

2023-
2024

Advisement Manual



Physical Education Department

SUNY Cortland

Park Center 1126

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Welcome to the Physical Education Department

Welcome to the Physical Education Department at SUNY Cortland! We are pleased that you have chosen physical education as a major and anticipate that you will find our programs interesting, challenging, and exciting. We have a long tradition of producing successful teachers and leaders in the field. We expect that you will uphold this reputation as you pursue your studies and join the profession as one of our graduates.

Our program is rigorous. You will be engaged in a broad-based education in the liberal arts and sciences through your General Education Requirements. Our major will provide you with preparation in theory, teaching methods of physical education, physical activity courses, and field-based experiences with children in the greater Cortland community. You will be required to adhere to the conduct standards (dispositions) of the department and the profession as you progress through the program. We expect you to have a passion for physical education and to be fully engaged in your own development as pre-service teacher.

This manual will provide you with information about our program, specify the requirements for program completion, and offer options where applicable. When you have options to meet a requirement or elective, you should select the courses and programs that interest you the most or be the most beneficial for your career goals. Our faculty, and in particular, your advisor, can provide valuable guidance about your course schedule, certification questions, majors and concentrations, and career choices. Please take advantage of their expertise as well as all the professional opportunities you will have as a student in our program.

Best wishes for success,
Dr. Rebecca Bryan
Department Chair
Park Center 1126A

SECTION I: THE PHYSICAL EDUCATION PROGRAM AT CORTLAND

Our Mission

Our mission is to prepare physical educators who will make a difference in their communities and the lives of their students.

Our Vision

The department envisions schools where physical education and physical activity are valued, integral facets of the curriculum. The department will prepare candidates to be the leaders and catalysts needed to conduct quality physical education programs for all learners. Candidates will graduate with the knowledge and skills necessary to implement a wellness-based curriculum model, perform as highly effective teachers and coaches, and to serve as the physical activity expert in a school setting. ⁽¹⁾ The department's programs will be highly regarded and visible on campus as well as recognized as an exemplar of physical education teacher preparation within the profession.

Our Values ⁽²⁾

Focus on Candidates

All decisions, plans, and actions revolve around candidates' academic, personal, social, and cultural development and wellness.

Integrity

Dedication to honesty, hard work, high personal and professional standards, and respect for people, perspectives, and the environment.

Intellectual Life

Commitment to inquiry, academic rigor, creativity, lifelong learning and contribution to the discipline, profession, and the greater good.

Meaning in Movement

Appreciation of movement for health, enjoyment, challenge, self-expression, and social interaction to support lifelong physical activity. ⁽³⁾

¹ A comprehensive school physical activity program is based on a quality physical education program and includes interscholastic sports, intramural sports, and physical activity-based clubs, before- and- after school programs, physical activity integrated into classroom learning, physical activity breaks, recess, and walk- and bike- to- school programs.

² The first three are excerpted and modified from the SUNY Cortland Strategic Plan.

³ Modified from National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education*. Reston, VA: Author.

Our Priorities

Diversity

Infuse diversity of all types throughout the program.

Research

Encourage research on best pedagogical practices as well as dissemination and application of the findings.

Leadership

Provide leadership to the profession through scholarship and service as well as the mentoring of candidates and other emerging leaders.

Technology

Apply technology to support teaching and learning.

Active Schools – Active Communities

Prepare candidates for an expanded role as a physical activity expert in the school/community.

Our Heritage

Physical education has a long history at the College.¹ Beginning in 1890, all Cortland students were required to participate in “physical culture” for 15 minutes each day and in 1895, the College hired its first instructor of physical training.² In 1916, the State of New York passed legislation that required all pupils in public schools to engage in physical training for 20 minutes each day, but it lacked trained teachers to implement the new law. President DeGroat and Bessie Park, who was hired in 1915 as the Director of Physical Training, developed a proposal to provide the necessary training to schools and subsequently became one of the first State-approved programs to do so. The program was an invaluable service to the State and proved to be quite popular with area schools. In 1923, again with Bessie Park’s guidance, physical education became an approved major at the College.

Since that time, our program has fostered many notable leaders in physical education and athletics, including Katherine Ley, President of AAHPER (1974) and Robert Weber, AAHPERD Vice President, Men’s Division of Athletics (1965). In 2011, Alumna Judith Rink ('65) was the recipient of the AAHPERD *Luther H. Gulick Award*, which is the highest recognition for professional achievement given by AAHPERD. Today, our Physical Education faculty and alumni provide exceptional leadership and service to the profession by serving as officers and board/committee members in organizations such as SHAPE America, NCPERID, NAFAPA, EDA-AHPERD and NYSAHPERD. They are the recipients of numerous awards in professional service, teaching, and scholarship. In addition, our adapted physical education program received the AAPAR/APAC *Outstanding Program in Adapted Physical Activity Award* (2008). This heritage of professional excellence continues to be a hallmark of the Physical Education Department at Cortland.

We expect you to continue the tradition of excellence for which our program is known.

¹ See Ralston, L. F. (1991). *Cortland College: An illustrated history*. Cortland, NY: Alumni Association of Cortland College and Park, B. L. (1960). *Cortland - Our alma mater: A history of Cortland Normal School and State University of New York Teachers College at Cortland*. Ithaca, NY: Cayuga Press.

² Physical culture and physical training were terms used in the early years of the field of physical education.

Professional Organizations and Affiliations

Since you are planning to be a Physical Education major, you should become acquainted with the organizations of your profession. We expect you to become an active member in the Alliance of Physical Education Majors (APEM). APEM provides numerous opportunities to develop professional leadership skills through planning and organizing the annual South Central Zone Conference as well as community events (field days, Teen Night, Winter Carnival, etc.). APEM also organizes student participation in local, regional, and national conferences. These conferences provide exposure to the latest developments in the field and help students network with other professionals.

In addition to becoming involved in APEM, all majors should join the New York State Association of Health, Physical Education, Recreation and Dance (NYS-AHPERD). Student memberships are offered at reduced rates and a membership provides access to the state conference as well as a journal which is published several times each year. Go to www.nysahperd.org for more information about membership benefits. It is also expected that students join the Society for Health and Physical Educators (SHAPE America), as it is the leading national professional organization for physical education. Like the state organization, student membership is offered at a reduced rate and offers many benefits. Go to www.shapeamerica.org for more information.

Our Traditions

Throughout the history of the College, students have participated in a variety of traditions such as Moving Up Day (1920's), Potato March (1930's), Illumination Night (1920's – 1940's), and the Twilight Sing (1920's – 1960's). While these have fallen out of fashion, the Physical Education Department continues to observe special traditions at key points in the program.

- The most enduring tradition has been the experience at Raquette Lake, currently administered through **PED 308**. Your time at this historic camp in the beautiful Adirondacks will connect you with generations of Cortland alumni and undoubtedly become one of the most memorable experiences of your college years.
- Two other academic traditions that mark your Cortland experience in physical education are the **EDU 256 and EDU 454 interviews**. These interviews are the bookends to the block teaching courses in the major. In EDU 256, you will be interviewed by the faculty prior to your 60-hour field work experience. In EDU 454, you will complete your professional portfolio and be interviewed by Cortland PE Alumni. Superior performances are recognized in the EDU 256 Honors Display and the Portfolio Showcase.
- At the end of your undergraduate program, you will be invited to attend the department's **Senior Farewell and Recognition Ceremony**. We hope you will join us for this special event.

Physical Education Program Summary

The Cortland Physical Education major leads to the Bachelor of Science in Education (B.S. Ed.) degree with teacher certification (Code = PEM). Prior to enrollment in the first block sequence course (PED 201), the code is PEMW (waiting). You must meet the criteria for entrance into the block sequence, which are listed later in this manual. Once you have entered the teaching block sequence, you are referred to as a teacher candidate.

The primary purpose of the Physical Education program is the preparation of teachers for NYS certification and teaching in the public schools. However, graduates enter many other fields such as

youth development, personal training, coaching and sports administration, sales, business, real estate, law enforcement and the military. Our graduates have developed communication, collaboration, organizational and leadership skills that can be applied in any career setting. If you are interested in sport, exercise, or physical activity, but not necessarily working with school-age children, you should consider programs in the Kinesiology or Sport Management Departments. These departments, along with Health, Communication Disorders and Sciences, and Recreation, are housed within the School of Professional Studies. The offices of the Dean of the School are in the Professional Studies Building (1175).

It is important to note that there is both a concentration and an emphasis available in Adapted Physical Education in combination with teacher certification. The concentration may require an additional semester of study. We also offer a concentration in Outdoor Adventure Education, and an Aquatics focus. Interested students should consult with their advisor early in the program so appropriate scheduling can be planned.

In addition to standard coursework, physical education students have an opportunity to earn academic credit through a study abroad program in Germany, participation in the College Honors Program; and completion of an independent study and/or research project with a faculty member. All these options will enhance your educational experience and strengthen your professional preparation.

The teacher certification degree requires 60 credits in the liberal arts. Within the liberal arts area, students must complete both the Cortland and SUNY General Education requirements. Transfer students with a two-year A.A. or A.S. degree will have completed most of the General Education requirements at their previous institution, but you are responsible for ensuring that any deficiencies are fulfilled.

The remainder of your course work is devoted to professional education and/or professional specialization. The basis of this program is a core of knowledge, both theory and activity, and field-based experiences which prepare students for employment opportunities or further study in specialized areas at the graduate level. You can find a guide to the content in the core teaching classes in Appendix A. The Physical Education program is accredited by CAEP/SHAPE America and adheres to the SHAPE America Initial Physical Education Teacher Education Standards (2017).

Student Learning Outcomes

Our Student Learning Outcomes are the SHAPE America SPA Standards and Elements (2017), which define the essential knowledge, skills, and dispositions required for successful teacher candidates.

Standard 1: Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Components – Candidates will:

- 1.a Describe and apply common content knowledge for teaching PreK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching PreK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness for PreK-12 students.

- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity, and fitness for PreK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for PreK-12 students.
- 1.f Describe historical, philosophical, and social perspectives of physical education issues and legislation.

Standard 2: Skillfulness and Health-Related Fitness*

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Components – Candidates will:

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

^ Skillful: A person's ability to employ techniques, tactics, strategies, rules, and etiquette effectively in the context of the activity.

** To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight programs, exercise logs).*

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology, and metacognitive strategies to address the diverse needs of all students.

Components – Candidates will:

- 3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or *SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education*.
- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair, and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4: Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Components – Candidates will:

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines, and positive behavior management to create and maintain a safe, supportive, and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) to provide specific, congruent feedback to enhance student learning.

Standard 5: Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Components – Candidates will:

- 5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6: Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components – Candidates will:

- 6.a Engage in behavior that reflects professional ethics, practice, and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Advisement

During your first semester on campus, you will be assigned an academic advisor from the Physical Education Department. Check DegreeWorks for your assigned advisor. Outside the registration period, you may also meet with the Advisement Coordinator (Park 1127) when you have questions. It is possible to request a change of advisor by completing a form in the Physical Education Office (Park 1105).

Registration

It is important that you meet with your advisor to pre-register for courses for the upcoming semester. Your advisor will assist you in planning your remaining semesters and may offer suggestions regarding specific courses using the **Physical Education Course Focus Guide** (*See appendix A*). Your advisor can also help you with much more than your schedule. Your advisor is a great resource for offering advice about concentrations, certification exams, workshops, graduate school, career questions, and general guidance about your progress at Cortland.

The preregistration period occurs in November for the spring semester and in April for the fall semester. Most advisors post sign-up sheets on their office door, or use Starfish, so that students can schedule a meeting at their convenience. You need to pre-plan for this meeting with your advisor so use DegreeWorks to check your progress toward graduation. Arrive at the meeting with a tentative schedule that your advisor will review and possibly modify. *See Appendix B* for a helpful planning template. *See appendix C* for **Schedule Builder**. You can find information about the sequence of courses you should be taking in this manual under Program Requirements for Teacher Candidates. We have also provided a helpful list of courses that will count for more than one requirement in *Appendix D*.

Full-time students in physical education generally take at least 16 credits every semester, with at least two of those credits being activity courses. If you wish to take more than 18 credits, you must complete a *Permission to Overload Form*. **If you are receiving any form of financial aid**, remember that there may be financial aid implications for scheduling decisions that you make. You need at least 12 credits to be considered full-time and at least 12 credits on your schedule must be part of your major requirements or general education requirements. It is always recommended that you check with the Financial Aid Office if you have any questions.

After discussing your schedule, your advisor will provide you with a Personal Identification Number (**PIN**) to use to register for classes through MyRedDragon. You can also check MyRedDragon for your Time Ticket and any Holds that may be on your record, as the latter will need to be cleared before registering.

Pre-Registration Dates for Spring 2024

| Student Group | Tickets Begin |
|------------------------------------|----------------------|
| Seniors (90+ credit hours) | Oct. 31, 2023 |
| Juniors (56.5 – 89.5 credit hours) | Nov. 2, 2023 |
| Sophomores (26 – 56 credit hours) | Nov. 6, 2023 |
| Freshmen (0 – 25.5 credit hours) | Nov. 8, 2023 |

Anticipated Pre-Registration Dates for Fall 2024

| Student Group | Tickets Begin |
|------------------------------------|---------------|
| Seniors (90+ credit hours) | Apr. 2, 2024 |
| Juniors (56.5 – 89.5 credit hours) | Apr. 4, 2024 |
| Sophomores (26 – 56 credit hours) | Apr. 8, 2024 |
| Freshmen (0 – 25.5 credit hours) | Apr. 10, 2024 |

Schedule Builder (*Appendix C*) is a useful tool for scheduling classes during the registration period.

If you are considering registering for a winter term course(s), you will do that at the same time as spring registration. For summer course(s), you will register at the same time as your fall registration.

Any time you want to take a course at another institution, you must have it pre-approved by the college. The *Permission to Transfer Form* can be found on Advisement and Transition's web page (<https://www2.cortland.edu/offices/advisement-and-transition/advising/forms.dot>). Once approved, you need to register at the other institution. If taking a course at another institution brings your credit total to more than 18 (e.g., 16 cr. hr. at Cortland and 3 at another school), you will need to complete the *Permission to Overload Form* (<https://www2.cortland.edu/offices/srrs/students/forms-and-documents#registration-and-course-forms>) in addition to the Permission to Transfer Form.

Once you have completed a course at another institution, it is your responsibility to request that the grade (transcript) be sent to Cortland, assuming you have earned a C – or better.

While your advisor assists you in making prudent decisions,

YOU ARE ULTIMATELY RESPONSIBLE FOR KNOWING, PLANNING AND MEETING ALL GRADUATION REQUIREMENTS.

