

11-26-2007

Physical Education Teacher Certification Revisions

The College at Brockport, College Senate

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SUNY BROCKPORT

College Senate
State University of New York College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(585) 395-2586 (Fax) 395-2246

Resolution # 07

2007-2008

COLLEGE SENATE

New Resolution:
Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *November 26, 2007*

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



SUBJ: **Physical Education Teacher Certification Revisions** routing #03 07-08 UC

Signed:  Date: 12/3/2007
(P. Gibson Ralph, 2007-2008 College Senate President)

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

TO: P. Gibson Ralph, The 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 2008
 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: _____

Signed:  Date: 12/3/07
(Dr. John R. Halstead, President, SUNY College at Brockport)

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DEADLINE FOR SUBMISSIONS: FEBRUARY 28

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS – please, no multiple attachments – each proposal must be submitted as one document:

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal and insert it electronically as the front page of your document. (available online at www.brockport.edu/collegesenate)
- Email whole proposal with cover page as one attachment to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office 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*.

Physical Education Teacher Education Major (PETE)

2. BRIEF DESCRIPTION OF PROPOSAL:

Attached please find a revised proposal for the Physical Education Teacher Education Major. This proposal was approved last academic year, however, after it was approved the Professional Education Unit created a new class, PRO 370 Health and Drug Education for Teacher Candidates that will replace HLS 301 Principles of Healthy Living. In addition, after the proposal was approved, Health Science and Physical Education agreed that HLS 201 First Aid and CPR would no longer be offered as students will be given other non-credit bearing opportunities to obtain their First Aid and CPR certification. In terms of Physical Education, as noted in the new proposal, certification for First Aid and CPR will be met during PEP 476 Seminar in Student Teaching. As a result of these changes, this newly submitted proposal yields a reduction in credits by four. Since this change deals with change in credits, we have been told it must be resubmitted to Faculty Senate for approval even though the change is a reduction.

3. **ANTICIPATED EFFECTIVE DATE:**

Fall 2008

4. **SUBMISSION & REVISION DATES:** PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

| <i>First Submission</i> | <i>Updated on</i> | <i>Updated on</i> | <i>Updated on</i> |
|-------------------------|-------------------------|-------------------|-------------------|
| August 31, 2007 | October 26, 2007 | | |

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

| <i>Name</i> | <i>Department</i> | <i>Phone</i> | <i>Email</i> |
|----------------------|--------------------|--------------|------------------------|
| Cathy Houston-Wilson | Physical Education | | chouston@brockport.edu |

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

| Standing Committee | Forwarded To | Date |
|--|--|--------------------------|
| <input type="checkbox"/> Enrollment Planning & Policies | To Committee for approval | 8/31/07, 10/31/07 |
| <input type="checkbox"/> Faculty & Professional Staff Policies | Committee Chair Sign Here When Passed | |
| <input type="checkbox"/> General Education & Curriculum Policies * | To Executive Committee for approval | 11/5/07 |
| <input type="checkbox"/> Graduate Curriculum & Policies | GED to Vice Provost for approval | NA |
| <input type="checkbox"/> Student Policies | To Senate for approval | 11/12/07 – vote 11/29/07 |
| <input checked="" type="checkbox"/> Undergraduate Curriculum & Policies | To College President for approval | |
| <small>* follow special Gen Ed procedures for submission of General Education proposals at "How to Submit Proposals" on our Website.</small> | UNACCEPTABLE:- REJECTED | |

COMMITTEE CHAIR:

- **WHEN YOUR COMMITTEE APPROVES A PROPOSAL, PLEASE SIGN WHERE INDICATED ABOVE. GENERAL EDUCATION PROPOSALS MUST ALSO BE SIGNED ON THE SIGNATURE PAGE PROVIDED IN THE PACKET. YOUR SIGNATURE WILL BE UNDER THE DEAN'S SIGNATURE. RETURN ALL PROPOSALS TO SENATE OFFICE FOR PROCESSING.**



