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 for certification by the Maryland State Department of Education as a PreK-12 Physical Education teacher.

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. The major includes the following phases:

- **Phase I - General Preparation**
  During Phase I, the following requirements must be satisfied to advance to Phase II:
  - grade of "C" or better in KNES 292 and KNES 294
  - satisfactory scores on Praxis Core or SAT, ACT or GRE
  - completion of speech and hearing test with follow-up if needed

- **Phase II - Pre-Professional Preparation/Internship I**
  During Phase II, the following requirements must be satisfied to advance to Phase III:
  - cumulative GPA of 3.0 minimum
  - a minimum GPA of 3.0 based on the following courses: KNES 310, KNES 317, KNES 324, KNES 325 and KNES 423
  - completion of all requirements for graduation except for KNES 480, KNES 492 and KNES 493

- **Phase III - Professional Preparation/Internship II (Capstone Internship)**
  Phase III of the program includes a capstone internship (KNES 492 and KNES 493) and completion of KNES 480. The capstone internship experience includes teaching placements at both an elementary and secondary school. The experience must be completed in 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.

### KNES Required Courses (61 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 238</td>
<td>PHYSICAL FITNESS PROGRAMMING AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>KNES 240</td>
<td>PEDAGOGY IN FIELD/COURT SKILLS AND STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td>KNES 242</td>
<td>PEDAGOGY IN STRIKING, FIELDING AND TARGET SKILLS AND STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td>KNES 244</td>
<td>PEDAGOGY IN CREATIVE MOVEMENT AND GYMNASTICS SKILLS AND STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>KNES 246</td>
<td>PEDAGOGY OF NET/WALL SKILLS &amp; STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>KNES 249</td>
<td>PEDAGOGY IN TRACK &amp; FIELD SKILLS AND STRATEGY, AND ADVENTURE EDUCATION</td>
<td>3</td>
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<tr>
<td>KNES 292</td>
<td>PHYSICAL EDUCATION TEACHER EDUCATION AS A PROFESSION</td>
<td>3</td>
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<tr>
<td>KNES 294</td>
<td>PHYSICAL EDUCATION ELEMENTARY CONTENT KNOWLEDGE AND PERFORMANCE I</td>
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<tr>
<td>KNES 310</td>
<td>ASSESSMENT IN PHYSICAL EDUCATION</td>
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<td>KNES 311</td>
<td>BIOMECHANICS</td>
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<tr>
<td>KNES 313</td>
<td>PHYSIOLOGY OF EXERCISE</td>
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<tr>
<td>KNES 315</td>
<td>CARE AND PREVENTION OF ATHLETIC INJURIES</td>
<td>3</td>
</tr>
<tr>
<td>KNES 317</td>
<td>MOTOR BEHAVIOR IN PHYS EDUCATION</td>
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<td>KNES 324</td>
<td>TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL</td>
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<td>KNES 325</td>
<td>TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL</td>
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<tr>
<td>KNES 423</td>
<td>ADAPTED PHYSICAL EDUCATION</td>
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<tr>
<td>KNES 480</td>
<td>SEMINAR IN TEACHING PHYSICAL EDUCATION</td>
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<tr>
<td>KNES 492</td>
<td>ELEMENTARY INTERNSHIP</td>
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<tr>
<td>KNES 493</td>
<td>SECONDARY INTERNSHIP</td>
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### Additional Requirements (33 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 191 &amp; 191L</td>
<td>INTRODUCTORY BIOLOGY FOR HEALTH PROFESSIONS [LECTURE] and INTRODUCTORY BIOLOGY FOR HEALTH PROFESSIONS [LAB]</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE] and HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
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</tr>
<tr>
<td>BIOL 222 &amp; 222L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE] and HUMAN ANATOMY &amp; PHYSIOLOGY II [LAB]</td>
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<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS</td>
<td>3</td>
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<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY</td>
<td>3</td>
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<td>ELED 324</td>
<td>INTEGRATING LITERACY IN PREK-12 CONTENT AREAS</td>
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<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
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<td>PSYC 201</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
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<tr>
<td>REED 365</td>
<td>READING AND WRITING IN THE CONTENT AREAS PREK12</td>
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<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE</td>
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</table>

### Total Units

Total Units: 94

### Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 191 &amp; 191L (Core 7)</td>
<td>4</td>
<td>EDUC 202 (Core 10)</td>
<td>3</td>
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<tr>
<td>KNES 292</td>
<td>3</td>
<td>KNES 238</td>
<td>3</td>
</tr>
</tbody>
</table>
PSYC 101 (Core 6) & KNES 294 3
Core 1 (or Core 2) & MATH 115 (Suggested Core 3) 3
Core 4 & Core 2 (or Core 1) 3

16 15

Sophomore

Term 1 Units Term 2 Units
BIOL 221 & 222L 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 KNES 313 3
KNES 315 3 KNES 324 3
SCED 304 (Core 14) 3 REED 365 3
Core 5 3 Core 11 3
Core 9 3 Core 12 3

15 15

Senior

Term 1 Units Term 2 Units
ELED 324 3 KNES 480 1
KNES 310 3 KNES 492 6
KNES 325 3 KNES 493 6
KNES 423 3
Core 8 3-4

15-16 13

Total Units 121-122

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., measureable, 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.