of the first three chapters of the student's thesis.

All-University Courses

The course numbers listed below, not always included in the semester class schedule, may be registered for by consent of the advisor, instructor, or department chair, or may be assigned by the department when warranted. Individual registration requires previous arrangement by the student and the completion of any required form or planning outline as well as any prerequisites.

1910, 2910, 3910, 4910 DIRECTED INDEPENDENT STUDY

1920, 2920, 3920, 4920 DIRECTED GROUP STUDY

1930, 2930, 3930, 4930 EXPERIMENTAL COURSE

1940, 2940, 3940, 4940 IN-SERVICE COURSE

1950, 2950, 3950, 4950 WORKSHOP, INSTITUTE, TOUR

1960, 2960, 3960, 4960 SPECIAL PURPOSE INSTRUCTION

1970, 2970, 3970, 4970 INTERNSHIP

1980, 2980, 3980, 4980 RESEARCH

1990, 2990, 3990, 4990 THESIS