

2-27-2012

# Department of Kinesiology, Sport Studies and Physical Education- Physical Education Teacher Education Program Changes

The College at Brockport, College Senate

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[brockport.edu/collegesenate](http://brockport.edu/collegesenate)

Supersedes Res #: \_\_\_\_\_

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *4/16/12*

RE:  I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)


SUBJ: *Department of KSSPE PhysEd Teacher Education Program  
Change* (*routing #36\_11-12UC*)

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
*(John P. Daly 2011-2012, College Senate President)*

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: John P. Daly, College Senate President

FROM: John R. Halstead, College President

RE:  I. Decision and Action Taken on Formal Resolution (**circle choice**)  
a. Accepted - **Implementation Effective Date:** \_\_\_\_ Fall 2012 \_\_\_\_  
b. Deferred for discussion with the Faculty Senate on \_\_\_\_/\_\_\_\_/\_\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation  
II, III. Response to Recommendation or Other/FYI  
a. Received and acknowledged \_\_\_\_/\_\_\_\_/\_\_\_\_  
b. Comment:

Resolution forwarded to Albany by President's Office for final approval. \_\_\_\_ YES \_\_\_\_ NO

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Dr. John R. Halstead, President, The College at Brockport)*

**DISTRIBUTION:**

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office 2011-2012</i>	<b>#36_11-12UC</b> <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS**

- Use committee guidelines and General Education forms available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Do not submit your proposal as a .pdf file unless using Gen Ed forms. They are difficult to merge.
- Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu). (General Education Proposals go to [diamphron@brockport.edu](mailto:diamphron@brockport.edu) first.)
- All revisions must be resubmitted to [senate@brockport.edu](mailto:senate@brockport.edu) with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Department of Kinesiology, Sport Studies and Physical Education- Physical Education Teacher Education Program Changes

**2. BRIEF DESCRIPTION OF PROPOSAL:**

The Physical education Teacher Education (PETE) major proposes to eliminate the category of 'advanced performance' classes (PES 3XX) from the required core of courses for the PETE major; however, advanced performance classes will remain as options for the 'upper level elective'. Secondly, PETE proposes to change tactical games (PEP 310) from a one credit class to a two credit class. Third, PETE proposes a new class, Fitness for Teachers (PEP 3XX), to replace PES 315.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?**  NO  YES EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

5. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

It will not affect transfers.

6. **ANTICIPATED EFFECTIVE DATE:**

Fall 2012

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2-27-2012			

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Alisa James	KSSPE	395-5330	ajames@brockport.edu

9. **COMMITTEES TO COPY: (Senate office use only)**

<b>Standing Committee</b>	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Executive Committee	Standing Committee	3-6-12
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	3/26/12
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED's to Vice Provost	
<input type="checkbox"/> General Education & Curriculum Policies	Senate	4/2/12
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Side by Side Comparison of the Old and New Program

