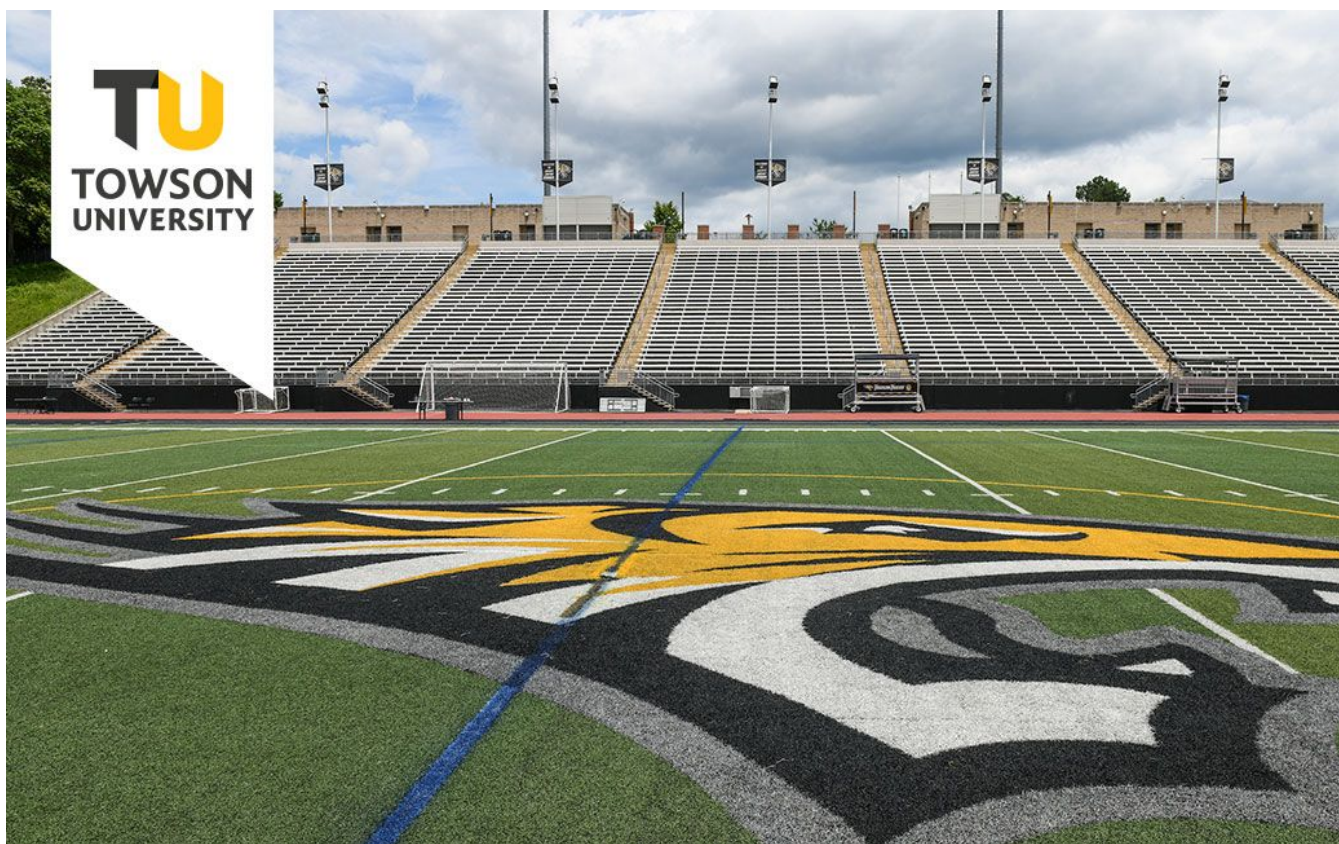




Health & Physical Education

Student Handbook

DEPARTMENT OF KINESIOLOGY • TOWSON UNIVERSITY

Your guide to the HPED program, course planning, and advising — keep it handy, you'll use it every semester.