SECTION II. SELECTED COLLEGE POLICIES

Student Disability Services

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

If you are a student with a disability and wish to request accommodations, please contact the Disability Resources Office located in Van Hoesen Hall, Room C-17 or call (607) 753-2967 for an appointment. Any information regarding your disability will remain confidential and will only be divulged with your written permission. According to the policy, the responsibility for initiating a request for accommodations lies with the individual with a disability. The individual making the request must provide adequate documentation that supports his/her request. Submitted documentation must be from an appropriate, qualified professional. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting. More information is available at <https://www2.cortland.edu/offices/disability-resources/>

Class Attendance Policy

(College Catalog section B.04)

It is the policy of SUNY Cortland that regular class attendance is a basic requirement of all courses. Class attendance is a strong predictor of student success in college. The policy does permit class attendance, participation and/or performance as a factor in determining course grades.

The taking of attendance and attendance requirements are at the discretion of the individual instructor, subject to the following two provisions:

- Penalties for excessive absences, as determined by the instructor's policy, shall not exceed one-third of a letter grade per class hour of absence.
- Absences due to participation in approved university activities shall be considered valid absences. The provost and vice president for academic affairs shall determine what university activities are approved as valid for students to be absent from classes.

In determining the student's grade, instructors will weigh the student's performance and may also consider excessive absences. Instructors should make clear to their classes what they consider to be valid reasons for missing class and what penalties will be assessed for excessive absences. Instructors shall state in the course syllabus, and emphasize to the class at the first meeting, the attendance requirement for the course.

Students are responsible for all work missed. Instructors shall establish procedures to allow students who have been absent for valid reasons to make up missed classwork. If students anticipate having to miss class, it is their responsibility to inform the instructor ahead of time.

Non-attendance does not mean a student has dropped a course. Students who have not attended class and have not officially dropped or withdrawn from the course will receive a grade of E.

Reporting Absences and Illness (*College Catalog section B.05*)

If students are unable to attend class because of emergencies such as surgery, accidents involving lengthy absences from classes or extenuating circumstances, they should notify the associate dean of the school in which they are majoring. The associate dean will request documentation regarding the emergency; upon receipt of sufficient documentation, the associate dean will notify instructors about the reason for the absence. The instructor has the final determination in how such absences will be considered.

Religious Beliefs and Class Attendance

See College Catalog - (<https://catalog.cortland.edu/content.php?catoid=41&navoid=5537#b-04>)

THE MOST COMMON CAUSE OF FAILING ANY CLASS IN COLLEGE IS FAILURE TO ATTEND.

Retaking of Courses

When a student retakes a course, all grades received will remain on his/her official transcript, but his/her cumulative average will reflect only the last grade received. The grade excluded from the cumulative totals will be annotated with an R on the transcript. Students wishing to retake a course must contact the department chair of the course to lift the “retake flag” so they can register for the course. This policy does not apply if a student withdraws (receives an “X” grade) and then needs to register for the course.

Repeated Courses and Student Financial Eligibility

Students who repeat courses for which they have earned credit (a passing grade) may not have such a course included in the calculation of full-time status for the purpose of determining financial aid eligibility. There are three conditions under which a repeated course may be included in this calculation, as follows:


1. A student may repeat a failed course.
2. A student may repeat a course in which a passing grade was earned if the grade is not acceptable in a certain curriculum.
3. A student may repeat a course if it is possible to receive credit for the course each time it is repeated (topics courses/independent studies).

Physical Education Course Retake Policy

The Department follows the retake policy of the College except for courses identified in the teacher preparation block sequence: PED 201, EDU 255, EDU 256, EDU 355, PED 356, EDU 455, and EDU 456. The retake policy for courses in the block sequence is as follows:

1. Students may enroll in a block sequence course a second time to improve their GPA, to meet the required course grade (C- or better), or to replace a grade of “E” (failure) or “X” (withdrawal).
2. Students who wish to enroll for a third time will be **blocked** from doing so. The department chair may lift the restriction only when extenuating circumstances warrant further consideration.
3. Students who do not earn the required grade after their second attempt will not be able to complete the program and are required to change their major.

Transferring in Credit After Being Accepted to Cortland

Before a student registers for any courses to be taken at another college and transferred to Cortland, the student **must** fill out the "Permission to Transfer" form. The form may be found on Advisement and Transition's website (<https://www2.cortland.edu/offices/advisement-and-transition/advising/forms.dot>). Please refer to <https://www2.cortland.edu/offices/advisement-and-transition/transfer-credit-services/transfer-equivalencies/>  transfer equivalency charts for all 2-year and 4-year SUNY Schools.

Pass/No Credit Option

Juniors and seniors in good academic standing may elect to take certain courses on a Pass/No Credit basis with the approval of the student's department chairperson (see the College catalog for detailed conditions). These courses must be outside the student's major, minor, and concentration and outside the General Education requirements. Forms are available in the Records Office (1105).

Examination Policy

According to College policy, each instructor must inform students of grading procedures and examination policies during the first week of class. If you are not informed, or if you do not understand, ask your instructor for more information.

Activity class exams are usually given before final examination week. Theory class exams are given during exam week according to the schedule sent out by the Registrar. No examination, quiz, or test of any type should be given during the last week of classes prior to the published final examination week unless approved in advance by the appropriate department chairperson and school dean.

Missed and Final Examinations

Students who miss final examinations will receive E's for those courses unless they are granted an excuse for their absence by their associate dean. It is the student's responsibility to arrange with the instructor for a make-up of all examinations. Such a make-up examination must be taken after the regularly scheduled examination and will be given at the convenience of the instructor.

Academic Grievance System

(Taken from: *The College Handbook* – 2021 <https://www2.cortland.edu/offices/publications/handbook/part-three/#chapter350>)

- A. For the purpose of this procedure, a grievance shall be a complaint against a faculty member or other instructor by a student of the following:
 - 1. A violation, misinterpretation or inequitable application of an academic rule, regulation, or policy of the university, school, or department.
 - 2. Unfair or inequitable treatment by reason of any act or condition that is contrary to established policy or practice governing or affecting a present or former student of this university.
 - 3. Prejudiced, capricious or manifestly unjust academic evaluation.
- B. To facilitate this procedure the following general guidelines are provided:
 - 1. A grievance complaint must be initially presented within 15 working days of the act giving rise to the alleged grievance. Working days are exclusive of university holidays, intersession, and summers.
 - 2. A grievance complaint must be initiated by the individual affected.
 - 3. Any present or former student may present a grievance complaint, subject to these

guidelines.

4. If any grievance complaint originates at the department level or higher, an informal settlement is to be attempted at that level with subsequent appeals to be made in accordance with the procedures outlined below.

The Academic Grievance Procedures

The Department Level

1. In the case of grievance, a student has with an instructor, the student should attempt an informal settlement with the instructor. There may be instances when the student feels s/he needs to involve their advisor or department chair in a specific case.
2. If no mutually satisfactory informal settlement can be reached with the instructor, then the student may file a written statement of their grievance with the chair of the department in which the grievance occurred. The department chair shall hold an informal meeting with the student and the instructor and make a decision within five working days after that meeting.
3. If either party is dissatisfied with the decision made by the department chair, it is the responsibility of the department chair to inform both parties of the next possible recourse, namely to appeal the decision to the dean of the school in which the department is located. Intent to appeal is to be filed, in writing, in the office of the school dean within 10 working days after receipt of the department chair's decision. If either party is dissatisfied with the decision made at the department level, a written grievance may be brought to the office of the dean of the school in which the grievance occurred within 10 days after receipt of the department chair's decision.
4. If the grievance is initially with a department chair, then the student is to attempt an informal settlement with the department chair. If no mutually satisfactory decision can be reached, then the grievance is to be filed with the school dean as outlined above.

Academic Integrity

(Taken from: *The College Handbook – 2021* - <https://www2.cortland.edu/offices/publications/handbook/part-three/#chapter340>)

A violation of academic integrity as an instance of academic dishonesty can occur in many ways. At SUNY Cortland, instances of academic dishonesty are:

1. **PLAGIARISM:** Students are expected to submit and present work that is their own with proper documentation and acknowledgment when the work of others is consulted and used. Plagiarism can be *intentional* by deliberately presenting the work of others as one's own, or *inadvertent* by accidentally omitting or erroneously citing sources. Examples of plagiarism that can occur in research papers, lab reports, written reports, oral presentations as well as other assignments are:
 - **Failure to use quotation marks:** sources quoted directly must be shown with quotation marks in the body of the project and with the appropriate citation in the references, notes, or footnotes.
 - **Undocumented paraphrasing:** sources "put into one's own words" must have the source cited properly in the body of the project and in references, notes, or footnotes.
 - **Creating false documentation:** purposefully presenting incorrect information in references or citations or manufacturing false information used in references, notes, and footnotes.

2. **CHEATING ON EXAMINATIONS AND OTHER FORMS OF ACADEMIC INTEGRITY:** Students are expected to present their own work on all examinations. Some examples of cheating as it might occur in examinations can be found in The College Handbook (section 340.02).

Procedures for Handling the Violation of Academic Integrity

1. The person reporting an instance of alleged academic dishonesty shall complete and forward to the Provost's Office the Disclosure and Notification of an Academic Dishonesty Charge form, which is available in the Provost's Office. If the filer of the notification form is a faculty member, whenever possible she/he shall discuss the incident with the student prior to forwarding the form to the Provost's Office.
2. The Provost's Office shall inform the student via certified, restricted mail that the above-mentioned form has been received and instruct the student to report within five working days upon receipt of notification to the Provost's Office for the purpose of responding to the charges. Any student who signs a waiver of the certified letter will still be given five working days to respond to the charge. If a student does not report to the Provost's Office in response to this request, this will result in the student being charged with noncompliance with a reasonable request (as explained in Section 4.B3 of the Code of Student Rights and Responsibilities; copies of the Code are available from the Vice President for Student Affairs) and immediate referral of the non-compliance and academic dishonesty charges to the Academic Grievance Tribunal (AGT).

Similarly, if a student denies the charge, the Provost will refer the matter to the Academic Grievance Tribunal which shall conduct a hearing. Upon receipt of the charge, the Chairperson of the AGT shall establish a time and place for the hearing. The hearing must begin before 20 working days have elapsed from the Chairperson's receipt of the referral except when extraordinary circumstances require a delay. Such determination should be made by the Chairperson. (See Section 340.04, Procedures No. 1 for additional information). At least five working days in advance of the hearing the student shall receive a written notice by certified, restricted mail (unless the student signs a form waiving this notice) including: 1) the time and place of the hearing, 2) a copy of the disclosure and notification form, 3) a copy of supporting evidence, and 4) a notification of his/her rights and responsibilities. (See Section 340.04).

If guilt is established through either admission or a hearing, the Provost shall review the student's past academic and disciplinary records and then, in consultation with the instructor, assign a penalty. The student has the right to file an appeal of the decision and/or sanction with the President's Office within five working days after official notification. Grounds for appeal are limited to claims of bias, procedural infractions and/or new evidence. Final action on appeals will be taken by the President within 10 working days. If innocence is established, all records will be expunged.

Computing Grade Point Average (GPA)

Quality points for various grades:

| Grade | 1 credit | 2 credits | 3 credits | 4 credits | 12 credits | 13 credits | 14 credits | 15 credits | 16 credits |
|-------|----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|
| A | 4.0 | 8.0 | 12.0 | 16.0 | 48 | 52 | 56 | 60 | 64 |
| A - | 3.7 | 7.4 | 11.1 | 14.8 | 44.4 | 48.1 | 51.8 | 55.5 | 59.2 |
| B + | 3.3 | 6.6 | 9.9 | 13.2 | 39.6 | 42.9 | 46.2 | 49.5 | 52.8 |
| B | 3.0 | 6.0 | 9.0 | 12.0 | 36 | 39 | 42 | 45 | 48 |
| B - | 2.7 | 5.4 | 8.1 | 10.8 | 32.2 | 35.1 | 37.8 | 40.5 | 43.2 |
| C + | 2.3 | 4.6 | 6.9 | 9.2 | 27.6 | 29.9 | 32.2 | 34.5 | 36.8 |
| C | 2.0 | 4.0 | 6.0 | 8.0 | 24 | 26 | 28 | 30 | 32 |
| C - | 1.7 | 3.4 | 5.1 | 6.8 | 20.4 | 22.1 | 23.8 | 25.5 | 27.2 |
| D + | 1.3 | 2.6 | 3.9 | 5.2 | 15.6 | 16.9 | 18.2 | 19.5 | 20.8 |
| D | 1.0 | 2.0 | 3.0 | 4.0 | 12 | 13 | 14 | 15 | 16 |
| D - | 0.7 | 1.4 | 2.1 | 2.8 | 8.4 | 9.1 | 9.8 | 10.5 | 11.2 |
| E | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

GPA is determined by the following EQUATION:

$\text{Total \# quality points earned} = \text{YOUR GPA}$

$\text{Total \# credits taken.}$

Example: If you took one four-credit class, three 3-credit classes and three 1-credit activities, then the total credits taken would be **16 credits**.

| Course credit hours | Grade Earned | Quality Points |
|---------------------|--------------|---------------------|
| 4 cr. hrs. | C+ | 9.2 |
| 3 cr. hrs. | B- | 8.1 |
| 3 cr. hrs. | B | 9.0 |
| 3 cr. hrs. | B | 9.0 |
| 1 cr. hr. | A | 4.0 |
| 1 cr. hr. | B | 3.0 |
| 1 cr. hr. | C | 2.0 |
| Total: 16 cr. hrs. | | 44.3 quality points |

So... $\frac{44.3 \text{ total quality points earned}}{16 \text{ total credits}} = 2.76875 \text{ GPA}$

If you need to improve your GPA, you can use the GPA Repair Kit in *Appendix E* to calculate what grades you need to get the GPA you want.

Course Numbering System

In general, first-year students and sophomores take 100 and 200 level theory courses; juniors and seniors take 300 and 400 level courses. Juniors and seniors may take 500 level courses with special permission. Six hundred (600) level courses may only be taken by graduate students.

Some courses have sections designated for majors only (600's) and others may require special permission (500's). Quarter length classes are designated by the middle section number, e.g., PED100 621 is for majors only in the 2nd quarter.

General Information about Course Offerings

Some courses are offered only during specific semesters or specific quarters. Thus, it is essential that students plan more than one year ahead. Student teaching must be taken into consideration as well as planning according to sport seasons. Some theory courses are offered only one semester a year. A curriculum summary sheet is provided on the last page of this booklet for your convenience.

Students may wish to enroll in classes during intersession or in summer school to accelerate progress toward graduation, however, seniors planning to complete degree requirements in either session, should be aware that **there is no guarantee that a specific course will have sufficient enrollment to be offered.**

General Education Program

The Cortland General Education Program fulfills all SUNY General Education requirements and includes additional elements specific to the Cortland degree. Students will take one course in each of the learning outcome categories except for Basic Communication, in which they must complete both academic writing and presentation skills areas. Double counting, or the use of a single course to satisfy more than one category, is allowed but is subject to the following limitations: (a) no course used by an individual student to satisfy the humanities category may be used to satisfy another subject category, and (b) no single course may in any case be used to satisfy more than two General Education categories.

| | |
|---|--|
| Mathematics (and Quantitative Reasoning) | The Arts |
| Natural Sciences (and Scientific Reasoning) | World Languages (refer to degree program) |
| Social Sciences | Communication – Writing Studies 1 and 2 |
| US History and Civic Engagement | Communication – Presentation Skills |
| World History and Global Awareness | Diversity: Equity, Inclusion, and Social Justice |
| Humanities | Science, Technology, Values and Society |

Transfer Courses

Any approved SUNY General Education course taken at another institution will be accepted into the related Cortland General Education category. Courses from non-SUNY institutions and courses for Cortland specific categories of Prejudice and Discrimination and Science, Technology, Values and Society, may also be transferred, providing that they meet the learning outcomes of these categories.