Course	Credit	Course	Credit
BIO 221- Survey of Anatomy/Physiology	4	BIO 221- Survey of Anatomy/Physiology	4
PES 305- Significance of Physical Activity	3	PES 305- Significance of Physical Activity	3
PES 315- Fitness for Healthy Living	3	<b>PEP 3XX- Fitness for Teachers</b>	3
PES 335- Exercise Physiology	4	PES 335- Exercise Physiology	4
PES 326-Kinetics	3	PES 326-Kinetics	3
PES 439- Motor Learning	3	PES 439- Motor learning	3
PES 3XX Advanced Performance	3	<b>No longer a requirement in program</b>	
PES 413- Motor Development	3	PES 413- Motor Development	3
PES XXX Upper Elective	3	PES XXX Upper Elective	3
<b>Teacher Certification Electives (Five Credits)</b>		<b>Teacher Certification Electives (Five Credits)</b>	
PEP 351- Coaching sport	3	PEP 351- Coaching Sport	3
PEP 353- Administration of Intramurals	3	<b>PEP 363- Administration of Physical Education</b>	<b>3</b>
PEP 3XX- Coaching Clinic	1	PEP 3XX Coaching Clinic	
PEP 379- Athletic Trainer/Teacher Coach	3	PEP 379- Athletic Trainer/Teacher Coach	3
PEP 481- Instructional Strategies in APE	3	PEP 481- Instructional Strategies in APE	3
PEP 489- Adapted Physical Education and Sport	3	PEP 489- Adapted Physical Education and Sport	3
PEP 495- Topics in PE	1-3	PEP 495- Topics in PE	3
PEP 399- Independent Study		PEP 399- Independent Study	3
PEP 499- Independent Study		PEP 499- Independent Study	3
		<b>PEP 3XX-Technology in Physical Education</b>	<b>2</b>
<b>Professional Sequence</b>		<b>Professional Sequence</b>	
PEP 441- Introduction to Teaching PE	3	PEP 441- Introduction to teaching PE	3
PEP 451-Teaching Culturally Diverse PE	3	PEP 451-Teaching Culturally Diverse PE	3
PEP 442- Secondary Methods of teaching PE	4	PEP 442- Secondary Methods of Teaching PE	4
PEP 445- Adapted Methods of Teaching PE	3	PEP 445- Adapted Methods of Teaching PE	3
PEP 310- Tactical Games Activities	1	<b>PEP 310- Curriculum Model Activities</b>	<b>2</b>
PEP 444- Elementary Methods of Teaching PE	4	PEP 444- Elementary Methods of Teaching PE	4
PEP 483- Early Childhood Methods of Teaching PE	3	PEP 483- Early Childhood Methods of Teaching PE	3
PEP 342- Elementary Activities	1	PEP 342- Elementary Activities	1
PEP 443- Assessment for Teachers	3	PEP 443- Assessment for Teachers	3
PEP 476- Seminar	2	PEP 476- Seminar	2
PEP 487- Elementary Student Teaching	5	PEP 487- Elementary Student Teaching	5
PEP 488- Secondary Student Teaching	5	PEP 488- Secondary Student Teaching	5
Total Credits	73		71

Brief Rationale for Changes  
Physical Education Teacher Education (PETE)

**Proposed Change:**

**1) Remove advanced performance classes from the list of required classes**

**Rationale:**

Although teacher certification faculty value high level performance in the major, we believe that there are a number of reasons to remove the advanced performance requirement from the major. First, with regard to accreditation, there are no standards that link directly to advanced performance in one area. The standard relating to skill performance states that candidates will demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns; not advanced performance in one area.

The physical education teacher education (PETE) faculty believes that, given the current structure of the PEP “performance requirement” classes our students improve their motor performance in a wide variety of physical activities. Along with providing significant content knowledge, these PEP performance oriented classes provide PETE students numerous opportunities to improve their motor performance. PEP performance oriented class instructors teach the tactics and execution of motor skills required for a given subject area. Subsequently, PETE students are assessed and evaluated on these skills.

A second reason for removing “advanced performance” as a major requirement is that this would create more flexibility with regard to scheduling classes. Often students will pick an advanced performance class that fits their schedule, although they may not have advanced skills. As a result, advanced performance classes often have students that are novices in the content area and not advanced. Finally, advanced performance classes will continue to be offered in the upper elective pool. This will ensure that the option to take an advanced performance class will remain for students who choose to do so.

**2) Change PEP 310 from a one credit quarter class to a two credit semester long class**

**Rationale:**

Undergraduate students in the physical education teacher education (PETE) major have limited exposure to different curriculum models. Currently, PEP 310 focuses on only one curricular approach (the Tactical Games model). With the proposed change, students would, as well, be exposed to the Sport Education curriculum model. Research has indicated that both of these models have impacted secondary physical education positively (Alexander & Luckman, 2001; Alison & Thorpe, 1997; 2009; Kirk, 2005). In a time where secondary physical education is in a crisis and significant budget cuts threaten to cut physical education instruction from schools, it is vital that PETE students are exposed to both curriculum models.