SECTION 1

Program Overview

SECTION 2

Course Roadmap

SECTION 3

Advising Prep

SECTION 4

Professional Phase

SECTION 5

Practicum: Time in Schools

SECTION 6

Resources

Contents

Section 1 — Program Overview	3
Welcome to the HPED Program	3
Understanding Core Courses	3
Policies: Key Things to Know from Day One	4
Section 2 — Your Course Roadmap	6
Years 1 & 2 — Pre-Professional Phase	6
Years 3 & 4 — Professional Phase	7
Typical Summer & Winter Offerings	9
Section 3 — Advising Prep	10
Pre-Appointment Checklist	10
Questions to Ask Your Advisor	10
Enrollment Status & Financial Aid	11
Enrollment Issues? Who to Contact	11
Section 4 — The Professional Phase	12
Admission Requirements	12
Three Possible Outcomes When You Apply	13
Basic Skill Requirements	13
Staying in the Program: Semester GPA	13
Section 5 — Practicum: Time in Schools	14
Professional Behavior Policy	14
Placement Survey & Watermark Application	14
Practicum Progression at a Glance	14
What This Means for You — Plan Ahead	15
Section 6 — Resources	16
General State Teaching Resources	16
Maryland Health & PE Frameworks	16
National Health & PE Organizations	16
Adapted Physical Education & IEP Resources	16
edTPA & Praxis	17
Who to Contact	18

SECTION 1

Program Overview

Welcome to the HPED Program

The Health & Physical Education (HPED) program prepares you to become a licensed educator in both Health Education and Physical Education. This dual licensure sets you apart — most programs offer only one.

What Dual Licensure Means for You

When you graduate, you will be eligible to teach both Health Education and Physical Education in PreK–12 schools in Maryland. This means:

- **More job opportunities** — you can apply for both HE and PE positions
- **More flexibility in hiring** — schools value educators who can cover both subjects
- **Strong job placement** — nearly all HPED graduates secure teaching positions
- **Stability and benefits** — competitive starting salary, health insurance, retirement, and summers off

YOUR PROGRAM AT A GLANCE

Your program is 120 units and spans four years, split into two phases:

Pre-Professional Phase (Years 1–2): Foundational coursework. You are building the knowledge base and GPA needed to enter the professional phase.

Professional Phase (Years 3–4): Advanced methods, school-based practicums, and the capstone practicum (internship). Admission requires meeting the basic skill requirements — most students do this through a 3.0 GPA based on their most recent two academic years of coursework, or with passing scores on an approved basic skills test (Praxis Core, SAT, ACT, or GRE).

Understanding Core Courses

Your HPED program includes Towson's general education requirements, called the Core Curriculum. Core courses are grouped into numbered categories (Core 1 through Core 14) that cover different subject areas — writing, math, arts, sciences, social sciences, and more. There are two types of Core requirements:

- **Required Core courses** — specific courses that are already built into your degree plan. You cannot substitute these.
- **Choice Core courses** — categories where you select from a list of approved options. When building your plan of study, provisionally select a Choice Core course — you can change it later with your advisor.

Browse all approved Core options at towson.edu/academics/corecurriculum.

Required Core Courses (set by your program)

Core #	Course	Title
Core 1	TSEM 102	Towson Seminar
Core 2	ENGL 102	Writing for a Liberal Education
Core 4	DANC 106	Fundamentals of Dance Movement
Core 6	PSYC 101	Introduction to Psychology
Core 7	BIOL 191/L	Intro Biology for Health Professions
Core 9	KNES 353	Sport in Society
Core 10	EDUC 202	Historical/Contemporary Perspectives in Education
Core 11	HLTH 101	Wellness for a Diverse Society
Core 13	EDUC 203	Teaching/Learning Diverse Society
Core 14	SCED 304	Education, Ethics and Change

Choice Core Courses (you select from approved options)

Core #	Selection notes
Core 3	Mathematics — any approved Core 3 math course fulfills the requirement.
Core 5	Choice — select from Core 5 approved options at towson.edu/academics/corecurriculum
Core 8	Choice — recommended (3-unit) options: ANTH 212, CHEM 100, GEOG 101, GEOL 109, PHYS 100, PHYS 103.
Core 12	Choice — select from Core 12 approved options at towson.edu/academics/corecurriculum

A full list of all approved Core courses is available on the Towson Core Curriculum page linked above.