Beginning fall 2023, transfer students who enter SUNY Cortland with 20 or more credit hours will receive one waiver that will be applied toward meeting the Science, Technology, Values, and Society requirement. Students who enter Cortland as first-year students with transfer credit (or readmit to Cortland with credit) are not eligible for the general education waiver.

Physical Education majors fulfill the **Mathematics (and Quantitative Reasoning)** requirement when they complete **PED 434: Statistics and Assessment in Physical Education**. They will fulfill the **Communication - Presentation Skills** requirement when they complete **EDU 255: Basics of Effective Instruction**.

Writing Requirements (WI)

Students must satisfy the writing requirements set forth in the current College Catalog. Six credits of Writing Intensive (WI) courses must be completed at Cortland, one of which must be in the student's major. **Currently, EDU 470, Foundations of Education in American Culture, meets the in-major requirement.** The department also offers PED 313: Leadership in Physical Education, as an elective which meets the WI requirement. All writing intensive courses are identified in the Master Schedule by the symbol WI following the course title. Students should complete CPN 100 and CPN 101 before enrolling in WI courses.

Forms

Most academic actions require a form (see below):

1. Change of Major or add/delete minor/concentration.
2. Withdrawal from a course
3. Permission to transfer a course from another institution.
4. Permission to overload (exceed 18 credit hours)
5. Leave of Absence (Dean's office only)
6. Withdrawal from the College (Dean's office only)

Most forms can be obtained in the PE office (*Park Center 1105*) or found online at <http://www2.cortland.edu/offices/registrars-office/forms/index.dot>

SECTION III: DEPARTMENT OF PHYSICAL EDUCATION POLICIES & PROCEDURES

Physical Education Major Program Requirements

| Student's Name: | | Advisor's Name: | | | |
|--|--|--|------------|---------------------------|--------------------|
| Cortland ID #: | | Email: | | | |
| Student also needs to complete the following workshops: ¹ | CARR 500 SAVE 500 DASA 500 | GPA Requirement: Students must receive a C- or higher in all professional block courses (PED 201, EDU 255, EDU 256, EDU 355, PED 356) and maintain a 2.5 GPA or higher to remain in the major. | | | |
| Course Requirement | Course Title | Credits | Min. Grade | Grade Earned T - Transfer | Semester Completed |
| FIRST YEAR | | | | | |
| <i>FALL</i> | | | | | |
| COR 101 | The Cortland Experience: A First Year Seminar | 1 | | | |
| CPN 100 OR CPN 102 | Writing Studies I OR Writing Studies in the Community I | 3 | | | |
| EXS 197 | History & Philosophy of Physical Education & Sport | 3 | | | |
| PED 282 | Health - Related Physical Fitness | 1 | | | |
| PED 189 | Aquatics ² | 1 | | | |
| SUNY/Cortland GEN ED Restricted Electives ³ | | 6 | | | |
| <i>Total Credits</i> | | 15 | | | |
| <i>SPRING</i> | | | | | |
| CPN 101 OR CPN 103 | Writing Studies OR Writing Studies in the Community II | 3 | | | |
| PSY 101 | Introduction to Psychology ⁴ | 3 | | | |
| PED 283 | Racquet Activities | 1 | | | |
| PED 101 | Introduction to Contemporary Physical Education | 1 | | | |
| SUNY/Cortland GEN ED Restricted Electives ³ | | 7 | | | |
| <i>Total Credits</i> | | 15.0 | | | |
| SECOND YEAR | | | | | |
| <i>FALL</i> | | | | | |
| BIO 206 | Fundamentals of Human Anatomy & Physiology | 4 | | | |
| HLTH 110 | Personal & Community Health | 3 | | | |
| PED 201 | Motor Development | 3 | C- | | |
| PED 181 | Adventure Activities | 1 | | | |
| PED 180 | Team Sport Methods | 1 | | | |
| SUNY/Cortland GEN ED Restricted Elective ³ | | 3 | | | |
| <i>Total Credits</i> | | 15 | | | |
| <i>SPRING</i> | | | | | |
| EXS 380 | Motor Control & Learning | 3 | | | |
| PED 321 | Movement Education | 3 | | | |
| PED 257 | Lifetime Activities in Physical Education | 1 | | | |
| PED 253 | Inclusive Physical Activity in Physical Education | 0.5 | | | |
| PED 187 | Track and Field | 0.5 | | | |
| EXS Elective ⁵ | | 3 | | | |
| SUNY/Cortland GEN ED Restricted Electives ³ | | 6 | | | |
| <i>Total Credits</i> | | 17 | | | |
| THIRD YEAR | | | | | |
| <i>FALL</i> | | | | | |
| EDU 255 | Basics of Effective Instruction in Physical Education ⁶ | 3 | C- | | |
| EDU 256 | Seminar for Field Experience | 1 | C- | | |
| PED 434 | Statistics & Assessment in Physical Education ⁷ | 3 | | | |
| PSY 332 | Educational Psychology | 3 | | | |
| PED 384 | Self-Defense | 1 | | | |
| Physical Activity Elective ⁸ OR Unrestricted LASR Elective ⁹ | | 1 | | | |
| SUNY/Cortland GEN ED Restricted Electives ³ | | 3 | | | |
| <i>Total Credits</i> | | 15 | | | |

| SPRING | | | | | |
|--|--|----|----|--|--|
| EXS 387 | Biomechanics | 3 | | | |
| PED 356 | Adapted Physical Education & Sport | 3 | C- | | |
| PED 381 | Sport Models in Physical Education | 1 | | | |
| PED 388 | Rhythms & Dance | 1 | | | |
| EXS 230 OR PED 4XX | Foundations of Coaching: Principals & Theories OR Coaching Clinic (PED 404-419) | 2 | | | |
| PED 308 | Outdoor Adventure Education for Teachers ¹⁰ | 3 | | | |
| Physical Activity Elective ⁸ OR Unrestricted LASR Elective ⁹ | | 1 | | | |
| SUNY/Cortland GEN ED Restricted Electives ³ | | 3 | | | |
| <i>Total Credits</i> | | 17 | | | |
| FOURTH YEAR | | | | | |
| FALL | | | | | |
| EDU 470 | Foundations of Education in American Culture ¹¹ | 3 | | | |
| EXS 397 | Exercise Physiology | 3 | | | |
| PED 382 | School-Based Fitness Programming | 3 | | | |
| PED 385 | Gymnastics for School-Based Settings | 1 | | | |
| EDU 355 | Physical Education Curriculum: Planning & Practice | 3 | C- | | |
| EDU 454 | Pre-Student Teaching Conference in Physical Education | 1 | | | |
| HLH 120 | Responding to Emergencies ¹² | 2 | | | |
| Physical Activity Elective ⁸ OR Unrestricted LASR Elective ⁹ | | 1 | | | |
| <i>Total Credits</i> | | 17 | | | |
| SPRING | | | | | |
| EDU 456 | UG Student Teaching & Seminar in Physical Education Part I | 7 | | | |
| EDU 457 | UG Student Teaching & Seminar in Physical Education Part II | 7 | | | |
| <i>Total Credits</i> | | 14 | | | |
| Minimum Credits Required for Graduation: 126 | | | | | |
| ¹ CARR, SAVE are prerequisites for EDU 355 and PED 356. It is suggested to take alongside PED 201 or EDU 255. DASA is a prerequisite for EDU 454/455/456. It is suggested to take alongside EDU 355 or PED 356. | | | | | |
| ² PED 301 – Water Safety Instructors can be taken in place of PED 189. Students who can provide a current Water Safety Instructor Certification or Basic Swim Instructor Certification may submit a waiver for PED 189; however, they will then be required to take an additional 1 credit hour activity elective. | | | | | |
| ³ SUNY GEN ED Restricted Elective: Students may choose classes equaling the number of credits from the following SUNY GEN ED categories: GENS-Natural Sciences (and Scientific Reasoning), GEUS-US History & Civic Engagement, GEWH-World History & Global Awareness, GEHU-Humanities, GEAR-The Arts, GEDI-Diversity: Equity, Inclusion & Social Justice, GEST-Science, Technology, Values & Society. | | | | | |
| ⁴ Fulfills SUNY GESS: Social Sciences | | | | | |
| ⁵ Exercise Science Elective chosen from the following: EXS 287, EXS 290, EXS 345, EXS 346, EXS 367, EXS 410, or EXS 420. <i>EXS 290 also meets SUNY GEDI: Diversity: Equity, Inclusion & Social Justice. EXS 410 also meets ONE WRIT requirement.</i> | | | | | |
| ⁶ Fulfills SUNY GECP: Communication - Presentation Skills | | | | | |
| ⁷ Fulfills SUNY GEMA: Mathematics (and Quantitative Reasoning) | | | | | |
| ⁸ Physical Activity Elective: Students may choose any PED elective or course with ACTV or RACT attribute. Students must take a total of 1 credit hour. | | | | | |
| ⁹ Unrestricted LASR Elective: Due to BIO 206 curriculum change students now need 2 extra credits to make up the 2 originally from BIO 301/302, total credits required for program remains 126. | | | | | |
| ¹⁰ PED 308 has a required 2-week field experience at Raquette Lake. Fees are associated with the course. | | | | | |
| ¹¹ EDU 470 meets ONE WRIT requirement. | | | | | |
| ¹² Students who can provide a current First Aid Certification and an Adult, Child, and Infant CPR or higher may submit a waiver. The 2 credit hours must be completed via other courses. | | | | | |
| Teacher Certification Exams: CST should be taken after EXS 387 & EXS 397. EAS should be taken after EDU 255/256 and ALL SUNY GEN ED requirements. Visit http://www2.cortland.edu/teacher-education/teacher-certification.dot or http://www.nystce.nesinc.com/ for more information. | | | | | |

Requirements last updated Summer 2023

Go to https://www2.cortland.edu/academics/curriculum/gen_edu.dot for SUNY General Education courses.

Notes for all Teacher Candidates

Maximum of 15 hours of activity classes may count toward graduation. Exceeding 15 hours of activity classes will result in more than 126 credit needed hours for graduation.

1. A minimum of 36 hours of PED/EXS prefixes are required for graduation.
2. PED 308 Outdoor Education: must be completed before student teaching. Outdoor Adventure Education Practicum is an experiential based course designed to train future educators toward incorporating methods of outdoor adventure education into the physical education curriculum. The course is a two-week intensive session which normally occurs in the summer between the teacher candidate's junior & senior year. The course is held approximately 150 miles from the main campus at Cortland College's outdoor education facility at Raquette Lake in the heart of the Adirondack Mountains. A fee is charged for instruction and room & board. Preparation for the camp experience takes place on Fridays for the second half of the spring semester. Any questions should be directed to your advisor or the Outdoor Education Practicum Director.
3. Successful completion of fingerprinting and background check is required prior to any field experience.

Elective Offerings in Physical Education

Activities

These courses may be taken to fulfill the one-credit activity elective requirement. Students may also take any activity course offered in the Recreation, Parks, and Leisure Studies Department (RACT attribute).

| | |
|--|------------|
| PED 105 Beginning Swimming | 1 cr. hr. |
| PED 137 Skating | .5 cr. hr. |
| PED 138 Ice Hockey | .5 cr. hr. |
| PED 140 Racquetball | .5 cr. hr. |
| PED 141 Introduction to Squash | .5 cr. hr. |
| PED 150 Introduction to Archery | .5 cr. hr. |
| PED 152 Introduction to Bowling | .5 cr. hr. |
| PED 154 Introduction to Golf | .5 cr. hr. |
| PED 232 Scuba Level I | 1 cr. hr. |
| PED 246 Introductory Yoga | 1 cr. hr. |
| PED 281 Adventure Activities II | 1 cr. hr. |
| PED 300 Lifeguard Training | 1 cr. hr. |
| PED 301 Water Safety Instructors | 2 cr. hr. |
| PED 302 Disability Games & Sports | 1 cr. hr. |
| PED 303 Fitness Across Lifespan & Disabilities | 1 cr. hr. |
| PED 305 Dance & Individuals. W/Disabilities | 1 cr. hr. |
| PED 306 Adapted Aquatics | 1 cr. hr. |
| PED 307 Intro: Inclusive Outdoor Educ. | 1 cr. hr. |
| PED 332 Scuba Level II | 1 cr. hr. |
| PED 383 HS Pedagogy in the Weight Room | 1 cr. hr. |

RACT Activity Classes

| | |
|--|-----------|
| REC 101 Recreation Activities | 1 cr. hr. |
| REC 102 Backpacking | 1 cr. hr. |
| REC 103 Canoeing | 1 cr. hr. |
| REC 104 Kayaking | 1 cr. hr. |
| REC 105 Windsurfing | 1 cr. hr. |
| REC 106 Rock Climbing | 1 cr. hr. |
| REC 107 Snowshoeing | 1 cr. hr. |
| REC 108 Cross Country Skiing | 1 cr. hr. |
| REC 109 Winter Camping | 1 cr. hr. |
| REC 110 Bike Touring | 1 cr. hr. |
| REC 111 Snowboarding | 1 cr. hr. |
| REC 112 Downhill Skiing | 1 cr. hr. |
| REC 211 Adaptive Skiing & Snowboarding | 1 cr. hr. |

Coaching Clinics

Clinics are designed to prepare teacher candidates to coach specific activities and are offered as **theory** credit. Before enrolling, teacher candidates should have commensurate knowledge regarding the sport as determined by the instructor. Coaching clinics are 2 credit theory courses and do not count as activity credits. Most are offered once each academic year. Students may also enroll in EXS 230: Foundations of Coaching: Principles and Theories to fulfill their coaching course selective.

| Course Offerings | Semester Offered |
|--|------------------|
| PED 401 Coaching Clinic: Golf | Spring |
| PED 404 Coaching Clinic: Baseball | Fall |
| PED 405 Coaching Clinic: Basketball | Fall and Spring |
| PED 406 Coaching Clinic: Field Hockey | Fall |
| PED 407 Coaching Clinic: Football | Fall and Spring |
| PED 408 Coaching Clinic: Golf | Spring |
| PED 409 Coaching Clinic: Gymnastics | Fall |
| PED 411 Coaching Clinic: Ice Hockey | Fall and Spring |
| PED 412 Coaching Clinic: Lacrosse | Fall and Spring |
| PED 414 Coaching Clinic: Soccer | Fall and Spring |
| PED 415 Coaching Clinic: Softball | Fall |
| PED 416 Coaching Clinic: Swimming | Spring |
| PED 417 Coaching Clinic: Track & Field | Spring |
| PED 418 Coaching Clinic: Volleyball | Spring |
| PED 419 Coaching Clinic: Wrestling | Spring |

Theory Courses





These courses are offered as supplements to the required program:

| | |
|---|-----------------|
| PED 313 Leadership in Physical Education (WI) | 3 cr. hr. |
| PED 349 Physical Education Practicum | 0.5 – 3 cr. hr. |
| PED 444 Lab Assistant | 1 – 3 cr. hr. |
| PED 499 Special Study in Physical Education | 1 - 3 cr. hr. |
| PED 515 Technology in Physical Education | 3 cr. hr. |
| PED 525 Curriculum Models for Physical Education | 3 cr. hr. |
| PED 526 Physical Activity and Fitness Programming for Schools | 3 cr. hr. |
| PED 527 Models and Theories of Adventure Education | 3 cr. hr. |

Physical Education Bachelor of Science in Education (B.S.Ed.)

