Physical Education Teacher Education
Mission

The mission of the Curriculum and Instruction Program Area in Physical Education is to prepare physical educators to effectively teach at all school levels—Kindergarten through post-secondary. In support of this mission, we recognize and differentiate between the different student populations we serve.

UNDERGRADUATE PROGRAM

At the undergraduate level, we strive to equip students with the content knowledge and pedagogical content knowledge necessary to smoothly transition from pre-service to in-service teaching. In realizing this responsibility, we (a) foster an environment in which students reflect on and critique their own teaching as well as that which they observe in schools, (b) focus on creating and maintaining a curriculum that is reflective of and responsive to our community, and (c) provide diverse and fitting field experiences for students to systematically gain skill and confidence in teaching children.

MASTERS PROGRAM

At the master’s level, we (a) strive to further students’ knowledge of the physical education field, (b) enhance their teaching effectiveness, and (c) help them understand how they might apply research to improve their own teaching. We are also cognizant that such students may wish to seek doctoral studies at some point in their future and nurture such pursuits.

DOCTORAL PROGRAM

At the doctoral level, we strive to (a) hone students’ inquiry skills as consumers, producers, and disseminators of research, (b) expand the breadth and depth of their knowledge of pedagogy and the HPER field as a whole, and (c) provide teaching and field work experiences that prepare them to competently assume positions in the preparation of physical education teachers.

FACULTY COMMITMENTS

In accordance with our mission statement and in support of our dedication to students, Curriculum and Instruction faculty members value and actively engage in:
• Service: (1) We proactively reach out to and collaboratively serve traditional and non-traditional providers of physical activity for children. (2) We hold offices in organizations—both intra- and extra-campus—that impact physical education in our local and greater constituencies.

• Scholarship: (1) We perform and publish research and write theoretical and application pieces that address a heterogeneous audience composed of our professional and scholarly peers. (2) We participate in conferences and other forums in which we share our research—innovations for improving the teaching and learning of physical education.

• Teaching: (1) We remain current in our field and integrate the latest information into the courses we teach. (2) We use a variety of teaching methods, styles, and media to assist students in learning how to teach and in learning how we learn. (3) We strive to model effective teaching behavior and in so doing, balance technical and artistic execution.