

Resolution #5 1986-87

President  
Faculty Senate  
Campus

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on December 8, 1986  
(Date)

RE: X I. Formal Resolution (Act of Determination)  
 \_\_\_\_\_ II. Recommendation (Urging the fitness of)  
 \_\_\_\_\_ III. Other (Notice, Request, Report, etc.)

SUBJECT: Change in Teacher Certification Program in Physical Education/Sport



Signed Roger M. Wein Date Sent 12/15/86  
(For the Senate)

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TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

a. Accepted. Effective Date Sept 87

b. Deferred for discussion with the Faculty Senate on \_\_\_\_\_

c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: cover page to attached list

Others:

Distribution Date: 12/3/86 Signed: [Signature]  
(President of the College)

Date Received by the Senate: \_\_\_\_\_

December 1, 1986

TO: Faculty Senate  
FROM: Curriculum Committee  
Physical Education/Sport  
RE: Change in Teacher Certification Program

Introduction:

In September, 1980, the Department of Physical Education introduced a competency-based teacher preparation program leading to provisional certification in grades K-12 in New York State. During the 1984-85 academic year, an in-depth evaluation of this program was conducted by a special CBTE Evaluation Board whose recommendations for change were submitted to the departmental curriculum committee for consideration. The following proposal incorporates suggestions from this fifth year study group as well as others from teacher certification faculty without changing the essential competency-based structure of the program or the 24 hours of course requirements. It is a revised version of the proposal reviewed by the Faculty Senate during the 1985-86 academic year.

The Proposal:

Present Program  
(24 credits)

PEP 341	- Instruction in Physical Education	(3 hours)	
PEP 342	- Elementary Physical Education	(2 hours)	
PEP 343	- Teaching Clinic	(1 hour)	
PEP 344	- Special Physical Education	(1 hour)	
PEP 345	- Physical Education Curriculum	(3 hours)	
PEP 477	- Field Based Seminar	(4 hours)	Taken concurrently
PEP 478	- Student Teaching	(10 hours)	
		<u>24 hours</u>	

Proposed Program  
(24 credits)

PEP 341	- Instruction in Physical Education	(3 hours)	
PEP 342	- Elementary PE/Field Exp.	(2 hours)	
PEP 344	- Special PE/Field Exp	(2 hours)	
PEP 345	- PE Curriculum/Field Exp.	(3 hours)	
PEP 475	- Measurement & Evaluation Seminar	(2 hours)	Taken
PEP 476	- Coaching Seminar	(2 hours)	concurrently
PEP 478	- Student Teaching/Coaching Practicum	(10 hours)	
		<u>24 hours</u>	

Rationale For Changes:

1. Changes in Field Experiences: Changes in field experiences are proposed in order to
  - a) ensure identification on student transcripts of specific elementary and secondary field experiences by changing content and titles of two current courses.
  - b) provide more flexibility for student scheduling of courses in professional sequences.
  - c) schedule elementary field experience in a public school setting earlier in the program, thus distributing off-campus assignments across three semesters.
  - d) schedule the elementary field experience within the elementary methods course.
  - e) allocate additional credit in Special Physical Education, where course content was identified as excessive.
  - f) delete duplication of course competencies in the 1 hour teaching clinic by dropping it from the required sequences of courses.

2. Changes in Field Based Seminar:

The 4-hour seminar is changed in two ways:

- a) two hours are allocated to a new course, Measurement and Evaluation. Competencies in this course are currently being taught within the 4-hour seminar, but not recognized as such on a student's transcript. This change appropriately reflects course content.
- b) the remaining two hours are allocated to a second new course, Coaching Seminar. Many competencies for this course are currently incorporated in the 10 hour student teaching practicum. The structure of the new seminar allows for expansion in this important area through student consultation with sport-specific coaching faculty and staff as appropriate to the individual's assignment in the public school practicum.

3. Changes in Student Teaching:

The title of Student Teaching is changed to reflect the coaching experience that is already incorporated in the 10 hour requirement. Identification of this coaching experience on the student's transcript is appropriate and, in addition, may benefit marketability of the student.

Summary

The above revisions in the teacher certification program are intended to incorporate recommendations of professional preparation faculty and a fifth year study by the CBTE Evaluation Board. Specifically, shifts in credit structure and course titles benefit students by increasing flexibility in scheduling and by properly identifying course content. In addition, emphasis on coaching competencies enhances marketability of students. Changes do not substantially alter the competency based format of the program or the 24 hour requirements.

TEACHER CERTIFICATION REQUIREMENTS  
PHYSICAL EDUCATION/SPORT

I. For Acceptance into the program, indicated by enrollment in PEP 341, Instruction in Physical Education, students must meet the following standards:

- a) A G.P.A. overall of 2.0 for three full semesters of work at Brockport; or, if transferring from a 2-year institution without an Associates degree, G.P.A. overall of 2.0 for a minimum of 12 semester hours of work taken at Brockport.

Transfers with an Associates degree will be allowed to enroll in PEP 341 on the basis of their acceptance into the institution.

Transfer students from a four-year institution will be admitted on the basis of a 2.0 overall G.P.A.

- b) a standard of C or better in courses taken in Communication Skills.
- c) score at least in the 50th percentile in three items of the Health Related Fitness Test (AAHPERD) namely, sit-ups, sit/reach, and long distance run; and between 50-90th percentile on the skinfold measure item or average scores in weight on the height and weight standards. Equivalent evaluations will be conducted for persons with unique needs.

II. Prior to entry into the student teaching semester, PEP 477 & 478, the student must complete appropriate application materials, and be approved for assignment after a satisfactory interview with teacher certification faculty. Student participation in athletics, PE major clubs, and allied service organizations, together with samples of student works contained in a professional portfolio are to be reviewed.

III. For Entry into the student teaching semester, PEP 477 & 478, the student must achieve a 2.5 G.P.A. in all courses taken in the major, in the teacher certification sequence and in performance; and a 2.25 overall G.P.A. .