Teacher Preparation Methodology Sequence

All physical education teacher candidates should be aware that progression through the entire teacher preparation program is dependent upon the teacher candidate meeting and then maintaining several criteria. These criteria are assessed upon entry into each of the four teacher prep blocks.

| Block | Credit Hours | Course Name | Field Hours | Entry Criteria |
|--|--------------|--|------------------------|---|
| Teacher Prep. Block A  | 3 | PED 201 – Motor Development | 10 | <ul style="list-style-type: none">Overall GPA of 2.5 or betterPED 201 is a prerequisite for PED 321, may be taken concurrently |
| | 3 | PED 321 – Movement Education | 10 | |
| Teacher Prep. Block B  | 3 | EDU 255 – Basics of Effective Instruction | 60 Middle/ High School | <ul style="list-style-type: none">Successful completion of PED 201 – Motor Development with a grade of C- or higher2.5 cumulative GPA |
| | 1 | EDU 256 – Seminar for Field Experience | | |
| | 3 | PED 434 – Statistics & Assessment | | |
| Teacher Prep. Block C  | 3 | PED 356 – Adapted Physical Education & Sport | 15 | <ul style="list-style-type: none">Successful completion of EDU 255 with a C- or higherSuccessful completion of EDU 256 Field Experience2.5 cumulative GPAPED 356 is a prerequisite for EDU 355, may be taken concurrentlyEDU 355 is a prerequisite, may be taken concurrently |
| | 3 | EDU 355 – P.E. Curriculum Planning & Practice | 18 | |
| | 1 | EDU 454 – Pre-Student Teaching Conference in Physical Education | | |
| Teacher Prep. Block D  | 7 | EDU 456 – Undergraduate Student Teaching & Seminar in physical Education Part I | | <ul style="list-style-type: none">Successful completion of EXS 380, EXS 387, and EXS 397Successful completion of EDU 454 Pre-Student Teaching Conference in PE2.5 cumulative GPASuccessful completion of PED 201, EDU 255, EDU 256, EDU 355, and PED 356 with a grade of C- or better |
| | 7 | EDU 457 – Undergraduate Student Teaching & Seminar in physical Education Part II | | |
| | | Note: All 100 hours of Field Experience MUST be completed prior to student teaching. | | |

NOTE: EDU 256 Seminar for Field Study (60 hours) MUST be completed outside the regular academic calendar

Special Notes for Transfer Students

Students who come to Cortland from other institutions are in a unique situation in that they must complete specific requirements for graduation in relation to courses already taken. An evaluation of the official transcript from the other college(s) must be completed as soon as possible and preferably before the student enters Cortland. According to college policy, transfer credit is limited as follows:

- Transfers from two-year institutions may transfer no more than 64 credit hours.
- All students must complete a minimum of 45 credit hours at Cortland and meet specific course requirements for the chosen major.

Transfers should begin their careers at Cortland by examining their curriculum records to see what courses/credits have been transferred, what required courses must be completed, and what elective credits are available. If a student feels their transcript needs a re-evaluation, they should meet with Mrs. Schmid, advisement coordinator for physical education, to request the approval of any transfer credit adjustment.

Steps for Transfer Students to Follow to Meet Cortland Graduation Requirements

- 1) Use Degree Works to track your progress in the program.
 - a) Make certain required courses are scheduled in an appropriate sequence to meet all prerequisites, particularly:
 - b) PED 201, PED 321 precede EDU 255, EDU 256, and PED 434
 - c) EDU 255, EDU 256, and PED 434 precede EDU 355 and PED 356
 - d) BIO 206* precedes EXS 380 (Motor Control & Learning) and EXS 387 (Biomechanics)
 - e) BIO 206* precedes EXS 397 (Exercise Physiology)
 - f) EDU 355, PED 356, EDU 454, EXS 380, EXS 387, EXS 397, PED 434, and PED 308 precede EDU 456/EDU 457 (Student Teaching)

***Beginning fall 2023, BIO 206 – Fundamentals of Human Anatomy & Physiology will be equivalent to BIO 301 AND BIO 302 as prerequisites for EXS courses. Students will be responsible for making up the 2-credit difference with other courses.**

- 2) Complete as many of the required activity classes as possible.
- 3) Select elective courses in areas of particular interest.
 - a) Some transfer students will have sufficient elective hours to pursue a minor or concentration.
 - b) It is sometimes possible to schedule an extra course or two, or plan a summer session, to complete a concentration area.

***THOROUGH AND CAREFUL PLANNING WILL ENHANCE YOUR PREPAREDNESS AND
STREAMLINE YOUR PROGRESS TOWARD GRADUATION.***

Recommended Sequence for Transfer Students

Entering with 64+ Credits Major Code PEM or PEMW - B.S. in Education (B.S.Ed.)

Transfer students should have completed most or all General Education requirements plus BIO 301, 302, EXS 197, HLH 110, PED 180, 181, 189, 282, 283, plus 1 credit of elective activity before beginning the program. See *notes for four-year students (previous 2 pages)*.

1st and 2nd Semesters (Junior Year)

| | | | |
|--------------------------------------|-------------------|--------------------------------------|-------------------|
| PED 101 | 1 cr. hr. | EXS 387 (Preq. BIO 301 OR BIO 206)** | 3 cr. hr. |
| PED 201 | 3 cr. hr. | EXS Option | 3 cr. hr. |
| PED 321 | 3 cr. hr. | EDU 255, 256 (Preq. PED 201) | 4 cr. hr. |
| Coaching Selective | 2 cr. hr. | PED 434 | 3 cr. hr. |
| EXS 380 (Preq. BIO 301 OR BIO 206)** | 3 cr. hr. | PED Activities: 384, 388, 381, 385 | 4 cr. hr. |
| PSY 332 | 3 cr. hr. | | |
| PED Activities: 187, 253, 257, 283 | 3 cr. hr. | | |
| | 18 cr. hr. | | 17 cr. hr. |

TOTAL 35

*PED 308 (Preq. PED 189)

3 cr. hr.

TOTAL 38

2 weeks in summer – **MUST** be completed before student teaching (considered spring course)

3rd and 4th Semesters (Senior Year)

| | | | |
|--|-------------------|---|-------------------|
| EDU 355 (Preq. EDU 255/256, PED 201, 321, 434) | 3 cr. hr. | EDU 456 | |
| EDU 470 WI (Preq. EDU 255/256) | 3 cr. hr. | (Preq. EDU 255, 256, 355, 454, PED 201, 356, 434, 308, EXS 380, 387, 397) | 7 cr. hr. |
| EXS 397 (Preq. BIO 301 & 302 OR BIO 206)** | 3 cr. hr. | | |
| PED 356 (Preq. EDU 255/256) | 3 cr. hr. | EDU 457 | |
| PED 382 (Preq. PED 282) | 3 cr. hr. | (Preq. EDU 255, 256, 355, 454, PED 201, 356, 434, 308, EXS 380, 387, 397) | 7 cr. hr. |
| EDU 454 (Preq. EDU 355, PED 356, 2.5 GPA) | 1 cr. hr. | | |
| HLH 120* | 2 cr. hr. | | |
| | 18 cr. hr. | | 14 cr. hr. |

TOTAL

32

HLH 120 can be waived with CPR/First Aid Certificate

The 2 credit hours must be completed via other courses

Two-Year TOTAL

68 or 70

(Preq. = Prerequisite)

** Beginning fall 2023, BIO 206 – Fundamentals of Human Anatomy & Physiology will be equivalent to BIO 301 AND BIO 302 as prerequisites for EXS courses. Students will be responsible for making up the 2-credit difference with other courses.

Physical Education Department Professional Expectations

Students who have been accepted into the SUNY Cortland Physical Education Major are pre-professionals for whom Department faculty have lofty expectations. In addition to academic achievement, these expectations include exemplary professional behavior and appearance. Students must represent themselves, their faculty, their program, and the College with honor in all social, academic, athletic, and field experience settings.

These expectations will be closely scrutinized and students who choose not to adhere to them will experience commensurate consequences. Examples of consequences include written dispositions, candidate consultations, removal from field placement and/or dismissal from the major, depending on the severity of the breach of conduct. Students should also consider that failure to uphold professional standards may impact their ability to obtain good references as well as potential employment opportunities.

Professional behaviors expected of all teacher candidates at the College are detailed the *Teacher Candidate Dispositions* Form (*Appendix F*). In addition, the following policies apply within the department:

ALWAYS REMEMBER, your behavior is a reflection on you, our Department, and the College.

Communication

All communication should be conducted in a respectful and civil manner. Communication may be written, oral, electronic, or conveyed by body language. It can be conducted in class or outside of class; with peers or employees (professors, supervisors, or staff); or with public school personnel or students.

- **Email etiquette:** Professionalism should be shown in person AND online. Proper spelling and capitalization should be used. Do not use texting abbreviations. This online guide will help you to write a professional email to your professor or other professional. <http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor>
- Remember, your professor is **NOT** your Facebook friend.

Professional Dress

Activity Classes

Activity courses are an important part of professional preparation in physical education and students should dress in a manner that reflects positively on their professional aspirations. Clothing should be modest; permit unrestricted and safe movement; be appropriate to the demands of the activity; and appear neat, clean, and free of stains/tears. Footwear should match the characteristics of the surface/activity. Instructors will communicate specific clothing and footwear characteristics of the activity. Some activities will have additional needs due to playing surface or weather conditions.

Examples:

- “Reflecting positively on professional aspirations” means that clothing that promotes unhealthy lifestyle habits (e.g., smoking, drinking, and drugs), contains sexual innuendo, or uses inappropriate language about groups is not permitted. Wearing a hat indoors or wearing jeans or jean shorts is not permitted. Chewing gum in class is considered inappropriate.
- “Modest” clothing covers the torso and shoulders. Tank tops, sleeveless tops, crop tops, and very short shorts would not meet this criterion.
- “Unrestricted and safe movement” means that clothing should neither be so loose or so tight

that interferes with participation or clarity of demonstration. Clothing that does not fit properly may lead to injury (e.g., warm-up pants too long, cargo shorts too baggy, loose jewelry).

Dress Policy for Courses with Teaching Labs

Teacher candidates are preparing for a field where dress is relatively conservative, and they should dress accordingly in their role as pre-service teachers. When teaching labs in physical education classes, collared shirts with shorts or pants (e.g., golf type or Dockers) or a professional-looking warm-up are considered appropriate. Clothing should fit comfortably to allow for movement and demonstrations. Clothing should be clean and neat in appearance. Logos or printing on clothing should not be distracting and any message in the print should be suitable for children. Sweatpants, street shoes, jeans, cut-off shorts, and T-shirts are not appropriate for teaching.

Field Experiences

Field experiences are a critical component of your professional preparation. You will have multiple opportunities to practice your teaching skills with diverse groups of students. Some of these experiences may require you to travel some distance from the College and you may need to provide your own transportation to these sites.

During your field experiences, you must exhibit the highest levels of professionalism. Your communication, professional behaviors (including grooming and dress), and ability to maintain professional boundaries will be closely scrutinized.

Professional boundaries are the lines you do not cross while in the role of a teacher. You must maintain some professional distance with students – they cannot be your friends. While involved in field experiences, you should **NOT**:

- Allow students to call you by your first name.
- Phone, text, or email students
- Engage in social media with students (unless required for a class). Do NOT “friend” students on Facebook.
- Hold individual meetings behind closed doors with students.
- Hold meetings with students outside of the school day.
- Interact with students in a personal or romantic manner (flirting and any inappropriate suggestive behavior toward any student is off limits)
- School computers are only to be used for professional purposes.

If you need to contact students outside of school, consult your host teacher and communicate with the parents instead of the student.

Technology Policy

- **Technology issues:** Problems with technology are not an acceptable excuse for late submission of your assignments. You **MUST** assume that technology will fail you at some point. You cannot and should not assume that everything will go smoothly when it comes to the internet, e-learning course management tools, and computers. It is incumbent upon you to **PLAN AHEAD** and not leave your projects for the last possible moment.
- **Cellphone and other media/devices in class:**
 - Ask permission (different professors have different policies)
 - Do not use phones or other devices unless the professor has directed you to do so.

- Keep devices OFF (not on vibrate for phones) when not in use.
- Using devices to create an audio, video, or photographic recording without permission and sharing of information for non-instructional purposes is prohibited.
- Screens should not display any material that may be distracting or offensive to other students.
- Using technology for cheating, threatening, or harassing purposes will be reported for SUNY Cortland Code of Conduct Violations.

A FEW WORDS OF CAUTION:

- **Your email address or voice mail message:** This reflects you, so make sure it is professional. Email addresses like partygirl@gmail.com or voice mail messages that are entertaining to your friends may send the wrong message to college employees or public-school personnel.
- **Using social media sites (like Facebook):** You are leaving your digital signature on the Internet right now. Consider how your comments would be perceived before you post them and always think about logic above emotion. Most importantly, think about maintaining a certain level of professionalism, since people can use whatever you make “permanent” on these sites against you. As a rule of thumb, before you hit “post,” realize that this will be a permanent reflection of your identity and that it may never be erased even if you remove it. It may even be used against you in job applications or interviews.
- **Uploading video files:** if you are taking video of children, you may only upload it to authorized applications (Watermark, Pearson, etc.). In no circumstances should it be shared on any social media sites (e.g., Facebook, YouTube).

Books

In general, every major class has a textbook. The instructor will inform each class regarding the text and any additional books recommended for supplementary reading. Majors are encouraged to build professional libraries by buying and keeping books required for major courses. Having your own book is an advantage in preparing daily assignments.

Accommodation Policy

The Physical Education Department follows the guidance provided by the Disability Resources Office when teacher candidates with documented disabilities request some form of accommodation or modification in their physical education classes.

According to the policy (<http://www2.cortland.edu/offices/disability-resources/policy-and-procedures.dot>) the responsibility for initiating a request for accommodations lies with the individual with a disability. The individual making the request must provide adequate documentation that supports their request. Submitted documentation must be from an appropriate, qualified professional. Teacher candidates with disabilities should contact the Disability Resources Office in Van Hoesen Hall to learn what services are available to them. In accordance with federal and state regulations, disability related information will be treated in a confidential manner by SUNY Cortland.

