



THE ACADEMIC MAJOR IN PHYSICAL EDUCATION



***THE DEPARTMENT OF FAMILY
NUTRITION AND EXERCISE SCIENCES
Queens College, CUNY***



ADVISOR: Dr. Ariela Herman
E-MAIL: ariela.herman@qc.cuny.edu

**Queens College of the City University of New York
Department of Family, Nutrition, and Exercise Sciences**

The Academic Program in Physical Education

The Department of Family, Nutrition, and Exercise Sciences offers programs in Family and Consumer Sciences, Nutrition and Exercise Sciences, and Physical Education with several specializations under those programs. The academic program in physical education prepares individuals for a Bachelor of Science degree and for service as teachers in physical education. It leads to a New York State Initial Certificate for teaching physical education for pre-kindergarten through grade 12. In February of 2005, this program received National Recognition from NASPE/NCATE for meeting their standards for initial certification. The faculty is nationally and internationally known in the areas of pedagogy, sport, exercise, and human movement sciences. In addition to the academic programs offered, the department sponsors two collaborative projects with schools in the New York City area. Project SCOPE is a comprehensive partnership program between school practitioners and college faculty aimed at improving school curriculum and professional education in physical education. Project PATH is a collaborative effort between schools and the College to improve the health-fitness status of adolescents and young adults. Both projects have received national and international recognition. Opportunities for advanced studies in exercise science, nutrition, and curriculum and teaching are offered through the Masters of Science in Education degree program (see graduate catalogue for descriptions).

Department Chair

Elizabeth Lowe, Ph.D., University of Illinois

Faculty in Physical Education

Paul Fardy, Ph.D., University of Illinois

Ariela Herman, Ed.D., Teachers College- Columbia University

John Magel, Ph.D., University of Michigan

Michael Toner, Ph.D., Ohio State University

Henry Wang, Ph.D., University of Georgia

Adjunct Faculty in Physical Education

Ann Azzollini, M.S., Queens College

Suzanne Boehmcke, M.S. Adelphi University

Frank Brady, Ed.D., New York University

Paul DeCurtis, M.S., Queens College

Harry Hoehn, Ed.D., Columbia University

Robert Hoover, Ed.D., Columbia University

Alan Landes, M.S. Hunter College

Christopher Lee, MS in ED- Queens College

Tom Lemonda, M.S., Queens College

Robin Osborne, M.F.A., University of California @ Irvine

David Wiener, M.S., Brooklyn College

SCOPE Field Associates

Laurie Cappiello, St. Francis Preparatory School
Karen Cassandro, Queens High School for Teaching
Jacques Ertel, Robert F. Kennedy Middle School (250)
Robin Figelman, Townsend Harris High School
Lisa Kennedy, P.S. 207
Xenos Novoa, St. Francis Preparatory School
Deborah Russo-DeStefano, P.S. 207
Roger Telsey, Great Neck South Middle School
John Tsolekas, Cardozo High School

The New Physical Education

The academic program in physical education represents a shift in direction and a change in course content that is more appropriate to fulfilling the needs of students preparing to be teachers of physical education for grades pre-kindergarten through twelve. Today, the areas of "health," "fitness," and "wellness," have assumed a more prominent position on the agenda for the Nation's adult citizens as well as for the youth of America. Physical education has a greater emphasis on fitness and motor competence for ensuring a healthy and active lifestyle for youngsters and adults. The educational experiences that foster motor development, fitness, and proficiency in sport performances are woven into the preK-12 grade school curriculum. These goals and experiences also form the educational areas from which the professional teacher is prepared. The teacher education program in physical education is designed to prepare individuals to assume professional roles in a variety of educational and school settings, which engender the diverse cultural and ethnic make-up of urban and suburban communities. The new roles are that of movement specialists in the primary grades, and instructors of sports, skills, and lifetime activities in the middle and upper grades. Course experiences are designed to ensure that performance competencies compatible with these roles are achieved. In addition, higher academic requirements are identified to ensure standards of excellence for individuals who will be certified through this program to teach physical education in New York State in the 21st century.

Students who major in physical education engage in an academically rigorous program. The program includes practical field experiences in schools that culminate with a semester of student teaching in elementary and secondary schools. Students go through a series of course experiences that require them to develop the goals necessary for teaching pre K-12 children . The academic program in physical education in content and structure includes:

1. higher requirements and standards for the major program
2. higher academic requirements and professional standards for entering and maintaining status in the professional education component of the program
3. the design of sequentially ordered course experiences and "blocks" of courses that adequately prepare individuals to achieve the ultimate goals

and competencies of the program. They also foster more social-academic interactions among groups of students majoring in physical education

4. a closer collaboration with schools and partnerships with school practitioners who are members of Project SCOPE (School-College Operation in Physical Education)
5. the design of carefully planned clinical course experiences that facilitate a more experiential and knowledge based type of professional education

Course Requirements and Suggested Sequence

The following courses are required of physical education majors:

Physical and Biological Sciences (12 credits)

Biology 11 (LASAR)

Chemistry 101.1 & 101.3 (LASAR)

Biology 43 (Prereq.: Biology 11 and Chemistry 101.1, 101.3)

Note: The above courses, with the exception of Biology 43, will satisfy LASAR requirements.