Policies: Key Things to Know from Day One

- **Meet with your advisor every semester** — this is required to remove your advising hold and register for classes. Do not skip this step.
- **Keep your Degree Completion Plan (DCP) current.** Your advisor will help you create your DCP once. If your plans change or you do not follow through on the plan, it is your responsibility to schedule a new appointment and update it. An outdated DCP can affect your registration and graduation timeline.
- **Your GPA matters** — a 3.0 GPA (calculated from your most recent two academic years of coursework) is required to enter the Professional Phase. Keep your GPA strong from the start.
- **Some courses are only offered in specific semesters** (Fall or Spring). Missing one can push your timeline back a full year. Plan ahead.
- **Prerequisites are enforced.** A prerequisite is a course you must complete (and sometimes earn a minimum grade in) before you can register for a later course. Check what you need before registering for upper-level courses.

- **Transferred units** — if you transferred units from another institution, confirm with your advisor that your transferred courses have been correctly applied to your HPED requirements. Do this early so there are no surprises at graduation.
- **Plan for five-day weeks.** To graduate in four years, plan for a full five-day weekly schedule, especially in Years 3 and 4 when practicum days are built into your week. If you cannot commit to five-day weeks, expect a longer time to graduation.

SECTION 2

Your Course Roadmap

Four-Year Plan of Study

The HPED program is 120 units over four years. The tables below show the recommended course sequence. Note that some courses are only offered in one semester — plan accordingly.

KEY TO READING THIS ROADMAP

(F) = offered Fall only (S) = offered Spring only * = see note below the table

The ★ symbol marks the semester when you should apply to the Professional Phase. Your advisor will mark this on your Degree Completion Plan based on where you are in the program.

Years 1 & 2 — Pre-Professional Phase

Focus: Build your foundation. Keep your GPA strong. Complete prerequisites for upper-level courses.

Year 1 — Fall	Course title	Units
BIOL 191/L	Intro. Biology for Health Professions (Core 7)	4
HLTH 101	Wellness for a Diverse Society (Core 11)	3
HPED 293	Intro to Health & Physical Education (F)	3
Core 1 or 2	Choose one	3
Core 3	Math requirement	3
Total units		16

Year 1 — Spring	Course title	Units
DANC 106	Fundamentals of Dance Movement (Core 4)*	3
EDUC 202	Historical/Contemporary Perspectives in Educ. (Core 10)	3
HPED 201	Foundations of Child and Adolescent Wellbeing (S)	3
PSYC 101	Introduction to Psychology (Core 6)	3
Core 2 or 1	Choose one	3
Core 8	Choose from approved list**	3
Total units		18

* DANC 106 fulfills Core 4 (Arts). If you take KNES 244 instead, you will need an additional course to satisfy Core 4. Talk to your advisor. ** Recommended Core 8 options (3 units): ANTH 212, CHEM 100, GEOG 101, GEOL 109, PHYS 100, PHYS 103.

Year 2 — Fall	Course title	Units
BIOL 220	Anatomy and Physiology (prereq: BIOL 191/L)	4
EDUC 203	Teaching/Learning Diverse Society (Core 13)	3
HPED 202	Food and Nutrition Education (F)	3
KNES 238	Physical Fitness, Programming & Assessment (F)	3
PSYC 201	Educational Psychology (prereq: PSYC 101)	3
Total units		16

Year 2 — Spring ★	Course title	Units
HPED 301	Sex & Relationships Education (S)	3
KNES 242	Pedagogy in Striking, Fielding & Target Skills (S)	3
KNES 284	Adventure Education (S)	1
KNES 312	Biomechanics and Physiology of Exercise (prereq: BIOL 220L)	3
Core 5	Choose one	3
Core 12	Choose one	3
Total units		16

Years 3 & 4 — Professional Phase

ADMISSION REQUIRED

You must be admitted to the Professional Phase before enrolling in Year 3 practicum courses.