**3) Add Fitness for Teachers (PEP 3XX) to replace Fitness for Healthy Living (PES 315)****Rationale:**

Including the 'Fitness for Teachers' class in the PETE curriculum will enhance both our students' content knowledge and their pedagogical content knowledge with regard to gaining important information about developmentally appropriate fitness concepts. This knowledge is crucial because the content is linked to the New York State Learning Standards in physical education. Currently, PES 315 does not provide this content nor is it any way linked to the New York State Learning Standards.

As well as participating in personal fitness activities in this class, students will also learn to teach fitness activities and concepts to K-12 students. This course will also prepare PETE students to take a national certification exam related to teaching fitness concepts to children.

1. Discipline: PEP Course No.3XX (To be assigned by Registrar for new courses)

Official Title: **Fitness Education for Teachers**

Course start date: **Summer 2012**

Abbreviated course title (limit to 18 Characters) Fit Ed for Teachers

**X New Course**

Current Content Revised

Title Change (Previous Title)

Number Change (Previous Number)

Inactivation of course (course will not be offered in the near future) Effective Term

Topics Course (If checked, complete item 2)

Other (describe)

a. Generic Course Number: Discipline Course No.

b. Generic Course Title:

c. Topics course Title

d. Topics course offered : Semester Year

2. Topics Course Only

3. Semester Hours of credit assigned to course (Invariable): **3**

Variable Credit Range to credit hours N/A

Is this course repeatable for credit?

4. Grading (Check any that apply)

a. **X Letter Grade** Pass/Fail (S/U Only) Approved for a PR (In-Progress) grade

b. Course requires a minimum grade of for General Education/major/minor/certification.

5. Is this a Liberal Arts Course?

a. General Education Knowledge Area (choose one if applicable):

b. Additional student learning outcomes: (check all that are currently approved)

6. General Education Information: (Complete only for General Education courses) \*See last item.

Contemporary Issues (I) Scholarship on Women (W)

Diversity (D) Other World Civilization (Non-Western) (O)

7. Cross listed Course: Discipline Course No.

8. Prerequisites: Discipline Course No.

9. Corequisites: Discipline Course No.

10. Swing Course Number: Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

*Note:* If this is a Swing course, list additional requirements required for the graduate level.

11. Frequency (Check only one)

Every Semester

Every Fall

Every Spring

Every Summer

Every Other Year

Irregularly

By Special Arrangement

12. Relationship to Degrees/Programs:  Required  Elective

13. For all courses please attach the following

- a. Objectives
- b. Outline of course
- c. Methods of Assessing Student Performance
- d. Material Required (Films, Readings, etc...)
- e. Additional work required of graduate level students if course is a “swing course”

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below:

A gym and classroom will be needed.

15. Write a brief course description for the College Catalog. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use Action verbs and omit “This course covers...” or similar phrases.

This course will provide students with knowledge and practical experience for incorporating fitness education for school-age learners.

Students will be exposed to the theory and practice of fitness education.

\*For General Education courses only, attach:

Supplemental General Education Course Registration Form/Student Learning Outcomes Checklist (for specific codes requested).  
Submitted by: Date:

Chairperson’s Approval: Date:



Dean's Approval: \_\_\_ Date:

Vice Provost's Approval: Date:

## **Course Descriptions**

## **Fitness Education for Teachers**

### **Course Objectives**

- Students will learn and apply fitness education concepts to the instruction of physical education.
- Students will be able to know and assess the components of health-related fitness using the FITNESSGRAM assessment and the Brockport Physical Fitness Test.
- Students will be able to develop and implement appropriate games and activities to promote fitness concepts and enhance learners' health-related fitness.