Human Movement Studies (22 credits)

FNES 143 Workshop in Fundamental Motor Skills

FNES 146 Sport Skill Analysis (prereq: Fnes 143)

FNES 160 Principles and Foundations of Physical Education

FNES 230 Exercise, Energy Balance, and Weight Control

FNES 235 Analysis of Human Movement (pregreq: Bio 43)

FNES 253 Psychology of Sport

FNES 342 Physiology of Muscular Activity (prereq.: Chem 101.1, 101.3 and Biol 43)

FNES 343 Motor Learning and Performance

Movement Performance (8 credits)

FNES 10 Assessment and PE Standards

FNES 12 Team Sports: Volleyball

FNES 12 Team Sports: Basketball

FNES 12 Team Sports: Softball

FNES 12 Team Sports: Soccer

FNES 13 Folk Dance

FNES 14 Individual/Dual Sports Tumbling

FNES 14 Individual/Dual Sports Tennis

Advanced Movement Performance (4 credits)

FNES 212 Teaching and assessment of team activities

FNES 214 Teaching and assessment of individual/dual activities

FNES 311 Physical Fitness and Training Programs

One course from the following:

Psychology 107 (LASAR)

Sociology 205 (LASAR)

Physical Education Pedagogy (15 credits)

FNES 161W Introduction to Teaching Physical Education

FNES 266 Physical Education - PreK - Elementary School Levels
(prereq.: FNES 160 and 161)

FNES 369 Methods for Teaching Physical Education
(FNES 161, 266)

This course may only be taken the semester directly prior to
FNES 379

FNES 379 Student Teaching in Physical Education (prereq: FNES 369)
(prereq.: SEYS and EECE courses with B average)

Completion of all incomplete + below minimum grades

Education (15 credits)

SEYS 201 Historical, Social and Philosophical Foundations of Education

SEYS 221 Development and Learning in Middle Childhood and
Adolescence

EECE 310 Children in Cultural Contexts I: Child Development

SEYS 350 Cognition, Technology, and Instruction for Diverse Learners

EECE 340 The Early Development of Language and Literacy,

or

SEYS 340 Language, Literacy and Culture in Education

Department of Family, Nutrition, and Exercise Sciences
Queens College of City University of New York

Undergraduate Physical Education Majors

Information for Transfer Students

A. Recommended courses to be taken in the **first semester**:

FALL START

FNES 160
FNES 253
SEYS 201/221
Chem 101.1, 101.3 and Bio 11

Bio 43 (if Bio 11 and Chem 101.1, 101.3 are satisfied)
Soc 205, Psy 107
FNES 230
LASAR courses

SPRING START

FNES 160
FNES 230
SEYS 201/221
Bio 11 or
Chem 101.1 & 101.3

Soc 205, Psy 107
FNES 342
(If Bio 43 is completed)
LASAR courses

B. Please also make note of the following:

1. Make sure all **LASAR** courses are completed. If they are not, register for **LASAR** course (s). For advisement on **LASAR** courses, go to the office of academic advisement, Kiely Hall 217, 718-997-5599. The department does not advise students regarding the College requirements.
2. FNES 161W, 266, and 369 are not transferable from another institution, except when prior approval is given by the coordinator of Physical Education Teacher Education.
3. May not take the following courses in the first semester:
FNES 143, 266, 369, 379

4. Declare the academic major (see secretary for details). Plan to see the coordinator of the Teacher Preparation program of Physical Education early in the first semester.

Office of Physical Education and Exercise Science
Fitzgerald Gymnasium, room 203, 718-997-2710
Ms. Krystle Holder- krystle.holder@qc.cuny.edu
Mrs. Alyson Tse- alyson.tse@qc.cuny.edu

Sequence of Courses- Transfer Students - completed college requirements
This does not include basketball, volleyball, soccer, softball, tennis, tumbling and folk dance

FIRST SUMMER SESSION – FNES 10

First

FNES 160
FNES 230
FNES 343
Bio 43
SEYS 201W

Second

FNES 161W
FNES 235
FNES 342
SEYS 221
EECE 310W

Third

FNES 143
FNES 266
FNES 214
*FNES 253(In Fall)
FNES 311

SEYS 350

Fourth

FNES 369
FNES 146
EECE/SEYS 340
FNES 212
*Statistics

Fifth

FNES 379

- This assumes student has taken Biology 11 and Chemistry 101.1, 101.3
- During the summer sessions students may take any activity courses (except courses listed as beginner courses), education courses, and FNES 253.
- Activities to be placed during any semester. However- Basketball, Soccer, Softball must be taken prior to FNES 212, Tennis and Volleyball prior to 214.