Practicum courses (require 3.0 GPA and EPP admission):

HPED 302 — Drug Use & Personal Safety Education (HE Practicum I)

KNES 317 — Motor Behavior in Physical Education (PE Practicum I)

Year 3 — Fall	Course title	Units
ELED 324	Integrating Literacy in K–12 Content Areas	3
HPED 302	Drug Use & Personal Safety Education — HE Practicum I (F)	3
HPED 303	Pedagogy in Field & Court & Net/Wall Skills (F)	3
KNES 423	Adapted Physical Education (F)	3
SCED 304	Education, Ethics & Change (Core 14)	3
Total units		15

Year 3 — Spring	Course title	Units
HPED 401	Mental Health Education (S)	3
KNES 317	Motor Behavior — PE Practicum I (S)	3
KNES 320	Culture, Health, & the City	3
KNES 353	Sport in Society (Core 9)	3
REED 365	Reading & Writing in Content Areas (prereq: ELED 324)	3
Total units		15

Year 4 — Fall	Course title	Units
HPED 402	Methods in Health Education: HE Practicum II	6
HPED 403	Methods in Physical Education: PE Practicum II	6
Total units		12

Year 4 — Spring	Course title	Units
HPED 481	Capstone Internship & Seminar in HPE — Full-Time Practicum	12
Total units		12

YEAR 4 IS ESSENTIALLY A FULL-TIME PRACTICUM

Fall: 21 days in each practicum course distributed across the semester (42 total days). **Spring:** full-time practicum (internship), 5 days/week for the full semester. See Section 5 for practicum details. Plan ahead for work and outside commitments — this will be a demanding year.

Typical Summer & Winter Offerings

These courses are commonly offered in summer and winter sessions — useful for getting ahead or catching up:

Summer (typically)	Winter (typically)
ENGL 102, BIOL 191/L, DANC 106, EDUC 202, EDUC 203, HLTH 101, KNES 353, PSYC 101, PSYC 201, SCED 304	DANC 106, HLTH 101, EDUC 203, KNES 353, SCED 304

TIP — ALWAYS CHECK THE CURRENT SCHEDULE

Summer and winter offerings can change from year to year. To check: log in to PeopleSoft → Self Service → Browse Course Catalog. Confirm availability with your advisor before planning around these sessions.

SECTION 3

Advising Prep

Getting the Most from Your Advising Appointment

Your advising appointment is most valuable when you come prepared. Use this checklist before each meeting with your advisor.

Pre-Appointment Checklist

- ☐ Log in to PeopleSoft and review your Academic Requirements.
Know which requirements are complete, in progress, and still outstanding.
- ☐ Forward your current Plan of Study / Degree Completion Plan to your advisor **before** the appointment.
Do not turn up without it, or with an outdated version. Advisors need time to review it ahead of the meeting.
- ☐ Make a list of courses you plan to register for next semester.
Check prerequisites and confirm Fall/Spring availability before your appointment.
- ☐ Note any courses you have questions about — substitutions, prerequisites, scheduling conflicts.
- ☐ If you are approaching the Professional Phase, review the admission requirements in Section 4.
- ☐ Bring your Degree Completion Plan (DCP) if you already have one on file.
Your advisor will need to review and update it before removing your hold.

Questions to Ask Your Advisor

- Am I on track to apply for the Professional Phase in the semester we planned?
- Are there any prerequisite issues I need to resolve before next semester?
- Are there any courses I should take in summer or winter to stay on track?
- Is my Degree Completion Plan (DCP) current and on file?
- Is there anything on my Academic Requirements (AR) report that looks incorrect or needs a substitution?

What Your Advisor Will Need from You

When you send an email or stop by, always include:

- Your full name
- Your TU ID number
- The course(s) and section number(s) you are asking about
- A brief description of your question or situation

Enrollment Status & Financial Aid

Your enrollment status (number of units you take each term) affects your financial aid, scholarships, and full-time/part-time standing. Review the table below carefully.

Enrollment status	Required units per term
Full-time	12+ units
Half-time	6 to 11.5 units
Less than half-time	0.5 to 5.5 units

YOU ARE RESPONSIBLE FOR YOUR FINANCIAL AID & SCHOLARSHIP COMPLIANCE

Many financial aid packages and scholarships require full-time enrollment (12+ units). Dropping below full-time — even by one course — can affect your aid. Before dropping or adjusting your schedule, contact the Financial Aid Office to confirm the impact on your funding.

