

MAJOR IN PHYSICAL EDUCATION

The Physical Education program (Teacher Education concentration) prepares students to become competent physical educators consistent with developmentally and instructionally appropriate guidelines provided by the Society of Health and Physical Educators-SHAPE America. Graduates of the program are eligible to apply for certification by the Maryland State Department of Education as a PreK-12 Physical Education teacher.

Admission

Requirements for Admission to the Physical Education Program

Admission Requirements for Teacher Education

The Physical Education Teacher Education program is in the Department of Kinesiology in the College of Health Professions and prepares students to become competent physical educators consistent with national developmentally and instructionally appropriate guidelines. The program is affiliated with the College of Education and graduates are eligible to apply for certification by the Maryland State Department of Education as a PreK-12 Physical Education teacher.

The Teacher Education Executive Board, representing all initial teacher education programs at Towson University, utilizes the following **minimum** requirements as conditions for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship. Programs may include additional requirements for admission into the program and/or the capstone internship.

The College of Education admits students either as freshmen or as undergraduate transfer students from accredited, post-secondary institutions. During the freshman and sophomore years, students are generally engaged in pre-professional courses or courses that fulfill Core Curriculum requirements, as well as all identified prerequisites (e.g., specific and sequential courses in Core Curriculum) for admission to COE screened majors and programs.

All College of Education undergraduate programs are screened majors. As an integral part of the teaching/learning experience, students work with advisers in a strategic planning process across all years at TU. Accordingly, to support student success, all COE students are required to confer prior to registration each term with their assigned advisers.

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS

1. Complete a self-disclosure criminal background form to be submitted to the major department with the application.
2. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs.
3. A cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program.
 - i. Applicants with a GPA between 2.50 - 2.99 may be admitted conditionally if they provide evidence of passing scores on a

Basic Skills Assessment* as identified by the Maryland State Department of Education (i.e. SAT, ACT, GRE, Praxis Core) and receive approval from the department chairperson/program coordinator.

**Candidates may apply for a test waiver directly to the department. Such waivers should only be granted if it is predicted, based on the individual candidate's transcript data, that the candidate's final cumulative/overall GPA will be above a 3.00.*

II. ADDITIONAL PROGRAM REQUIREMENTS

The Physical Education major includes the following phases:

Phase I - General Preparation

During Phase I, the following requirements must be satisfied to advance to Phase II:

- Completion of speech and hearing test with follow-up if needed
- Grade of "C" or better in Phase I courses.
- Document a minimum GPA of at least 3.00 during the most recent two years of the candidate's general education. A grade of PS (Pass) is not accepted for courses required in the major/minor per the undergraduate catalog. AP credits can be applied towards requirements in the major/minor, but not towards the GPA.
- Submit a written application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs.

Phase II - Pre-Professional Preparation/ Internship I

During Phase II, the following requirements must be satisfied to advance to Phase III:

- Maintain a semester GPA of 3.00 in required education courses for all programs.
 - At the department's discretion, candidates who do not meet the above GPA requirement may continue for one additional semester under probationary status, but must meet the 3.00 GPA requirement at the end of the probationary period. If the GPA requirement is not met at the end of the probationary period, the candidate would be dismissed from the program.
- Entry into Phase III requires the completion of all requirements for graduation except for the courses within Phase III.
- Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see COE Behavior Policy)

Phase III - Professional Preparation/ Internship II (Capstone Internship)

- Complete a criminal background check as required by the school system in which the internship is located.
- Complete all required coursework, including the Educative Teacher Performance Assessment (edTPA) portfolio.
- Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see COE Behavior Policy)
- Phase III of the program includes a capstone internship. The capstone internship experience includes teaching placements at

both an elementary and secondary school. The experience must be completed in Baltimore City, Baltimore County, Carroll County, Harford County, Howard County, or Anne Arundel County (or other counties as approved). Interns are not permitted to take any other courses during Phase III.

Requirements

The Physical Education major with a Teacher Education concentration requires 94 total units. Minimum 50% of the units required for the major must be completed at Towson University.

Minimum requirements for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship are outlined on the Standards for Teacher Education page in the Undergraduate Catalog.