The Disability Resources Office is a resource for all types of disabilities, but most frequently deals with disabilities as they impact academic performance. Due to the additional physical demands of the physical education program, teacher candidates can sometimes encounter a different type of challenge to their educational and professional progress. Some teacher candidates may develop or enter the program with a permanent disability while some others may experience a temporary impairment. These situations are dealt with on an individual basis, using the principles and guidelines described in the following paragraphs:

The Physical Education Department supports and follows the SHAPE America Initial Physical Education Teacher Education Standards (2017). Of note regarding physical performance is Standard 2: Skillfulness and Health-Related Fitness, which states “physical education teacher education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.”

Accordingly, teacher candidates will (2.a) demonstrate competency in all fundamental motor-skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities) and (2.b) achieve and maintain a health-enhancing level of fitness throughout the program.

“To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight programs, exercise logs).”

Teacher candidates who develop or enter the program with a permanent disability are strongly encouraged to disclose that disability to the Disability Resources Office and/or the Department Chair for Physical Education. Only by disclosing can the teacher candidate be assured of receiving appropriate accommodations. After disclosure, the chair of the Physical Education Department will assign a faculty advisor who is knowledgeable in this area. That faculty member will fulfill the role of advisor for the teacher candidate as well as serve as a resource for faculty in the department. Following student pre-registration, the advisor will notify the instructors assigned to the courses the teacher candidate has enrolled in if some accommodation may be required. The advisor will assist the instructors and the teacher candidate with planning appropriate modifications as necessary.

Teacher candidates who experience temporary impairments in their ability to perform required physical activities should discuss the nature of the impairment with the instructor so that the best course of action may be determined. Decisions will be made on an individual basis using the following guidelines:

- a. If the teacher candidate becomes injured/ill after the course is in progress and they will not be able to complete the physical requirements, the instructor informs the teacher candidate of the options of withdrawing, taking an incomplete, or continuing in the course with modifications. The later in the semester the injury/illness occurs, the more appropriate the options of an incomplete or continuing with modifications are.
- b. If a teacher candidate is injured/ill at the start of the semester, the instructor will advise them of the options considering the likelihood that the teacher candidate’s injury/illness will be resolved in time to complete the requirements of the course without modification.

The teacher candidate may be required to provide medical documentation regarding the nature of the impairment and the expected duration. The instructor must complete a Physical Education Teacher Candidate Course Accommodation Form (*see Appendix G*) that indicates the nature of the impairment and the decision that was made regarding accommodations. This form will be submitted to the Department Chair’s Office.

Participation Credit

Credit for participation on varsity sports teams may be available. Varsity team members may earn one credit per season. However, only two hours of credit per sport may be applied to the B.S.Ed. degree program. Participation credit grades are Honors/Satisfactory/Unsatisfactory; they are credited toward graduation but are not used in determining grade point average.

Progress within the Major: Overall GPA

To enter and continue through the following professional block sequence (PED 201, 356, EDU 255, 256, 355, 454, 455 and 456), teacher candidates **must** have and **must** maintain at least a **2.5 grade point average**. Failure to maintain the minimum 2.5 GPA after entering the professional block sequence (**PEM**) will result in teacher candidates being placed in a **probationary** status within the major.

Teacher candidates placed in a probationary status will not be allowed to enroll in further professional block courses until the GPA requirement is met. Additionally, teacher candidates are required to drop any professional block courses in which they are enrolled for the next semester. GPA's are checked at the end of each semester (Fall & Spring). If you are dropped from teaching block coursework and bring up your GPA during summer or winter, you will **not be** automatically placed back into the dropped teaching block coursework (**no guarantee classes will be open**). You will have to work with your advisor during add/drop week to see if there are openings in the courses you were dropped from. Teacher candidates who fall below the 2.5 minimum GPA for a second semester will be subject to **dismissal** from the major.

Failure to maintain a 2.5 or higher GPA **prior** to entering the professional block sequence (**PEMW**) will result in being placed on **warning** status within the department.

Progress within the Major: Grades in Block Courses

Teacher candidates must earn a "C- " or better in PED 201, EDU 255, EDU 256 EDU 355, and PED 356 in order to be eligible to student teach. Teacher candidates must be eligible at the time of application; if ineligible, they must reapply for student teaching when eligibility is achieved. This will ensure that teacher candidates have acquired at least an acceptable level of knowledge and skill in our block classes prior to student teaching. These block classes are considered critical to the development of pedagogical and content knowledge in the field.

Teacher Education Candidacy

Dispositions: Teacher candidates have a special responsibility to be positive role models. SUNY Cortland physical education teacher education candidates are expected to develop and reflect the dispositions that are delineated in our professional, state, and institutional standards. Compulsory character dispositions include honesty; integrity; caring and empathy for others; work ethic; diligence; personal and social responsibility; and accountability. Professional dispositions include the following essential traits: collegiality; dedication to profession; leadership; change agent; cooperation and collaboration; respect and value for education; confidentiality; and professional conduct that includes demonstrating good moral character and ethical behavior (Source: SUNY Cortland Student Teaching Handbook). Dispositions of teacher candidates are assessed by the Physical Education Faculty each semester (see Appendix F for Disposition Rubric).

Judicial Checks: Physical education teacher education candidates' judicial records are checked upon application for admission to the Teacher Education program (occurs in PED 201) and then again just prior to student teaching. Students who have been convicted of a felony, a misdemeanor, a violation, or have had a dishonorable discharge from the armed services or have been found in violation of the SUNY Cortland Code of Student Conduct, may be accepted, conditionally accepted, or denied acceptance and/or continuance in the teacher education program.

Teacher Education Candidacy and Self-Disclosure Statement:

You are required to disclose any violation of the *Code of Student Conduct* and/or Academic Integrity Policy. In addition, you are required to disclose all incidents for which you have been convicted and found

guilty of violating federal, state, and/or local laws (this would include incidents which have been "adjourned in contemplation of dismissal" (ACD or ACOD). Disclosures must be made to the Associate Dean of the School of Professional Studies.

If you have been charged with driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault, you must report these charges to the Associate Dean within five business days of the charges being made. Due to the egregiousness of these charges the TECRC will delay field experience or student teaching if it is determined your behavior would damage the reputation of SUNY Cortland's teacher preparation programs and/or be a risk to faculty, staff, and students in public schools.

Failure to disclose within five business days may result in removal from or delay of fieldwork, removal from or delay of student teaching.

Professional Portfolio

Teacher candidates will be required to develop a professional portfolio as they proceed through the following courses:

| | |
|---------|--|
| PED 101 | Introduction to Contemporary Physical Education |
| PED 201 | Motor Development |
| PED 321 | Movement Education |
| EDU 255 | Basics of Effective Instruction |
| EDU 256 | Seminar for Field Experience |
| PED 434 | Statistics and Assessment in Physical Education |
| EDU 355 | Physical Education Curriculum: Planning & Practice |
| PED 356 | Adapted Physical Education and Sport |
| EDU 470 | Foundations of Education in American Culture |
| EDU 454 | Physical Education Pre-Student Teaching Seminar |

The portfolio will be evaluated in EDU 454 Pre-Student Teaching Conference. Teacher candidates will also be required to pass an exit interview in the course. Teacher candidates who create superior portfolios will be invited to display their work for other students, faculty, and administrators in the department portfolio showcase.

Student Teaching Eligibility – EDU 456 & EDU 457

Student teaching is 2 seven credit-hour, half semester courses taken during the 1st or 2nd semester of the senior year. The teacher candidate who wishes to enroll in student teaching must have a minimum cumulative grade point average of at least 2.5, and a C- or better in PED 201, EDU 255, EDU 256, EDU 355, and PED 356. Candidates must also meet **all** prerequisites, successfully including completion of EDU 454, EXS 380, 387, and 397.

See *Physical Education Student Teacher Handbook* for further details.

NOTE 1: A candidate is ineligible for student teaching if their G.P.A. is below a 2.5 or if there are any INCOMPLETE grades on his/her academic record. Students on any form of academic probation are also ineligible to student teach.

NOTE 2: A candidate must have completed a minimum of two class hours of instruction regarding the identification and reporting of child abuse and mistreatment (CARR), before student teaching.

- NOTE 3: Candidates must have completed a workshop of instruction regarding Safe Schools Against Violence in Education (SAVE) before student teaching.
- NOTE 4: Candidates must have provided documentation that First Aid, CPR, and Automatic External Defibrillation certifications will be current throughout the semester of student teaching (HLH 120). This is presented in the EDU 454 portfolio process.
- NOTE 5: Candidates must have completed a workshop of instruction on the Dignity for All Students Act (DASA).
- NOTE 6: Candidates must have completed and cleared the fingerprinting process approved by the State.
- NOTE 7: Candidates must have met GPA eligibility requirements in the semester prior (fall or spring) to student teaching. **The winter term prior to spring student teaching, and the summer term prior to fall student teaching, are not considered for GPA eligibility.**
- NOTE 8: Candidates must meet **all** prerequisites in the semester prior (Fall or Spring) to student teaching. **The winter term prior to spring student teaching and the summer term prior to fall student teaching are not considered for prerequisite eligibility.**

It is strongly suggested that those wishing to enroll in student teaching complete all the required activity courses prior to the experience. In some instances, this may not be possible within the confines of the teacher candidate's schedule and the offerings by the department.

Disclosure:

During student teaching, you must disclose any charge of an alleged violation of the *Code of Student Conduct*, Academic Integrity Policy, and/or any arrest to the Associate Dean within five (5) business days.

Student teaching and intercollegiate athletics: It is College policy that teacher candidates are not permitted to participate in college activities such as intercollegiate athletics while student teaching or completing an internship. Exceptions to this policy may occur only with the written permission of the Dean based upon the recommendation of the program/department coordinator. If the teacher candidate participates in a varsity sport during student teaching or an internship experience without the Dean's permission, the teacher candidate will be removed from this academic experience. If, in the judgment of the cooperating teachers or supervisors, the athletic participation is interfering with the quality of the student teaching or internship experience, the teacher candidate can be required to cease their athletic participation at any time.

Intercollegiate athletes are strongly advised to student teach during their non-traditional season and not their competitive season. Winter sport athletes should plan to student teach in the semester with the fewest contests. All athletes must complete a form requesting to participate in any form of athletics during student teaching.

Intercollegiate athletes who wish to student teach and then return for a final semester of coursework (typically spring sport athletes), need to plan their course sequence carefully to meet all student teaching pre-requisites. Athletes should meet with the Advisement Coordinator as well as their advisor and coach to ensure they will be able to meet all requirements and still participate in athletics. Students may want to consider adding a concentration or leaving the following coursework until after student teaching:

Recommended coursework options following student teaching:

1. EXS Option (3 credits)
2. EDU 470 (3 credits)
3. Electives (3 credits)
4. GE requirements (3-6 credits)
5. Coaching Clinics (2-4 credits)
6. T.A. (1-2 credits)
7. Activity classes (1-2 credits)

Student teaching and working or taking classes: Substitute teaching during the student teaching experience is not allowed. Teacher candidates are advised not to be employed during student teaching for the primary focus to be on the student teaching experience. Furthermore, teacher candidates may not be enrolled in any course work unrelated to student teaching (at SUNY Cortland or at any other institution) during the semester of student teaching, unless the teacher candidate's program/department permits enrollment in the department's weekend workshop(s).

Student Teaching Placements: Early field experiences have priority over student teaching in assigning local placements. Exceptions will be made on a case-by-case basis.

New York Teacher Certification

Initial Certification

The entry-level certificate for classroom teachers issued in specific subjects is valid for 5 years (NYSED).

Requirements:

1. Completion of a NYS registered program in physical education
 - a. Institutional recommendation: authorization form is completed in EDU 256
2. Child Abuse Recognition and Reporting (*CARR*) workshop
3. Safe Schools Against Violence in Education (*SAVE*) workshop
4. Fingerprint clearance
 - a. FAQ's: <http://www.highered.nysed.gov/tsei/ospa/>
5. Dignity for All Students Act workshop (*DASA*)
6. NYS Teacher Certification Examinations.
 - a. Teacher Performance Assessment
 - b. Educating All Students Test (*EAS*)
 - c. Content Specialty Test (*CST*)

Find more information at <http://www.nystce.nesinc.com>

Application for Certification:

TEACH is the online application for teacher certification. You will create a TEACH account in PED 101. Make sure to write down your username and password for future use.

You do not have to pay for the application at the time you set up your account since you will have unlimited access to your TEACH account. After your TEACH account is created, you login at: <http://www.highered.nysed.gov/tcert/teach/home.html>

During one of the EDU 454 Pre-Student Teaching Conference meetings, you will input the appropriate information related to completion of your degree.

Professional Certification

All teachers employed by NYS public schools must obtain a professional certificate within 5 years of the effective date of their initial certificate. Your professional certificate is continuously valid with completion of required professional development hours on a five-year professional development cycle (NYSED).

Requirements:

1. Three years of teaching experience
 - a. "Classroom teaching experience includes experience earned in a public or approved nonpublic preschool or elementary, middle, or secondary school. Claimed experience may be in any grade or subject. Experience that is not full time may be credited on a prorated basis. Teaching assistant experience is not applicable to this requirement. Teachers working as substitutes in numerous districts may wish to have each district verify the experience by providing a short letter on district letterhead" (NYSED).
2. One year of mentored teaching experience
 - a. According to NYSED, "Mentored experience" refers to the guidance and professional support that experienced, certified teachers provide to new teachers in their first year of teaching in a public school. Documentation of the mentored experience must be provided by the superintendent of the employing school district.
3. Master's degree <http://www.highered.nysed.gov/tcert/certificate/relatedmasters.html>
 - a. Master's degree in the initial certificate content
 - b. Master's degree in a related field to the initial certificate content
 - Related fields: sports medicine, health, safety education, sports science, recreation, sports administration, dance
 - c. Master's degree in a program that leads to a certificate
 - d. If the Master's degree does not meet one of the above criteria, twelve additional graduate credits must be completed in the content or related area of the initial certificate.

Individual Evaluation for Additional Classroom Teaching Certificate

Teachers with an Initial Certificate can obtain a second certification by accumulating 30 credit hours (either graduate or undergraduate) in the content area and taking the Content Specialty Test (CST) in that area.

Health certification is a viable option. Within the physical education major at SUNY Cortland, you will have 9 credits of health: BIO 206, HLH 110, and HLH 120.

Use this website for information on the evaluation process:

<http://www.highered.nysed.gov/tcert/certificate/transeval.html>

Use this website for specific information about the additional classroom teaching certificate in health:

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Thirty credits of health content core:

"Acceptable studies include course in personal health, community health, epidemiology, human sexuality, drug and alcohol education, AIDS education, safety education, mental health, child and/or adolescent development, and nutrition. No more than six semester hours of study in human anatomy or physiology are applicable toward the semester hour requirement. Course work in applied anatomy or physiology, kinesiology, or physiology of exercise is not acceptable" (NYSED).