Enrollment Issues? Who to Contact

Always contact your advisor first. If unavailable, use the table below.

Course / issue	Who to contact	Email / phone
BIOL 191/L and BIOL 220	Dept. of Biological Sciences	biolsci@towson.edu 410-704-3042
ELED 324	Dept. of Elementary Education	tcotton@towson.edu 410-704-2176
KNES / HPED courses	Corinne Camm — <i>Program Specialist</i> Dr. Luciana Zuest — <i>HPED Program Coordinator</i>	ccamm@towson.edu • 410-704-5857 lzuest@towson.edu • 410-704-5610
Prerequisite questions / exceptions	Your advisor first, then Dr. Zuest or Corinne Camm	See contacts above

Always include your full name and TU ID number when reaching out — this helps staff locate your record and respond faster.

SECTION 4

The Professional Phase

Understanding Professional Phase Admission

Admission to the Professional Phase is a major milestone in your program. Here is what you need to know.

KNOW THE DIFFERENCE — THREE GPAS

Admission GPA: Used for admission. A cumulative GPA of 3.0 or higher based on your coursework from the most recent two academic years — not your overall college GPA.

Semester GPA: Used to maintain candidacy. Only the GPA from that one semester's courses.

Overall college GPA: The average across your entire college career. NOT used for Professional Phase admission or candidacy.

Admission Requirements

To be admitted to the Professional Phase, you must meet the basic skill requirements. For most students this is:

- **A cumulative GPA of 3.0 or higher** based on your coursework from the most recent two academic years, OR
- **Passing scores on an approved basic skills test** — Praxis Core, SAT, ACT, or GRE — if you do not meet the 3.0 GPA requirement.

Talk to your advisor about which path applies to you.

HOW THE ADMISSION GPA IS CALCULATED

Add up all units and grade points from your most recent two academic years of coursework. Divide total grade points by total units. This is the number that must be 3.0 or higher.

Use the [HPED Admission GPA Calculator](#) to check where you stand before your advising appointment.

If your GPA is below 3.0, talk to your advisor — do not assume you are ineligible. There may be other options.

Three Possible Outcomes When You Apply

Your GPA	What it means	Status
3.0 or higher	You are fully admitted to the Professional Phase. Continue to Year 3 coursework.	Admitted
2.5 - 2.99	Conditional admission — you may begin professional phase coursework but are not yet fully admitted. You must fulfill the basic skill requirements by the end of your admission term (see Basic Skill Requirements below).	Conditional
Below 2.5	Not eligible to apply at this time. Continue building your GPA and meet with your advisor to create a plan.	Not eligible

Basic Skill Requirements

Conditionally accepted students with a GPA below 3.0 must fulfill the basic skill requirements by the end of their admission term through one of the following options:

1. **GPA Requirement:** You may fulfill this requirement by maintaining a cumulative GPA of 3.0 or higher based on your coursework from the most recent two academic years.
2. **Basic Skills Assessment:** If you do not expect to meet the 3.0 GPA requirement, you must submit your checkpoint application with passing scores on an approved basic skills test, such as the Praxis Core, SAT, ACT, or GRE.
3. **Exemption Request:** If you do not meet the 3.0 GPA requirement and do not have passing scores on an approved basic skills assessment, you may request an exemption. To be considered, complete your checkpoint application and submit your most recent non-passing scores from an approved test (Praxis Core, SAT, ACT, or GRE) that were earned after you submitted your program application. Exemption requests are reviewed on a case-by-case basis, and approval is not guaranteed.

Staying in the Program: Semester GPA

Once you are admitted, you must maintain a **3.0 semester GPA — every single semester**. This is the GPA from that one semester's courses only, not your admission GPA or overall college GPA.

What happens if your semester GPA falls below 3.0

- You may be placed on probationary status for one additional semester at the department's discretion.
- You must earn a 3.0 semester GPA during the probationary semester to remain in the program.
- If you do not meet the 3.0 semester GPA requirement during probation, you will be dismissed from the program.

If you are worried about your semester GPA at any point, contact your advisor immediately — do not wait until final grades are posted.