SUNY BROCKPORT
Dean, School of Arts and Performance

To Members of the College Senate,

Please accept this letter in support of a curricular revision in the Department of Physical Education and Sport. Many of you will remember that the Senate recently approved a significant revision in which the Department proposed to move from a single major with four concentrations to five independent majors. One of those approved majors was the program in physical education teacher education. Shortly after those proposals were approved by the Senate, however, the Professional Education Unit (the NCATE-related entity on campus for the coordination of all teacher education programs) created a new class, PRO 370 (1 credit), to replace HLS 301 (3 credits) in the required curricula for all teacher certification candidates. Furthermore, faculty in the Department of Physical Education and Sport subsequently determined that it was possible to streamline the curriculum a bit more by offering first aid and CPR certification (required of coaches in NYS) as non-credit experiences within the student teaching seminar rather than as a required 2-credit course in the curriculum.

Inasmuch as the NYSED-required content is still fully addressed in the revised curriculum and inasmuch as 4 credits have been pruned from a credit-intensive curriculum, this revision has my complete support. Thank you for the consideration.

Sincerely,

A handwritten signature in black ink that reads "Francis X. Short".

Francis X. Short, P.E.D.
Dean

Appendix E
Revision of an Existing Academic Program
October 26, 2007
Replaces Resolution #28 2005-2006

1. General Information

Name of the program: Major in Physical Education

Name of the Award: Bachelor of Science Degree in Physical Education

SED Program Code Number: 27208

Current Certificate area: Physical Education

Current Certificate area level: Baccalaureate degree

2. Rationale for the Change

The faculty, staff and field-based personnel teaching in the revised "Physical Education Teacher Education" major, are committed to preparing pre-service teachers who excel at working with students from the pre-kindergarten level, through the end of high school. To this end, the revised major in Physical Education Teacher Education will produce physically educated teaching professionals who understand the significance that physical activity has for human life and who can use the concepts, theories and principles they have learned to help others understand this significance and become physically educated and physically active for life. At the present time, faculty, staff and field-based personnel collaborate to provide students with a variety of liberal arts and professional classes and classroom and field-based learning experiences that allow them develop a holistic understanding of how and what it means to be an excellent physical educator and/or coach and the skills to achieve these ends.

The revisions put forward are consistent with the *New Visions for Teacher Education* as well as *NCATE/NASPE* accrediting standards and will result in significant improvements in the preparation of our pre-service teachers. As well, the proposed revisions create learning opportunities and environments that are consistent with the mission of the Professional Education Unit and the overall mission of the College.

A key belief of the National Association for Sport and Physical Education (NASPE) is that "...every student in our nation's schools from kindergarten through grade 12, should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles." Without question, developing professional educators who have the skill set to fulfill this mandate is vital and the proposed modifications to our major in physical education will align our program even more closely with the goals of our national body. These goals are embodied in the following six 'national standards' (National Association for Sport and Physical Education, 2004) that hold that a physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

(p.11)

The new course offerings – as well as modifications to existing courses – in the essential areas of assessment, multicultural education, curriculum development, early childhood education, motor learning and kinetics will ensure that our graduates are well prepared to teach physical education hewing to the aforementioned NASPE national standards.

As well as aligning closely with our national accrediting body, the proposed revisions create learning opportunities and environments that are consistent with the mission of the Professional Education Unit as well as the overall mission of the College. The mission of the Professional Education Unit is as follows:

The Professional Education Unit is dedicated to excellence in teaching, scholarship, creative endeavors, and service to the community. The Unit is committed to providing education programs at the undergraduate, graduate, and advanced graduate levels that prepare school professionals who are highly qualified to teach, counsel, lead, and administer. Predicated on the need to create environments in which all learners grow and develop as contributing members of society, the Mission of the Unit encompasses the Mission of the College in providing programs grounded in the liberal arts, emphasizing student learning and success as its highest priority.

The Unit believes that collaboration between the College and P-12 practitioners is fundamental and inherent to all programs offered by the Unit, including quality-based field experiences in diverse settings. Faculty, staff, and field-based personnel work together to link theory and practice to advance the highest standards of learning for all youths.

The revisions of the major in physical education, as detailed in this appendix, demonstrate the commitment to teaching and learning environments – both within the university proper and in the broader community – that a) are committed to student learning and success and b) are realized in collaboration with our partners in the public school system through carefully conceived practicum experiences.