Code	Title	Units
Phase I		
KNES 292	PHYSICAL EDUCATION TEACHER EDUCATION AS A PROFESSION	3
KNES 294	PHYSICAL EDUCATION ELEMENTARY CONTENT KNOWLEDGE AND PERFORMANCE I	3
Phase II		
KNES 238	PHYSICAL FITNESS PROGRAMMING AND ASSESSMENT	3
KNES 240	PEDAGOGY IN FIELD/COURT SKILLS AND STRATEGY	3
KNES 242	PEDAGOGY IN STRIKING, FIELDING AND TARGET SKILLS AND STRATEGY	3
KNES 244	PEDAGOGY IN CREATIVE MOVEMENT AND GYMNASTICS SKILLS AND STRATEGIES	3
KNES 246	PEDAGOGY OF NET/WALL SKILLS & STRATEGIES	3
KNES 249	PEDAGOGY IN TRACK & FIELD SKILLS AND STRATEGY, AND ADVENTURE EDUCATION	3
KNES 310	ASSESSMENT IN PHYSICAL EDUCATION	3
KNES 311	BIOMECHANICS	3
KNES 313	PHYSIOLOGY OF EXERCISE	3
KNES 315	CARE AND PREVENTION OF ATHLETIC INJURIES	3
KNES 317	MOTOR BEHAVIOR IN PHYS EDUCATION	3
KNES 324	TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL	3
KNES 325	TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL	3
KNES 423	ADAPTED PHYSICAL EDUCATION	3
Phase III		
KNES 480	SEMINAR IN TEACHING PHYSICAL EDUCATION	1
KNES 492	ELEMENTARY INTERNSHIP	6
KNES 493	SECONDARY INTERNSHIP	6
Additional Requirements (33 Units)		
BIOL 191 & 191L	INTRODUCTORY BIOLOGY FOR HEALTH PROFESSIONS [LECTURE] and INTRODUCTORY BIOLOGY FOR HEALTH PROFESSIONS [LAB]	4

BIOL 221 & 221L	HUMAN ANATOMY & PHYSIOLOGY I [LECTURE] and HUMAN ANATOMY & PHYSIOLOGY I [LAB]	4
BIOL 222 & 222L	HUMAN ANATOMY & PHYSIOLOGY II [LECTURE] and HUMAN ANATOMY & PHYSIOLOGY II [LAB]	4
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY	3
ELED 324	INTEGRATING LITERACY IN PREK-12 CONTENT AREAS	3
PSYC 101	INTRODUCTION TO PSYCHOLOGY	3
PSYC 201	EDUCATIONAL PSYCHOLOGY	3
REED 365	LITERACY IN THE CONTENT AREAS PREK-12	3
SCED 304	EDUCATION, ETHICS AND CHANGE	3
Total Units		94

Four-Year Plan of Study

Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
BIOL 191 & 191L (Core 7)	4	EDUC 202 (Core 10)	3
KNES 238	3	KNES 294	3
KNES 292	3	MATH 115 (Suggested Core 3)	3
Core 1 (or Core 2)	3	Core 2 (or Core 1)	3
Core 4	3	PSYC 101	3
	16		15

Sophomore

Term 1	Units	Term 2	Units
BIOL 221 & 221L	4	BIOL 222 & 222L	4
EDUC 203 (Core 13)	3	KNES 242	3
KNES 240	3	KNES 244	3
KNES 249	3	KNES 246	3
PSYC 201	3	KNES 317	3
	16		16

Junior

Term 1	Units	Term 2	Units
KNES 311	3	ELED 324	3
KNES 315	3	KNES 313	3
SCED 304 (Core 14)	3	KNES 324	3
Core 5	3	Core 11	3

Core 9	3 Core 12	3
	15	15
Senior		
Term 1	Units Term 2	Units
KNES 310	3 KNES 480	1
KNES 325	3 KNES 492	6
KNES 423	3 KNES 493	6
REED 365	3	
Core 8	3-4	
	15-16	13

Total Units 121-122

Learning Outcomes

Standard 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.

- **1.a** Describe and apply common content knowledge for teaching PreK-12 physical education.
- **1.b** Describe and apply specialized content knowledge for teaching PreK-12 physical education.
- **1.c** Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.
- **1.d** Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.
- **1.e** Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students.
- **1.f** Describe historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2: Skillfulness and Health-Related Fitness*

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

- **2.a** Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- **2.b** Achieve and maintain a health-enhancing level of fitness throughout the program.

^ Skillful: A person's ability to employ techniques, tactics, strategies, rules and etiquette effectively in the context of the activity.

* To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight programs, exercise logs).

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- **3.a** 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 PreK-12 Physical Education*.
- **3.b** 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.
- **3.c** Plan for and manage resources to provide active, fair and equitable learning experiences.
- **3.d** Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- **3.e** Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- **3.f** Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4: Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- **4.a** Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- **4.b** Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- **4.c** Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- **4.d** Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- **4.e** Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5: 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.

- **5.a** Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- **5.b** 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.

- **5.c** Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6: 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.

- **6.a** Engage in behavior that reflects professional ethics, practice and cultural competence.
- **6.b** Engage in continued professional growth and collaboration in schools and/or professional organizations.
- **6.c** Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.