SECTION 5

Practicum: Time in Schools

Your Practicum Experience

The HPED program is not just classroom learning — a significant portion of your time will be spent in real PK–12 school settings, working with students and cooperating teachers. This ramps up progressively across Years 3 and 4 and culminates in the full-time capstone practicum (internship) your final semester.

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) REQUIREMENT

MSDE requires a full year of practicum experience. Your school-based hours across Year 3 and Year 4 are not optional — they are a state licensure requirement. Plan your schedule, work commitments, and transportation accordingly.

Professional Behavior Policy

While in your practicum placements and throughout the Professional Phase, you are expected to abide by the [HPED Professional Behavior Policy](#). Failure to do so will result in professional behavior warnings and may affect your standing in the program. Read the policy carefully before beginning your first practicum.

Placement Survey & Watermark Application

Your practicum and internship placements are coordinated by **Professor Claire Adkinson**, the HPED Internship Coordinator. Professor Adkinson will email you mid-semester with an invitation to complete the placement survey and submit your Watermark application. Watch your TU email and respond promptly — late applications may delay or limit your placement options.

Practicum Progression at a Glance

When	Course	School placement details	Days in schools
Year 3 — Fall	HPED 302 Drug Use & Personal Safety Education (HE Practicum I)	14 full days in schools (Fridays)	14 days
Year 3 — Spring	KNES 317 Motor Behavior in Physical Education (PE Practicum I)	14 full days in schools (Fridays)	14 days
Year 4 — Fall	HPED 402 & HPED 403 Methods in Health Ed. & Methods in Physical Ed. (Practicum II)	21 days in each course distributed across the semester — 42 total school days	42 days
Year 4 — Spring	HPED 481 Capstone Internship & Seminar in HPE	Full-time in schools, 5 days/week for the entire semester	Full semester

What This Means for You — Plan Ahead

- **Year 3 practicums** (HPED 302 in Fall, KNES 317 in Spring) each require 14 Fridays in a school placement. You will need reliable transportation to your assigned site.
- **Year 4 Fall** (HPED 402 and HPED 403) requires 21 days per course distributed across the semester — 42 total school days between the two courses. Significantly reduce outside work commitments before this semester.
- **Year 4 Spring** (HPED 481) is the full-time capstone practicum (internship), 5 days per week for the entire semester. Treat it like a full-time job. Outside work should be minimized or eliminated.
- **School placements are assigned** — you will not always be able to choose your site. Having reliable transportation is strongly recommended.

SECTION 6

Resources

Professional Resources for HPED Students & Graduates

Use these resources throughout your program and as you prepare to enter the field.

General State Teaching Resources

[Teach Maryland — MSDE Educator Recruitment](#) — Maryland’s official teacher recruitment site with information on pathways to teaching certification, available scholarships, financial incentives, and resources for both new and transitioning educators in Maryland.

[MSDE Licensure Testing Information](#) — Maryland’s official page outlining all required licensure assessments for teacher candidates, including basic skills tests, subject-area Praxis exams, and the performance-based pedagogy assessment (edTPA or PPAT) required for certification in each teaching area.

Maryland Health & PE Frameworks

[Maryland Physical Education Framework \(PreK–12\)](#) — The official MSDE framework outlining state standards, grade-span learning indicators, and curriculum guidance for physical education programs across all grade levels in Maryland.

[Maryland Comprehensive Health Education Framework](#) — MSDE’s guiding framework for PreK–12 health education covering standards in mental health, substance abuse prevention, family life, nutrition, and disease prevention across all grade levels.

National Health & PE Organizations

[SHAPE America — National Standards & Resources](#) — The Society of Health and Physical Educators’ hub for the 2024 National Physical Education and National Health Education Standards, which serve as the foundation for Maryland’s PE and health education frameworks.

[PE Central](#) — A comprehensive online resource for physical education and health teachers offering thousands of lesson plans, assessments, bulletin board ideas, adapted PE resources, grant-finding tools, and professional development courses for PreK–12 educators.

[SHAPE America — Comprehensive School Physical Activity Program \(CSPAP\)](#) — SHAPE America’s CSPAP resource hub providing information on the five components of a school physical activity program, professional development opportunities, free resources, and a step-by-step guide for developing and implementing a CSPAP at your school.