The mission statement of The State University of New York College at Brockport reads as follows:

The State University of New York College at Brockport:

Is committed to providing a liberal arts and professional education — at both the undergraduate and graduate level — for those who have the necessary ability and motivation to benefit from high quality public higher education;

Has the success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and

Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.

The proposed changes in the physical education major align closely with the mission of the college, particularly with reference to the success of students, an emphasis on student learning and their engagement in a culturally diverse society. Indeed, when the proposed changes were being contemplated and, later, fine-tuned, making sure that the courses were designed to engage the students with a larger – diverse – population in a manner that led to robust and high level learning was always of paramount importance. Specifically, the proposed changes allow for increased and more precisely targeted experiences in pedagogical content and pedagogical content knowledge.

The revisions of the major in physical education align very closely with many of the goals and future directions as outlined in the SUNY-Brockport Mission Review II (2006). With regard to ‘campus role and distinctiveness’ outlined in the review, it was noted that SUNY Brockport has earned national specialized recognition in many disciplines, mentioning NCATE accreditation in teacher education prominently. As mentioned earlier in this report, the teacher certification program in physical education is a prominent member of the teacher education unit, both in terms of size and quality. Continuing to increase student quality, as noted under ‘selectivity’ in Mission

Review II, is a goal that is shared by the personnel in the proposed physical education major. At this point, a grade point average of 2.5 is required to begin the physical education 'methods' classes sequence in physical education. This requirement speaks to the importance given to attracting and keeping high quality applicants. Although the 2.5 grade point average is, as noted, a requirement to begin the 'methods' sequence, the vast majority of students have grade point averages that are substantially higher. Faculty development – through our full time Grants Development Director, and the Center for Excellence in Learning and Teaching (CELT) is, appropriately, a major initiative of SUNY College at Brockport. Faculty members in the proposed physical education major regularly take advantage of formal and informal programs both on and off campus. There is, in Mission Review II, a strong commitment to quality teacher education that speaks, as previously noted, to the importance of accreditation and, as well, to close collaboration with area school districts. In the proposed physical education major, we will maintain and expand our close relationships with schools at the pre-kindergarten, elementary, middle school and high school levels. Finally, Mission Review II speaks to the importance of upgrading our physical plant. The new 'Special Events Recreation Center' (SERC), given top priority in Mission Review II, will have tremendously positive benefits for physical education in terms of improved delivery of service and recruitment of high quality physical education pre-service teachers.

In the new physical education proposal, grade point average (GPA), admittance, and exit criteria remain the same as in the current program. In order to be formally admitted into the physical education/teacher education (PETE) major, students are required to complete, at minimum, 12 credits of SUNY Brockport coursework and obtain a cumulative GPA of 2.5 or higher. Nine credits of the 12 must come from non activity-based classes. Upon completion of this requirement, students are permitted to enroll in PEP 441, Introduction to Teaching Physical Education (successful completion of this class is an entrance requirement for the PETE major). While enrolled in PEP 441, students must submit an application to the Teacher Certification Coordinator and achieve a grade of C or better. Upon completion of these requirements, students will be formally accepted into the major and will continue the sequence of physical education 'methods' classes (PEP 442 - Secondary Methods and Instruction; PEP 445 - Adapted Physical Education; PEP 444 - Elementary Methods and Instruction and PEP 483 - Early Childhood Physical Education). Students must achieve a grade of C or better in all 'professional preparation' classes' (designated by a PEP prefix) within the major. In order to student teach, in addition to achieving a grade of C or better in all PEP classes, students must have completed all coursework and have an overall SUNY Brockport GPA of 2.5 or higher.

Formal feedback from school systems in which our students take part in extensive practicum experiences, employers and the students themselves indicate that all parties feel our students are being well prepared to teach high quality physical education to pre K – grade 12 learners – in diverse environments. But having said this, our alumni and the community members with whom they train, and later work has indicated areas that could be improved. Listening carefully has led to the important changes in our physical education major that are being proposed.