### **Topical Outline of the Course**

- Introduction to Physical Best
- Physical Activity and Behavior
- Basic Training Principles
- Nutrition
- Focus on Components of Fitness:
  - Aerobic Fitness
  - Muscular Strength and Endurance
  - Flexibility
  - Body Composition
- Integrating Health-Related Fitness Education into the Curriculum
- Teaching Styles and Strategies
- Including Everyone
- Principles of Assessment
- Assessing Health-Related Fitness and Physical Activity
- Assessing the Cognitive and Affective Domains

### **Methods Used to Evaluate Performance**

- Students will evaluate their fitness levels using FITNESSGRAM and create a plan to improve, enhance or maintain their fitness levels.
- Quizzes/Exams
- Peer Teaching

### **Instructional Materials**

Ayers, S. & Sariscany, MJ. (2011). *The Physical Best teachers' guide: Physical education for lifelong fitness.* Human Kinetics: Champaign, IL.

NASPE. (2011). *The Physical Best for elementary students.* Human Kinetics: Champaign, IL.

NASPE. (2011). *The Physical Best for secondary students.* Human Kinetics: Champaign, IL

### **Staffing Issues**

There is no need for additional staff or resources to implement these changes.

## **Letters of Support**



**The College at Brockport**  
**Department of Kinesiology, Sport Studies, and Physical Education**

## MEMO

**To:** College Senate, Undergraduate Curriculum Committee  
**From:** Susan C. Petersen, Chair, Department of KSSPE  
**Date:** February 21, 2012  
**Re:** Letter of support for Physical Education Teacher Education revisions

Please accept this letter of support for the proposed changes in the Physical Education Teacher Education major in the Department of Kinesiology, Sport Studies, and Physical Education.

This proposal includes three specific revisions to the program, all of which are designed to provide students with a stronger background in teaching. Revision #1 addresses the need for more flexibility in the credits students take. Since Advanced Performance classes are not required for accreditation, nor are they directly tied to teaching ability, this reduction in credits provides students with a reduction in PETE credits and opens the door for additional credits to be taken in other areas, if students choose to do so.

Revision #2 changes the number of credits from one to two in a key curricular area that cannot be adequately addressed in other methods classes. Participation in these two curricular models rather than just one of them will provide students with a stronger repertoire of skills, making them more desirable hires in school districts.

Finally, Revision #3 is an exciting change that opens the door for a national certification possibility for our students. The emphasis in this class will be on teaching K-12 students about fitness, health, and nutrition from an activity-based perspective, again, a very desirable component of current educational practice.

I fully support each of these revisions. With an overall decrease of one credit in the major, these revisions are very resource-friendly. If you have any questions, please don't hesitate to contact me at 5341 or [speterse@brockport.edu](mailto:speterse@brockport.edu).



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

School of Health and Human Performance

To: Undergraduate Curriculum Committee  
College Senate

From: Francis X. Short, Dean  
School of Health & Human Performance

Subj.: Curricular Change  
Department of Kinesiology, Sport Studies, and Physical Education

Date: February 23, 2012

Please accept this brief memo in support of proposed changes in the undergraduate physical education teacher education (PETE) major in the Department of Kinesiology, Sport Studies, and Physical Education. As I understand the proposal, it requests several changes to the current program: 1) it eliminates the current advanced performance requirement, 2) it changes PEP 310 from a 1-credit class to 2-credits (and adds content), and 3) it creates a new fitness education class to replace the more generic physical fitness class in the current curriculum. Taken as a whole, these changes result in a curriculum that is more closely aligned to both state and professional standards, and is 2-credits leaner than the current version. The department has assured me that by re-working current teaching assignments and rotating course offerings, coverage of the new courses will not require any additional faculty resources.

Inasmuch as these changes a) will improve the alignment of our program with relevant standards and enhance our chances for re-accreditation, b) will keep our curriculum consistent with contemporary best practices, and c) do not require any additional financial resources to implement, I support the proposal. Please contact me if you have any questions. Thank you for the consideration.

350 New Campus Drive • Brockport, New York 14420-2983 • 585-395-2350 • Fax: 585-395-2585 •  
*unoibrockport.edu*

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*(Only required for General Education Courses)*