Year One (or Previous Institution)		<u>Spring Semester</u>	
<u>Fall Semester</u>			
Biology 11	4	Chemistry 101.1, 101.3	4
Basketball	1	Softball	1
Tumbling	1	Tennis	1
Humanities II	3	Dance	1
Social Science	3	Humanities III	3
English 110	3	Social Science	3
Elective	<u>3</u>	English 120 or W course	3
Total.....	18	Total.....	16
Year Two		<u>Spring Semester</u>	
<u>Fall Semester</u>			
Biology 43	4	FNES 161W	3
FNES 160	3	FNES 235	3
FNES 230	3	FNES 342	3
FNES 343	3	SEYS 221	3
SEYS 201	3	Soccer	1
Volleyball	<u>1</u>	Swimming	1
Total.....	17	Humanities I, Tier I	<u>3</u>
Total.....	17	Total.....	17
Year Three		<u>Spring Semester</u>	
<u>Fall Semester</u>			
FNES 143	1	FNES 146	3
FNES266	3	SEYS 350	3
FNES 311	2	Statistics	3
FNES 253	3	FNES 212	1
EECE 310	3	Pre-Industrial/N. West Civil.	3
Humanities I, Tier II	3	Elective	<u>3</u>
Total.....	15	Total.....	16

Last	First		Updated	2/15/2007	Entering Semester		Spring 07
Status	A	E	Record	12/9/2003	Graduating Semester		-
ID	0000		New Major	082	Academic Adviser		
M 1		Credits	Grade	Grade	To Take	Reason	Legend
FNES 12	Volleyball	1			1		RC-Repeat (or To Take) Course Avg-Average below required Warning- deficiency; must satisfy before graduation A active I inactive D dropped major E entry M midpoint G graduate
FNES 12	Basketball	1			1		
FNES 12	Softball	1			1		
FNES 12	Soccer	1			1		
FNES 13	Dance	1			1		
FNES 14	Tennis	1			1		
FNES 14	Tumbling	1			1		
FNES 15	Swimming	1			1		
FNES 311	Prgm	2			1		
FNES 212	Team Sport Act	1			1		
FNES 214	Ind Sport Act	1			1		
Number of Movement Credits Completed				0			
Average Grade for 7/11 courses (3.0 Req.)				0.00			
Average Grade Movement Courses				0.00			

M 1 Warning RC&Avg

M 2							
FNES 143	Fund Mt Sk	1			1		C or better
FNES 146	Sport Sk A	3			1		C or better
FNES 160	Fnd Phy Ed	3			1		B or better
FNES 230	Ex En B Wt	3			1		C or better
FNES 235	Movmt Anal	3			1		C or better
FNES 253	Psych Spt	3			1		C or better
FNES 342	Physiol MA	3			1		C or better
FNES 343	Motor Learn	3			1		C or better
Avg Grade for M2 (2.00 req.)				0.00			

M 2 Warning RC&Avg

M 3							
ENGL 110		3			1		
FNES 161 W		3			1		B- or better
Average Writing Courses (2.67 Req)				0.00			

M 3 Warning RC&Avg

M 4							
Chem 101.1	Basic Chemistry	1			1		C- or better
101.3	Chemistry Lab	3					C-or better
Bio 11	Intro Bio	3			1		
Bio 11	Intro Bio Lab	1			1		Must pass with letter grade
Bio 43	Anat & Physiol	4			1		Must pass with letter grade
Soc 205 or Psy 107	Stats	3			1		Must pass with letter grade

M 4 Warning RC

M 5 Pedagogy Courses

FNES					
161W	Intro Teach	3	1		
FNES 266	PE Elem	3	1	B or better	
FNES 369	Methods	3	1	B or better	
EECE					
310W	Child Cult: Dev	3	1		
SEYS					
201W	Fnd Ed	3	1		
SEYS 221	Dev Learn	3	1		
SE/EE 340	Lang Literacy	3	1		
	Cogn Tech &				
SEYS 350	Div	3	1		
Number of Pedagogy Credits Completed			0		
SE&EE Courses Average (3.0 Req)			0.00		
Pedagogy Courses Average			0.00		

M 5 Warning RC&Avg

M 6					
FNES 379	Student Teach	6	1		

M 6 Warning RC

GPA 0.00

Program Completion No

Revised: July 16, 2009