3. Curriculum Outline of the current program and of the proposed revised curriculum

| Current Teacher Certification Concentration with Physical Education Major | | Proposed Physical Education Teacher Education Major | |
|---|-----------|---|-----------|
| Course | Credits | Course | Credits |
| PES 305 Significance of Physical Activity | 3 | PES 305 Significance of Physical Activity | 3 |
| PES 315 Fitness for Healthful Living | 3 | PES 315 Fitness for Healthful Living | 3 |
| PES 325 Kinesiological Bases for Exercise and Sport | 4 | PEP 3XX Kinetics of Exercise and Sport | 3 |
| PES 335 Physiological Bases for Exercise and Sport | 4 | PES 335 Physiological Bases for Exercise and Sport | 4 |
| PES 345 Skill Acquisition and Performance | 4 | PEP 439 Motor Learning | 3 |
| PES 3XX Advanced Performance | 3 | PES 3XX Advanced Performance | 3 |
| PES 413 Human Development and Movement | 3 | PES 413 Human Development and Movement | 3 |
| PES 414 Assessment in Physical Education and Sport | 3 | PEP 443 Assessment for Teachers | 3 |
| PES 420 Biomechanical Skill Analysis | 3 | | |
| PES 3/4XX Elective | 3 | PES 3/4XX Elective | 3 |
| PEP 441 Introduction to Teaching Physical Education | 3 | PEP 441 Introduction to Teaching Physical Education | 3 |
| PEP 442 Secondary Methods | 4 | PEP 442 Secondary Methods | 4 |
| PEP 444 Elementary Methods | 4 | PEP 444 Elementary Methods | 4 |
| PEP 445 Adapted Methods | 3 | PEP 445 Adapted Methods | 3 |
| PEP 483 Early Childhood | 3 | PEP 483 Early Childhood | 3 |
| PEP 3/4XX Electives | 5 | PEP 3/4XX Electives | 5 |
| | | PEP 451 Multicultural Physical Education | 3 |
| | | PEP 3XX Teaching Games Tactically | 1 |
| | | PEP 342 Elementary Physical Education Activities | 1 |
| PEP Activity Classes | 13 | PEP Activity Classes | 13 |
| PEP 476 Student Teaching/Coaching Seminar | 2 | PEP 476 Student Teaching/Coaching 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 |
| HLS 301 Principles of Healthy Living | 3 | PRO 370 Health and Drug Education for Teacher Candidates | 1 |
| HLS 201 First Aid and CPR** | 2 | | |
| | | | |
| Total Credits | 85 | Total Credits | 81 |

* Also meets General Education Requirement

** Will be included in PEP 476 Student Teaching/Coaching Seminar

The following paragraphs detail changes in the five previously registered classes (Motor Learning, Assessment for Teachers, Multicultural Physical Education, Elementary Activities and Early Childhood Physical Education) and the two new courses (Kinetics of Sport and Exercise and Teaching Games Tactically)

PES 439 - Motor Learning (**previously registered class; content, credit change**) replaces PES 345

PES 439, previously offered as a two-credit course has been changed to 3 credits. This course focuses upon the learning of motor tasks using a problem based approach. The emphasis will be placed upon relevant concepts in motor learning and how these concepts can be effectively applied to teaching, coaching, and rehabilitation. Students will apply motor learning concepts and principles to motor skills and learn how to schedule practice that will optimize performance.

PEP 443 – Assessment for Teachers (**previously registered class; content, credit change**) replaces PES 414

PEP 443 explores assessment theory and techniques used today by physical education teachers in PK-12 educational settings. The focus of this class is on creating developmentally appropriate assessments in the psychomotor, cognitive and affective domains. Students will have the opportunity to observe and analyze performance using a variety of assessment instruments. In addition, emphasis will be placed on using assessment to provide feedback to learners as well as how to interpret assessment data in order to inform and improve instruction. The creation and practical application of assessments to align instruction with goals of instruction will be emphasized.

PEP 451 - Multicultural Physical Education (previously registered class; now required)

NCATE standards have strongly indicated that in all disciplines, multicultural issues and considerations need to be more fully realized. These will be addressed significantly in PEP 451 using both classroom based and practicum-based experiences. This class, previously an elective, is required to more fully align with NCATE standards and the University's New Vision in Teacher Education.