SECTION IV: CURRICULAR OPTIONS FOR PHYSICAL EDUCATION TEACHER CANDIDATES

Study Abroad

SUNY Cortland physical education majors may study physical education and sport for a semester at the Sporthochschule, in Cologne, Germany. Teacher candidates interested in studying abroad will need to plan their academic programs carefully.

Contact:

Dr. Jeff Walkuski (2105 Park Center) for Federation University.

Honors Program

The SUNY Cortland Honors Program is designed for entering freshmen and a limited number of sophomores with a high level of academic ability and motivation. Honors courses are geared to stimulate and challenge students in their special areas of interest as well as in the sciences and humanities. Students who meet the requirements are strongly encouraged to participate.

Dual Majors

Teacher candidates may choose to complete a program of study leading to a dual major (i.e., physical education and biology; physical education and psychology; etc.). Teacher candidates must complete the degree requirements for both programs as indicated in the college catalog. Health and Athletic Training are examples of other majors that might be attractive to physical education majors. However, because there are so many requirements in these programs, adding a major will most likely require additional semesters of coursework.

Minors & Concentrations

Minors as well as majors can be indicated on the official records of students. A minor is an approved program of study not leading to a degree. Minors require specific courses and are described in detail in the Cortland Catalog. A few examples include Exercise Science, Sport Studies, History, Psychology, Math, Sport Management and Women's Studies.

Concentrations are also available on a limited basis. The Physical Education Department offers one in Adapted Physical Education (12 cr. hrs. minimum) along with an Emphasis, which requires fewer hours (6 cr. hrs. minimum). The department also offers one in Outdoor Adventure Education.

Concentration in Adapted Physical Education (ADPE)

| Theory and Leadership: (4 credit hours) – Prerequisite: PED 356 | | |
|---|---|-------------|
| PED 447 | Adapted Physical Activity and Individual Differences | 3 cr. hr. |
| PED 444 | Lab Assistant – Adapted Physical Education – with below labs One of the following labs: Monday 12:40 – 1:40 p.m. Friday 12:40 – 1:40 p.m. Tuesday 3:30 – 5:30 p.m. Thursday 3:30 – 5:30 p.m. Tuesday 6:00 – 7:00 p.m. Tuesday 7:00 – 8:00 p.m. | 1 cr. hr. |
| Activity: (2 credit hours) – choose 2 | | |
| PED 302 | Disability Sports and Games – Spring (4 th quarter) | 1 cr. hr. |
| PED 303 | Fitness Across Lifespan and Disability – Spring (3 rd quarter) | 1 cr. hr. |
| PED 305 | Dance and Individuals with Disabilities – Fall (2 nd quarter) | 1 cr. hr. |
| PED 306 | Adapted Aquatics | 1 cr. hr. |
| PED 307 | Introduction to Inclusive Outdoor Education – Fall | 1 cr. hr. |
| Recommended Electives: minimum of 6 credit hours | | |
| ASL 101 | American Sign Language | 3 cr. hr. |
| PED 499 | Special Study in Physical Education – Project LEAPE | 1-3 cr. hr. |
| PSY 331 | Psychology of Children with Exceptionalities | 3 cr. hr. |
| PSY 431 | Psychology of Intellectual Disabilities and Autism | 3 cr. hr. |
| PSY 432 | Psychology of Learning Disabilities | 3 cr. hr. |
| PSY 433 | Behavioral Disorders in Educational Settings | 3 cr. hr. |
| REC 330 | Introduction to Therapeutic Recreation | 3 cr. hr. |
| REC 293 | Diversity and Inclusive Recreation Services | 3 cr. hr. |
| SPE 270 | Introduction to Special Education | 3 cr. hr. |
| SPM 450 | Disability and Sport | 3 cr. hr. |
| 12 Total credit hours required for concentration | | |

Emphasis in Adapted Physical Education

| Theory and Leadership: (4 credit hours) – Prerequisite: PED 356 | | |
|---|---|-------------|
| PED 447 | Adapted Physical Activity and Individual Differences | 3 cr. hr. |
| PED 444 | Lab Assistant – Adapted Physical Education – with below labs One of the following labs: Monday or Friday 12:40 – 1:40 p.m. Tuesday or Thursday 3:30 – 5:30 p.m. Tuesday 6:00 – 7:00p.m. or 7:00 – 8:00 p.m. | 1 cr. hr. |
| Activity: (2 credit hours) – choose 2 | | |
| PED 302 | Disability Sports and Games – Spring (4 th quarter) | 1 cr. hr. |
| PED 303 | Fitness Across Lifespan and Disability – Spring (3 rd quarter) | 1 cr. hr. |
| PED 305 | Dance and Individuals with Disabilities – Fall (2 nd quarter) | 1 cr. hr. |
| PED 306 | Adapted Aquatics | 1 cr. hr. |
| PED 307 | Introduction to Inclusive Outdoor Education – Fall | 1 cr. hr. |
| PED 499 | Special Study in Physical Education | 1-2 cr. hr. |
| 6 minimum credits required for emphasis | | |

Teacher candidates interested in a concentration or emphasis in Adapted Physical Education should meet with their advisor or adapted faculty members early to plan a sequence of courses.

Outdoor Adventure Education Concentration

| Core Courses: total of 6.5 -7 credit hours | | |
|---|--|-----------------|
| PED 527 | Models and Theories: Adventure Learning | 3 cr. hr. |
| PED 313 | Leadership in Physical Education | 3 cr. hr. |
| PED 349 | Physical Education Practicum (w/PED 181, 281, or 308) | 0.5 – 1 cr. hr. |
| Select ONE of the following: 3 credit hours | | |
| PED 531 | Inclusive Outdoor Education | 3 cr. hr. |
| REC 310 | Wilderness and American Culture | 3 cr. hr. |
| REC 375 | Wilderness First Responder | 3 cr. hr. |
| REC 379 | Outdoor Recreational Activities | 3 cr. hr. |
| REC 462 | Environmental and Outdoor Education | 3 cr. hr. |
| Activity: (4 credit hours) – choose 4 | | |
| PED 307 | Inclusive Outdoor Education | 1 cr. hr. |
| PED 281 | Adventure Activities II | 1 cr. hr. |
| | One Recreation Activity course, choose from: | 1 cr. hr. |
| | REC 101 – REC 112 (Backpacking, Canoeing, Kayaking, Windsurfing, Rock Climbing, Snowshoeing, Cross–Country Skiing, Winter Camping, Bike Touring, Snowboarding, Downhill Skiing) REC 211 Adaptive Skiing and Snowboarding | 1 cr. hr. |
| 12.5 – 13 credit hours total for concentration | | |

Aquatics Focus

| Required Courses | | |
|---|---|-------------|
| PED 300 | Lifeguarding | 1 cr. hr. |
| PED 301 | Water Safety Instructor (fall only) | 2 cr. hr. |
| PED 349 | Physical Education Practicum (TA for PED 189 – only after PED 301) | 1 cr. hr. |
| PED 416 | Coaching Clinic: Swimming | 2 cr. hr. |
| PED 499 | Special Study in Physical Education – CAST - (Cortland Adapted Swim Team) | 1-3 cr. hr. |
| EXS 180 | Water Fitness | 1 cr. hr. |
| 8 – 10 credit hours for aquatics focus | | |

Health Certification

The Health Department offers a 4 + 1 program in which physical education majors can begin taking health courses as undergraduates and then enter an accelerated master's degree in Health. One of the advantages to this program is dual certification; however, teacher candidates must apply to enter this program. For more information, contact the Health Department -

https://catalog.cortland.edu/preview_program.php?catoid=38&poid=6851.

Certification in health can also be obtained by completing a master's degree in health or by completing 30 credits in Health and passing the Health Content Specialty Test.

**For more information contact the Advisement Coordinator, Mrs. Schmid.*

Health 4+1 MST Program Components

Limited to those physical education students who have an initial certificate and who were accepted into the 4+1 Health Education MST program

MST_HEA_PCRT

| Professional Education Coursework: 7 credit hours | | |
|--|--|-----------------|
| EDU 631 | Curriculum Construction in Health Education | 3 cr. hr. |
| EDU 632 | Seminar in Health Education | 3 cr. hr. |
| EDU 664 | Advanced Field Experience in Health Education | 1 cr. hr. |
| Health Coursework: 22 credit hours | | |
| HLH 509 | Drug Education for Teachers | 3 cr. hr. |
| HLH 530 | Family Life Education ** | 3 cr. hr. |
| HLH 630 | Human Sexuality** | 3 cr. hr. |
| **Student may take both HLH 530 and HLH 630, but must take at least one of these courses** | | |
| HLH 601 | Research Methods in Health Education (Statistics Prerequisite) | 3 cr. hr. |
| HLH 635 | School Health Program | 3 cr. hr. |
| HLH 641 | Graduate Readings in Health | 2 cr. hr. |
| HLH 694 | Assessment and Evaluation in Health Education and Health Promotion | 3 cr. hr. |
| HLH | Health Free Elective | 3 cr. hr. |
| HLH | Health Free Elective | 3 cr. hr. |
| Culminating Activity: 0 – 6 credit hours | | |
| Oral comprehensive exam | | 1 cr. hr. |
| Master's project | 2 – 3 cr. hr. of project and 27 – 28 cr. hr. of course work | |
| Thesis | 5 – 6 cr. hr. thesis and 24 – 25 cr. hr. of course work | |
| Note: "Health Free Electives" may be used to meet all of Master's Project or Thesis credit requirements | | 31 – 36 cr. hr. |

| Undergraduate 4 + 1 Health Requirements | | |
|---|--|---------------|
| HLH 110 | Personal and Community Health | 3 cr. hr. |
| HLH 120 OR HLH 220 | Responding to Emergencies Safety Education and Emergency Response | 2 – 3 cr. hr. |
| HLH 232 | Nutrition | 3 cr. hr. |
| HLH 302 OR HLH 345 | Human Sexuality Education Parenting Education | 3 cr. hr. |
| HLH 314 | Mental Health and Counseling | 3 cr. hr. |

*Interested students must be accepted into the physical education program (PEMW), have completed at least one semester at Cortland and completed 45 credit hours but, no more than 75 and have at least a 2.7 cumulative GPA.

Lab (PED 444) and Teaching Assistants (PED 349)

The role of a lab/teaching assistant is to help the course instructor meet the goals of the course. It is also an opportunity for you to gain valuable experience and to develop your teaching and leadership skills. In all cases, the instructor will expect you to demonstrate exceptional professionalism throughout the course. This includes:

- ❖ Dressing professionally
- ❖ Behaving professionally in language, promptness, and enthusiasm

Instructors may also expect you to be involved with APEM or a member of other professional organizations as a measure of your professional commitment.

The responsibilities you are assigned will vary depending on type of class (activity, lab, etc.) and may include:

- ❖ setting up/taking down equipment
- ❖ learning student names and taking attendance
- ❖ doing demonstrations/modeling correct technique
- ❖ partnering with students when numbers do not work out right
- ❖ working with individuals that need help
- ❖ holding weekly office hours
- ❖ tracking students who attend office hours/extra help and for how long
- ❖ assisting in evaluations
- ❖ entering data
- ❖ leading warm-ups
- ❖ providing feedback
- ❖ teaching a lesson segment (if appropriate)
- ❖ filming or taking photos
- ❖ providing sample lesson plans/notebooks
- ❖ keeping a written log of responsibilities during and outside of class
- ❖ other responsibilities as assigned by the instructor

We hope you will take advantage of this outstanding professional opportunity. Be sure to complete the PED 349 form (blue) when you register. These forms are available in the Physical Education Office (*see Appendix H*).

Physical Education Department Awards

Dorothy Arnsdorff Award

Presented to a senior female physical education major for academic excellence and who demonstrates potential for professional development and leadership.

T. Fred Holloway Award

Presented to the senior male athlete majoring in physical education for high skill achievement, promise of scholarship beyond the B.S.E. and high potential for leadership in teaching and coaching.

Francis J. Moench '16 Award

Presented to a senior male majoring in physical education having the highest-grade point average while completing undergraduate work at SUNY Cortland.

Bessie L. Park 1901 Award

Presented to a female physical education major for outstanding efforts and contributions to the campus, community, and the profession.

Mike Smith Adapted Physical Education Award

In recognition of outstanding adapted physical education teaching promise, professional involvement, and the conviction that all students can succeed.

Alway and Tesori Awards

Presented for exhibiting outstanding teaching potential as demonstrated by excellence in student teaching.

Professional Association Awards

Beta Phi Epsilon Professional Development Award

Student(s) who are enrolled in Physical Education Major and are in his/her junior or senior year at SUNY Cortland, can apply for this award. Applicants must be in good academic standing and be involved in one or more campus activities, i.e., varsity sports, clubs, or organizations. This award provides travel stipends for highly engaged students who attend a minimum of two days of the NYSAHPERD Conference.

J.B. Nash Outstanding Major Award

Honors student achievement, leadership, and service in the field (selected by NYSAHPERD). The award is presented at the NYSAHPERD Conference each year.

Society of Health and Physical Educators (SHAPE America) Outstanding Major of the Year

Honors student achievement and service to the school or community and is presented at the national conference each year.