[CDC — Comprehensive School Physical Activity Programs: A Guide for Schools](#) — The CDC and SHAPE America’s official step-by-step guide for schools and districts to develop, implement, and evaluate a CSPAP, including templates, planning tools, and strategies to help students reach the recommended 60 minutes of daily physical activity.

Adapted Physical Education & IEP Resources

[SHAPE America — Adapted Physical Activity Council \(APAC\)](#) — SHAPE America’s resource page for adapted physical education, including information on the 15 APENS standards, the CAPE certification exam, and resources for teaching students with disabilities.

[**NCPEID — Adapted Physical Education National Standards \(APENS\)**](#) — The home of the Adapted Physical Education National Standards (APENS), including the 15 national standards, the CAPE certification exam, study guides, and advocacy resources for adapted physical educators.

[**Maryland Adapted Physical Education Consortium \(MAPEC\)**](#) — Maryland's statewide organization dedicated to supporting professionals in adapted physical education, offering free membership, resources, training, and advocacy for educators working with individuals with disabilities in health, PE, athletics, recreation, and dance.

[**A Guide for Serving Students with Disabilities in Physical Education \(MSDE\)**](#) — Maryland's official state guide for physical educators covering adapted physical education services, IEP development for PE, IDEA requirements, delivery models, Section 504 accommodations, and the role of the adapted physical educator.

[**Special Olympics Maryland**](#) — Maryland's chapter of Special Olympics, providing year-round sports training and athletic competition for children and adults with intellectual disabilities, with information on athlete registration, volunteer opportunities, and school partnership programs.

[**MSDE Division of Special Education**](#) — Maryland's official state-level hub for special education, providing leadership, technical assistance, IEP guidance, inclusive practices resources, and support materials for educators, families, and administrators serving students with disabilities birth through age 21.

[**Maryland Elevates — MSDE Special Education Online Resource Center**](#) — MSDE's comprehensive online resource platform for special education leaders, families, and providers, covering early childhood, specially designed instruction, secondary transition, and IEP implementation supports.

[**Maryland People's Law Library — Special Education Resources**](#) — A comprehensive legal reference for Maryland educators and families covering special education law, IEP development, IDEA rights, Section 504, due process procedures, and transition services for students with disabilities.

[**Individuals with Disabilities Education Act \(IDEA\) — U.S. Department of Education**](#) — The federal government's official IDEA resource site providing the full text of the law, regulations, policy guidance, and technical assistance materials for educators serving students with disabilities ages birth through 21.

[**Parents' Place of Maryland**](#) — Maryland's Special Education and Health Information Center, offering resources, services, training, and expert support for educators and families navigating special education, IEP processes, disability services, and behavioral and mental health for students with disabilities.

edTPA & Praxis

[**edTPA**](#) — The official edTPA home page providing teacher candidates and educator preparation programs with access to the resource library, assessment handbooks, policy and accreditation information, FAQs, and support for completing and implementing the edTPA performance assessment.

[**edTPA PE Resources — Carthage College**](#) — A free supplementary website designed to help physical education teacher candidates better understand and apply edTPA requirements to the unique context of physical education.

[**ETS Praxis — Maryland Required Tests**](#) — The official ETS page listing all Praxis exams required for teacher licensure in Maryland by certification area, including basic skills, subject-area, and pedagogy assessment requirements with links to register and access test preparation materials.

[ETS Praxis — Preparation Materials for Health & Physical Education \(5857\)](#) — Official ETS preparation materials for the Praxis 5857 exam, including a full-length interactive practice test developed by the exam creators to simulate real testing conditions.

THIS RESOURCE LIST IS A STARTING POINT — NOT EXHAUSTIVE

Your faculty and the HPED Program Coordinator can point you to additional resources based on your specific interests (elementary vs. secondary, adapted PE, coaching, etc.).

Questions? We’re Here to Help

Your advisor	Always your first point of contact for course questions, scheduling, and degree planning.
Program Coordinator	Dr. Luciana Zuest lzuest@towson.edu · 410-704-5610
Program Specialist	Corinne Camm ccamm@towson.edu · 410-704-5857
Internship Coordinator	Prof. Claire Adkinson cadkinson@towson.edu