PEP 342 - Elementary Physical Education Activities (**previously registered class; now required; credit change from 2 to 1**)

This class was previously an elective. In order to strengthen our curriculum with regard to content knowledge and pedagogical content knowledge (in accord with NASPE standards), 'Elementary Physical Education Activities' will now be required. It will inform our capstone 'elementary methods and instruction class', PEP 444, and will be taken concurrently.

New Classes

PES 3XX – Kinetics of Sport and Exercise (new class) replaces PES 325 and PES 420.

Currently, students take 11 credits of the anatomical sciences in the form of Anatomy & Physiology (4 credits), Kinesiology (4 credits) and Biomechanics (3 credits). The new three credit class created combines content in Kinesiology and Biomechanics in a theory based yet practical fashion. More specifically, the class involves the study of the mechanical basis of movement in sport and exercise, with applications of kinesiological and biomechanical principles to (1) identify critical elements for basic motor skills, and (2) describe and demonstrate concepts and strategies related to skillful movement and physical activity. Includes the description of the skeletal and neuromuscular structures of human body in order to identify how these systems contribute to skillful movement, physical activity, and fitness.

PEP 3XX - Teaching Games Tactically (new class)

The tactical approach to teaching games is a current “best practice” with regard to curricular approaches for middle school, and secondary physical education. Currently, our students are introduced to this content very briefly. This course provides for participation and practice in teaching games, based on the ‘teaching games tactically’ curriculum model. Students have the opportunity to teach and participate in activities that are taught using this model. In addition, students will have the opportunity to watch expert models teach lessons using the ‘teaching games tactically’ curriculum model. This class will be taken concurrently with ‘Secondary Methods and Instruction’ (PEP 442).

PRO 370 – Health and Drug Education for Teacher Candidates (1 credit) (new class)

This class will replace HLS 301 Principles of Healthy Living thus reducing the proposal by 2 credits. This class will meet the State Education requirements for Child Abuse Detection and Reporting, Safe Schools Against Violence in Education (SAVE training) and Drug Education for Teachers. This class will not be taught by faculty in physical education and has no implications for staffing or resources in physical education.

4. Course outlines for new courses. Attached

PES 3XX – Kinetics of Sport and Exercise (new class) replaces PES 325 and PES 420.

Currently, students take 11 credits of the anatomical sciences in the form of Anatomy & Physiology (4 credits), Kinesiology (4 credits) and Biomechanics (3 credits). The new three credit class created combines content in Kinesiology and Biomechanics in a theory based yet practical fashion. More specifically, the class involves the study of the mechanical basis of movement in sport and exercise, with applications of kinesiological and biomechanical principles to (1) identify critical elements for basic motor skills, and (2) describe and demonstrate concepts and strategies related to skillful movement and physical activity. Includes the description of the skeletal and neuromuscular structures of human body in order to identify how these systems contribute to skillful movement, physical activity, and fitness.

Prerequisites: Bio 221 (Survey of Anatomy and Physiology)

Frequency with which the course is offered: Every semester

Instructors: Dr. Danny Too

Faculty Rank: Associate Professor

Status: Full Time

PEP 3XX - Teaching Games Tactically (new class)

The tactical approach to teaching games is a current “best practice” with regard to curricular approaches for middle school, and secondary physical education. Currently, our students are introduced to this content very briefly. This course provides for participation and practice in teaching games, based on the ‘teaching games tactically’ curriculum model. Students have the opportunity to teach and participate in activities that are taught using this model. In addition, students will have the opportunity to watch expert models teach lessons using the ‘teaching games tactically’ curriculum model. This class will be taken concurrently with ‘Secondary Methods and Instruction’ (PEP 442).

Co-Requisite: PEP 442 (Secondary Methods)

Frequency with which the course is offered: Every semester

Instructors: Drs. Alisa James and Gail Arem

Faculty Rank: Assistant Professor

Status: Full Time

5. No new faculty is required.

6. No additional costs are required

7. Effective Date of the change in the program: Fall, 2008