SECTION V: APPENDICES

Appendix A - Physical Education Course Focus Guide – Teaching Block Courses

| Courses | PED 201 Motor Development | PED 321 Movement Education | EDU 255/256 Basics of Effective Instruction | PED 434 Statistics & Assessment in PE | EDU 355 PE Curriculum: Planning & Practice | PED 356 Adapted Physical Education & Sport |
|--|---|---|--|--|---|---|
| Developmental Focus | Pre-school/ Elementary and Adolescence | Pre-school | Secondary (High School and Middle School) | Middle School | Elementary School | Birth – 21 years |
| School-Based Curriculum Content | <ul style="list-style-type: none"> The curriculum for young children should explore movements, develop high movement approach tendencies, and begin fundamental motor patterns leading to the development of specialized skills. Developmentally appropriate practice and ETL relationships are featured. | <ul style="list-style-type: none"> Preparing young children to perform fundamental movement patterns. Learning theory Appropriate physical education programming for preschool children | <ul style="list-style-type: none"> The secondary school curriculum should develop in-depth interest, knowledge, and expertise in lifetime activities. Proposed NYS Regents for Physical Education: *Students complete a personal fitness/ wellness plan. *Students must satisfy 3/6 units of proficiency and competency, respectively. | <ul style="list-style-type: none"> The middle school curriculum should build on existing fundamental motor patterns and skill themes to explore a variety of sport and lifetime skills that fit emerging body types. Students identify and apply fitness concepts to activities. | <ul style="list-style-type: none"> The elementary school curriculum should help students acquire mature fundamental motor patterns and develop skill themes as a foundation for learning specialized sport and lifetime skills in middle school. Students are guided to recognize basic movement, skills, and fitness concepts. | <ul style="list-style-type: none"> Appropriate physical education programs for students with disabilities in integrated school and community-based settings. |
| Teacher Candidate Content Focus | <ul style="list-style-type: none"> Growth and development in infancy, childhood, and adolescence. Skill analysis of fundamental motor skills using the TGMD 2 and skill-based criteria. | <ul style="list-style-type: none"> Assessment and analysis of the stages of motor development for fundamental movement patterns (Gallaghue: initial, elementary, mature). Prescribing developmentally appropriate tasks. Fundamentals of organizing and managing young children in small and large group activities. | <ul style="list-style-type: none"> Fundamentals of teaching. Pedagogical skills for the secondary level. Secondary school curriculum. Review NYS Learning Standards. SHAPE America K – 12 Standards. Introduction to physical literacy | <ul style="list-style-type: none"> Development, implementation, and use of assessment instruments. Grading concepts. | <ul style="list-style-type: none"> Pedagogical skills for the elementary level. Pre-control, control, utilization, proficiency. Task, cue, challenge. Skill themes, curriculum ribbon, elementary school curriculum, extending content from Pre-k through 12. Top-down planning k-6. | <ul style="list-style-type: none"> Adaptation of physical education curriculum to meet the individualized needs of children with physical, intellectual, emotional, or sensory disabilities. Strategies for program planning, implementation and assessment/ evaluation include writing IEPs, activity/equipment adaptation and techniques of teaching. |

| Courses | PED 201 | PED 321 | EDU 255/256 | PED 434 | EDU 355 | PED 356 |
|---|---|---|---|---|---|--|
| Teacher Candidate Fitness Focus | <ul style="list-style-type: none"> • Role of physical activity in children's fitness. Introduction to lifetime fitness. | <ul style="list-style-type: none"> • TCs create a health & nutrition station for preschoolers | <ul style="list-style-type: none"> • Lifetime fitness and physical activity. | <ul style="list-style-type: none"> • Fitnessgram | <ul style="list-style-type: none"> • Role of physical activity in children's fitness. | <ul style="list-style-type: none"> • Development of individualized fitness goals specific to students with disabilities on the IEP. |
| Lesson Planning | <ul style="list-style-type: none"> • Introduction. Safety statement, signal for attention, some cues/reminders. • Lesson focus section to diagram environment for student learning. | <ul style="list-style-type: none"> • Safety • PM goals • Affective goals • Cognitive goals (literacy focus) • Organization • Cues • TCs will plan for 7 stations (small groups), 1 movement story, 2 large group tasks | <ul style="list-style-type: none"> • Behavioral objectives. • All sections of lesson plan. • Progressively learn to develop all aspects of the lesson plan. • Introduction to academic language | <ul style="list-style-type: none"> • Focus is on the specific assessment tools used to evaluate lesson objectives and integration of assessment within a lesson. | <ul style="list-style-type: none"> • Refine lesson planning. Lesson closure. • Tailoring lesson plan to needs of elementary level children. • Review and practice of academic language | <ul style="list-style-type: none"> • Individualized lesson objectives aligned with IEP goals. • IEP goals are evaluated regularly. • Introduction of academic language specific to special education and individualized instruction |
| Teacher Candidate Assessment Focus | <ul style="list-style-type: none"> • Observations and assessment of fundamental motor patterns. | <ul style="list-style-type: none"> • Assessment and analysis of fundamental movement patterns | <ul style="list-style-type: none"> • 9 – 12 curriculum project. Assessing secondary students. | <ul style="list-style-type: none"> • Middle school faculty group project. • Preliminary Teacher Work Sample. | <ul style="list-style-type: none"> • Pre-K – 12 curriculum committee. • Assessing elementary students. | <ul style="list-style-type: none"> • IEP planning • Fundamental motor skill assessment. |
| Positive Behavior Management | <ul style="list-style-type: none"> • Introduced | <ul style="list-style-type: none"> • Practiced each lab • Understanding of behavior theories and applications | <ul style="list-style-type: none"> • Introduced/ reinforced | N/A | <ul style="list-style-type: none"> • Introduced/ reinforced • Proactive vs. reactive | <ul style="list-style-type: none"> • Introduced/ reinforced |
| Portfolios | <ul style="list-style-type: none"> • Recommend adding labs for artifact. | <ul style="list-style-type: none"> • Recommend adding PED 321 evidence | <ul style="list-style-type: none"> • Recommend adding potential EDU 255 evidence. • Recommend artifact related to assisting with professional event. | <ul style="list-style-type: none"> • Explain PED 434 evidence for Standard 5. | <ul style="list-style-type: none"> • Recommend adding EDU 355 evidence. | <ul style="list-style-type: none"> • Checked for IEP confidentiality. • Recommend adding artifact related to professional development. |
| Activity Progression (Task Progression Template) | N/A | <ul style="list-style-type: none"> • TCs learn to choose appropriate prescribed activity progressions based on their movement analysis | <ul style="list-style-type: none"> • Introduce Task Progression Template used w/ all lesson plans for content development. | <ul style="list-style-type: none"> • Implemented in the TWS. | <ul style="list-style-type: none"> • Implemented for content development/ lesson planning. | N/A |

Physical Education Course Focus Guide - Required Professional Preparation Courses

| Courses | PED 101 Intro to Contemporary PE | PED 308 Outdoor Adventure Education for Teachers | PED 382 School-Based Fitness Programming | EDU 454 PE Pre-Student Teaching Conference | EDU 470 Found. of Education in American Culture |
|--|--|---|--|---|---|
| Developmental Focus | K - 12 | Middle/High School | K - 12 | K-12 | K - 12 |
| School-Based Curriculum Content | <ul style="list-style-type: none"> Physical education vs. physical activity Physical activity and academic performance Quality PE | <ul style="list-style-type: none"> Middle/high school students participate in a broad range of activities and take part in a variety of experiences in the natural environment that are structured and facilitated to focus on the affective aspects of group and individual development through outdoor adventure education activities. | <ul style="list-style-type: none"> Students create and implement development-tally appropriate, fitness orientated curricula and physical activity programming for K-12 students. Focus on promoting physical activity beyond PE (CSPAP) Basic nutrition content knowledge Appropriate physical activity and fitness assessment. Mission, and philosophy of Fitnessgram/Activitygram | <ul style="list-style-type: none"> Perceptions of physical education in schools. Student Teaching experience and triad Quality physical education in schools | <ul style="list-style-type: none"> Diverse learners Learning theory Organization and administration in schools Educational issues Philosophy & history of American education |
| Teacher Candidate Content Focus | <ul style="list-style-type: none"> Introduction to national & NYS k – 12 learning standards. Introduction to k – 12 grade-level outcomes (SHAPE America) Introduction to Initial PETE Standards (SHAPE America, 2017) | <ul style="list-style-type: none"> Curriculum models, team building, problem-solving, outdoor lifetime activities, reflection. | <ul style="list-style-type: none"> Grade-level outcomes (SHAPE America) for Standards 3 & 5 Fitness principles and best practices. Physical Activity & Fitness assessment. Physical Activity, Fitness, and Nutrition curricula. CSPAP Model | <ul style="list-style-type: none"> Advocating physical education and physical activity during the student teaching experience. Professional responsibilities during student teaching experience | <ul style="list-style-type: none"> Professional writing – resume and philosophies |
| Teacher Candidate Fitness Focus | <ul style="list-style-type: none"> Physical activity guidelines | <ul style="list-style-type: none"> Lifetime physical activity and fitness. | <ul style="list-style-type: none"> Health enhancing physical activity and fitness. Fitnessgram/Activitygram Value of physical activity for health. | N/A | N/A |
| Use of NYS P.E. Profile** | N/A | <ul style="list-style-type: none"> Outdoor education Components. NYS Standard 2 Assessment. | <ul style="list-style-type: none"> NYS Standard 1b. Developing personal fitness plan. | N/A | N/A |
| Portfolios | <ul style="list-style-type: none"> Start electronic portfolio & resume. | N/A | <ul style="list-style-type: none"> Fitnessgram assessment & personal fitness programming. Newsletter- promoting physical activity, fitness & nutrition. | <ul style="list-style-type: none"> Completion of Professional Portfolio and professional portfolio interview Strategies to achieve “showcase” | <ul style="list-style-type: none"> Recommend adding artifact related to professional development outside of PE. |

Appendix B – Advisement Planning For Physical Education Majors

Name:

C#

| PEMW/PEM Template | | | | | | | |
|-------------------|----------|----------|---------|----------|----------|----------|---------|
| Fall 1 | Cr. Hr. | Winter 1 | Cr. Hr. | Spring 1 | Cr. Hr. | Summer 1 | Cr. Hr. |
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| TOTALS | 0 | | | | 0 | | |

| Fall 2 | Cr. Hr. | Winter 2 | Cr. Hr. | Spring 2 | Cr. Hr. | Summer 2 | Cr. Hr. |
|---------------|----------|----------|---------|----------|---------|----------|---------|
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| TOTALS | 0 | | | 0 | | | |

| PE Major Program Requirements | | | | | |
|-------------------------------|--------------------------|--|------------|---------|---------|
| Workshops | | | First Year | Class | Credits |
| CAR | <input type="checkbox"/> | | | COR 101 | 1 |
| SAVE | <input type="checkbox"/> | | | CPN 100 | 3 |
| DASA | <input type="checkbox"/> | | | EXS 197 | 3 |
| | | | | GE | 6 |
| Teacher Cert. Exams | | | | PED 282 | 1 |
| EAS | <input type="checkbox"/> | | | PED 189 | 1 |

| Teacher Cert. Exams | |
|---------------------|--------------------------|
| EAS | <input type="checkbox"/> |
| CST | <input type="checkbox"/> |

| Gen. Eds. (GE) | |
|----------------|--|
| GEMA (1) | |
| GENS (2) | |
| GESS (3) | |
| GEUS (4) | |
| GEWH (6) | |
| GEHU (7) | |
| GEAR (8) | |
| GEWL (9) | |
| GECP (10) | |
| GEDI (11) | |
| GEST (12) | |

| GEC1 & GEC2 (CPNs) | |
|--------------------|--|
| 1 | |
| 2 | |

| | | |
|----------|---------|---|
| | CPN 101 | 3 |
| GESS (3) | PSY 101 | 3 |
| | GEs | 7 |
| | PED 101 | 1 |
| | PED 283 | 1 |

| Second Year | | |
|---------------|---------|---|
| EXS 290/GE 11 | BIO 206 | 4 |
| | HLH 110 | 3 |
| | GE | 3 |
| | PED 201 | 3 |
| | PED 181 | 1 |
| | PED 180 | 1 |

| | | |
|------------|------------|-----|
| EXS 410/WI | EXS 380 | 3 |
| | EXS Option | 3 |
| | GEs | 6 |
| | PED 321 | 3 |
| | PED 257 | 1 |
| | PED 253 | 0.5 |
| | PED 187 | 0.5 |

Resources

CAR/SAVE/DASA

Taking CAR/SAVE/DASA at SUNY Cortland - Registration info online: <https://www2.cortland.edu/teacher-education/field-placement/students/mandated-workshops/>

Already have CAR/SAVE/DASA Completed? - Full screenshot of your teach account workshop page – emailed with C# to srrs@cortland.edu

CAR and SAVE can be taken online – see below **Once you complete these classes, please send certificate with C# to srrs@cortland.edu**

Take SAVE for \$23 - <https://apps.gstboces.org/training/save/>

Take SAVE for \$30 - <https://www.accesscontinuingeducation.com/ACE2003-17/course.cfm>

| Name: | | | | C# | | | |
|--------|---------|----------|---------|----------|---------|----------|---------|
| Fall 3 | Cr. Hr. | Winter 3 | Cr. Hr. | Spring 3 | Cr. Hr. | Summer 3 | Cr. Hr. |
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| TOTALS | 0 | | | | 0 | | |

| PE Major Program Requirements | | | |
|-------------------------------|--|------------|----------------|
| WRIT (6 cr. hr. Req) | | Third Year | |
| EDU 470 | | GECP (10) | EDU 255 3 |
| PED 313 | | | EDU 256 1 |
| EXS 410 | | GEMA (1) | PED 434 3 |
| | | | PSY 332 3 |
| | | | GE 3 |
| | | | PED 384 1 |
| | | | PED Elective 1 |
| Min C- Required | | | |
| PED 201 | | | |
| EDU 255 | | | |
| EDU 355 | | | |
| PED 356 | | | |

| | |
|----------|---|
| EXS 387 | 3 |
| Coaching | 2 |
| PED 356 | 3 |
| WRIT | 3 |
| PED 308 | 3 |
| PED 381 | 1 |
| PED 388 | 1 |
| ANY | 1 |

| Fall 4 | Cr. Hr. | Winter 4 | Cr. Hr. | Spring 4 | Cr. Hr. | Summer 4 | Cr. Hr. |
|--------|---------|----------|---------|----------|---------|----------|---------|
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| TOTALS | 0 | | | | 0 | | |

| Fourth Year | | |
|-------------|---------|---|
| WI | EDU 470 | 3 |
| | EXS 397 | 3 |
| | HLH 120 | 2 |
| | EDU 454 | 1 |
| | EDU 355 | 3 |
| | PED 382 | 3 |
| | PED 385 | 1 |

| | |
|---------|---|
| EDU 456 | 7 |
| EDU 457 | 7 |

CREDIT TOTAL 0

Minimum Credits Required for Graduation: 126

Total Credits

Resources

Transfer Equivalency List - <https://www2.cortland.edu/offices/advisement-and-transition/transfer-credit-services/transfer-equivalencies/>

Teacher Certifications - <http://www.highered.nysed.gov/tcert/>

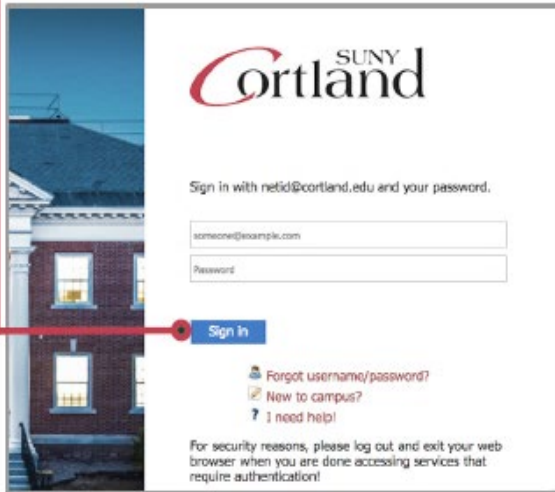
Workshops - <https://www2.cortland.edu/teacher-education/field-placement/students/mandated-workshops/>

****If BIO 206 is taken instead of BIO 301/302, the 2 credit difference needs to be made up with other courses**

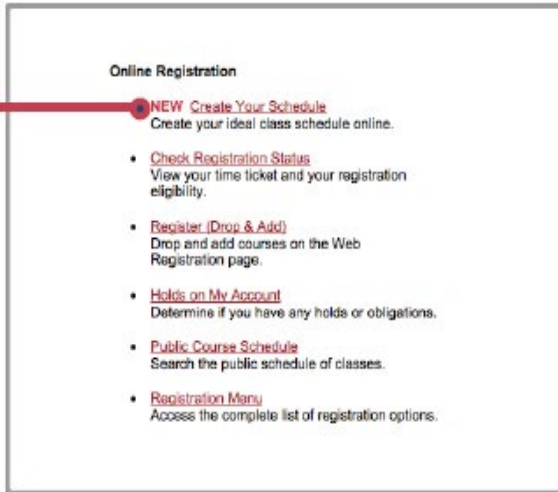
*****If HLH 120 is waived, the 2 credits need to be made up with other courses**

Student Schedule Builder

- 1 Log Into myRedDragon**
Go to myreddragon.cortland.edu
Log In



- 2 Launch Schedule Builder**
Navigate to Online Registration
Click on Create Your Schedule



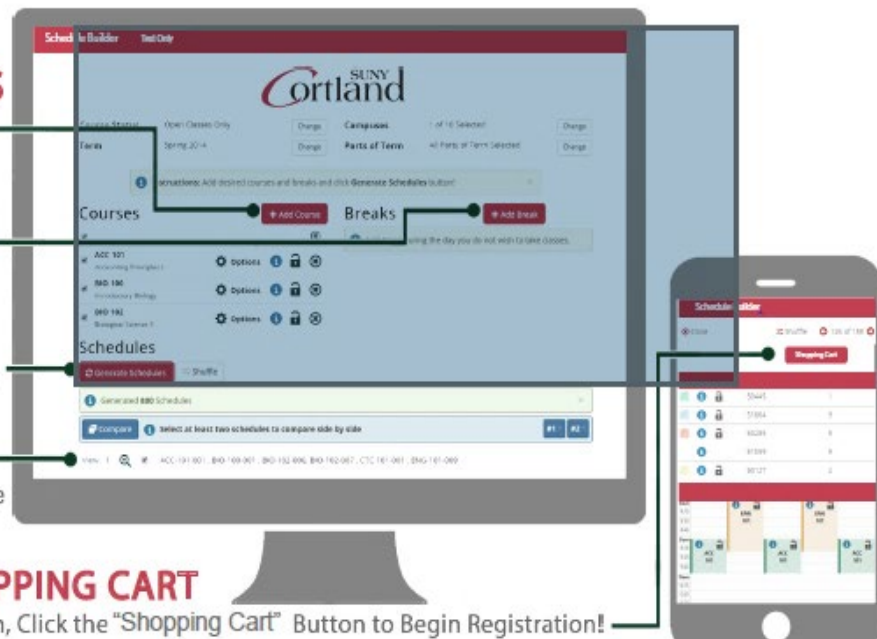
- 3 ADD COURSES**
To Take Next Term

- 4 ADD BREAKS**
To Block Off Times
For No Class

- 5 GENERATE**
All Possible Schedules

- 6 VIEW**
To See Each Schedule

- 7 SEND TO SHOPPING CART**
From the "View" Screen, Click the "Shopping Cart" Button to Begin Registration!



Appendix D – “Double Dipper” Courses

| Course # | Course Attribute | Requirements Fulfilled | Notes |
|---|---|---|--|
| EDU 255 (Basics of Effective Instruction in PE) | Communication - Presentation Skills | EDU 255 & Presentation Skills | |
| EXS 290 (SSc Probs & Issues in Sport & Exercise) | Diversity: Equity, Inclusion & Social Justice | EXS Option & GEDI | 700 sections Only |
| EXS 410 (Ethics in Sport) | Writing Intensive Liberal Arts | EXS Option & WI out of major | |
| PED 434 (Statistics & Assessment in PE) | Mathematics (and Quantitative Reasoning) | Stats and Asses. In PE & GEMA | |
| PSY 101 (Introductory Psychology) | Social Sciences | General Psychology & GESS | |
| ENG 203 (Intro: Poetry) | Humanities & Writing Intensive | GEHU & WI out of major | 700 or 00X sections only (600 sections are for English majors only) |
| ENG 260 (Literature of Sports) | Humanities & Writing Intensive | GEHU & WI out of major | |
| ENG 261 (Women in Literature) | Humanities & Writing Intensive | GEHU & WI out of major | |
| ASL 101 (Sign Language) | World Languages | Foreign Language (GEWL) & 3 credit Adapted Elective For Adapted PE concentration | |
| REC 293 (Diversity & Inclusive Rec Serv) | Diversity: Equity, Inclusion & Social Justice | GEDI & 3 credit Adapted Elective For ADPE | |

Appendix D – “Double Dipper” Courses

| Course # | Course Attribute | Requirements Fulfilled | Notes |
|--|--|-------------------------------|-------------------|
| REC 310 (Wilderness & American Culture) | Humanities | GEHU & GEST | 700 Sections Only |
| PWR 210 (Digital Writing with Data) | Writing Intensive | GEST & WI out of Major | 700 Sections Only |
| SOC 150 (Intro: Sociology) | Social Sciences & US History and Civic Engagement | GESS & GEUS | |
| ANT 102 (Intro: Cultural Anthropology) | Social Sciences & World History and Global Awareness | GESS & GEWH | |
| POL 101 (Intro: World Politics) | Social Sciences & World History and Global Awareness | GESS & GEWH | |
| CIN 208 (Intro: Film Analysis) | Humanities & Writing Intensive | GEHU & WI out of Major | 00X Sections Only |
| SOC 322 (Sociocultural Study of AIDS) | Cortland GEN | GEDI & GEST | |
| HIS 180 (Why Global History Matters) | World History and Global Awareness & Humanities | GEWH & GEHU | |
| ENG 256 | World History and Global Awareness & Humanities & WI | GEWH & GEHU & WI out of Major | |

*Important Reminders:

- **Permission to Transfer form** - students must fill out and submit this form to the Advisement and Transition Office prior to taking a course being transferred in.
<https://www2.cortland.edu/offices/advisement-and-transition/advising/forms.dot>
- Students **must** earn a C- or higher for a course to transfer back to Cortland.
- Double-dipper courses only count once: **students need to make up these credits with elective courses.**

Appendix E – GPA Repair Kit

GPA REPAIR KIT

To understand how to improve your GPA, you must first understand how it is calculated. GPA is a result of the total GPA credits you have taken and the total credits that you have earned here at Cortland.

- Grades from other institutions do not count toward your GPA at SUNY Cortland
- Pass/Fail courses do not count toward our GPA
- If you take an incomplete and you do not make the work up by the end of the following semester, it becomes an E
- If you retake a course, the most recent grade will be factored into your GPA **(Must contact the department offering the course to have the hold lifted before you register for the retake)*

Projecting your new GPA

| | |
|---|----------|
| Total credits towards GPA to date <i>(GPA Hours - found on your transcript)</i> | 1. _____ |
| Total quality points earned to date <i>(Quality points – found on your transcript)</i> | 2. _____ |
| Total GPA credits you are taking this semester | 3. _____ |
| Total credits you will have at the end of the semester <i>(Line 1 plus Line 3)</i> | 4. _____ |
| What is the overall GPA you want by the end of this semester? | 5. _____ |
| Quality Points needed for your desired average <i>(Line 4 multiplied by Line 5)</i> | 6. _____ |
| Quality Points you will need to earn this semester <i>(Line 6 minus Line 2)</i> | 7. _____ |
| Semester average needed to earn desired GPA <i>(Line 7 divided by Line 3)</i> | 8. _____ |

Appendix E

GPA Repair Kit with Retake

To understand how to improve your GPA, you must first understand how it is calculated. GPA is a result of the total GPA credits you have taken and the total credits that you have earned here at Cortland.

- Grades from other institutions do not count toward your GPA at SUNY Cortland
- Pass/Fail courses do not count toward our GPA
- If you take an incomplete and you do not make the work up by the end of the following semester, it becomes and E
- If you retake a course, the most recent grade will be factored into your GPA **(Must contact the department offering the course to have the hold lifted before you register for the retake)*

Projecting your new GPA

| | |
|---|-----------|
| Total credits towards GPA to date <i>(GPA Hours - found on your transcript)</i> | 1. _____ |
| Number of credit hours you are taking this semester | 2. _____ |
| Adjusted credits towards GPA <i>(Line 1 minus line 2)</i> | 3. _____ |
| Total GPA credits you are taking this semester | 4. _____ |
| Total GPA Hours <i>(Line 4 plus Line 3)</i> | 5. _____ |
| What is the overall GPA you want by the end of this semester? | 6. _____ |
| Quality Points needed for your desired average <i>(Line 5 multiplied by Line 6)</i> | 7. _____ |
| Total quality points earned to date <i>(Quality points – found on your transcript)</i> | 8. _____ |
| Quality Point Value of retakes in progress <i>(For example, if you initially failed a 3-credit course, this number is 0, D-=2.1, D=3, D+=3.9, C-=5.1, C=6) - See GPA calculation table</i> | 9. _____ |
| Adjusted Present Quality Points <i>(Line 8 minus Line 9)</i> | 10. _____ |
| Quality Points Difference <i>(Line 7 minus Line 10)</i> | 11. _____ |
| Semester average needed to earn desired GPA <i>(Line 11 divided by Line 4)</i> | 12. _____ |

Appendix F – Disposition Rubric

SUNY Cortland Initial Teacher Education Programs (Including B.A., B.S., B.S. Ed., M.A.T. and M.S.T.) TEACHER CANDIDATE DISPOSITIONS ASSESSMENT

| DISPOSITIONS | TARGET | ACCEPTABLE | UNACCEPTABLE | RATING |
|---|--|--|---|--------|
| <i>Integrity</i> | Exhibits exceptional character through honesty, trustworthiness, transparency, and responsible behavior. Is always dependable in follow-through and honoring commitments. Maintains confidentiality. Displays a lack of bias in interacting with others. | Exhibits character through honesty, trustworthiness, transparency, and responsible behavior. Is dependable in follow-through and honoring commitments. Maintains confidentiality and strives to remain unbiased in interacting with others. | Displays dishonesty and/or unlawful behavior as may be evidenced by a TECRC review. Fails to follow-through, honor commitments, or maintain confidentiality. | |
| <i>Emotional Maturity</i> | Expresses an awareness of self and acknowledges personal strengths and limitations. Maintains self-control. Accepts responsibility for own actions, is open to different ideas, and interacts well with others. | Expresses an awareness of self and usually acknowledges personal strengths and limitations. Maintains self-control. Is developing an increased sense of responsibility for one's own actions. Is open to suggestions and interacts with others. | Fails to recognize personal limitations. Is unable to maintain self-control. Displays behavior that is disrespectful to others. | |
| <i>Work Ethic</i> | Is consistently well organized, prepared, punctual, and reliable. Produces work that is complete, timely and evident of detailed planning. Works above and beyond expectations. | Demonstrates genuine and sustained effort. Produces work that is correct. Is organized, prepared, punctual and reliable, though may need minor improvement in planning and/or time management. | Is not prepared for class and/or late to class. Produces work that is characterized by errors and/or is late or missing. | |
| <i>Fairness and Empathy</i> | Understands all opinions and perspectives, makes reasoned decisions, and shows empathy and concern for others. Supports, encourages, and advocates for all individuals in an unbiased manner, demonstrating a commitment to diversity. | Listens to all opinions and perspectives, makes reasoned decisions, and generally shows empathy and concern for others. Demonstrates an awareness of diversity and usually supports, encourages, and advocates for others in an unbiased manner. | Displays inability to listen to all opinions and perspectives and lacks the ability to make reasoned decisions and to demonstrate empathy and concern for others. Rarely supports, encourages, and advocates for others in an unbiased manner. | |
| <i>Collegiality</i> | Consistently models courtesy communication and works well with all members of the learning community. Excels in forming positive relationships through sharing ideas and knowledge discussing issues and managing conflict. | Models courtesy in communications and works well with all members of the learning community. Is making acceptable progress in forming positive relationships through sharing ideas and knowledge, discussing issues, and managing conflict. | Demonstrates discourteous communication and does not work well with members of the learning community. Has not formed positive relationships w/colleagues. Does not share ideas or knowledge, fails to assist others, and lacks conflict management skills. | |
| <i>Respect for Policies and Procedures</i> | Routinely demonstrates behavior consistent with policies AND/OR can easily describe and explain college/school policies relevant to stakeholders (e.g., students, teachers, administrators, parents, community members). | Seeks clarification of policies as needed AND/OR can describe and explain basic college/school policies and regularly makes an effort to comply. Seeks clarification of policies as needed. | Expects policies to be waived AND/OR displays lack of awareness of basic college/school policies and/or violates those policies | |

Comments:

C# _____

Candidate's Name (print) _____ Signature _____ Date _____

Instructor's Name (print) _____ Signature _____ Date _____

Appendix G – Course Accommodation Form

Physical Education Teacher Candidate Course Accommodation Form For Courses with Exit Competencies

Name of Student _____

Date _____

Name of Instructor _____

Course # _____

Teacher candidates who experience temporary impairments in their ability to perform required physical activities should discuss the nature of the impairment with the instructor so that the best course of action may be determined. The teacher candidate may be required to provide medical documentation regarding the nature of the impairment and the expected duration. This form must be used to document the discussion and it must then be submitted to the Physical Education Department Office. Decisions regarding accommodations will be made on an individual basis using the following guidelines:

- a. If the teacher candidate becomes injured/ill after the course is in progress and s/he will not be able to complete the physical requirements, the instructor will inform the teacher candidate of the options of withdrawing, taking an incomplete, or continuing in the course with modifications. The later in the semester the injury/illness occurs, the more appropriate the options of an incomplete or continuing with modifications, are.

If a teacher candidate is injured/ill at the start of the semester, the instructor will advise him/her of the options considering the likelihood that the teacher candidate's injury/illness will be resolved in time to complete the requirements of the course.

Type of impairment: _____

Expected duration: _____

Documentation provided? Circle one: Yes No

Instructor recommendation:

- _____ Teacher candidate decided to withdraw
- _____ Teacher candidate will take an incomplete.
- _____ Teacher candidate will continue with modifications. Describe modifications, including any alteration to grading system, below.

Signature of student _____

Date _____

Signature of instructor _____

Date _____

For office use only: received on _____

Appendix H – Teaching Assistant Form

COMPLETED FORM TO BE TURNED IN AT THE DEPARTMENT CHAIR'S OFFICE

PED 349 - PHYSICAL EDUCATION PRACTICUM

Part I - To be completed by the student:

☐ Fall ☐ Spring 20_____

Name_____ ID# C00_____

Local Address_____ Local Phone #_____

E-mail Address_____ Academic Advisor_____

Identification of Request for Practicum:

Course Number of Related Experience PED_____ Instructor's Name_____

Amount of credit to be earned: () 3.0 hour per semester; Register for PED 349-603
() 2.0 hour per semester; Register for PED 349-602
() 1.0 hour per semester; Register for PED 349-601
() 5 hour per quarter; Register for PED 349-610 or 620 (*Fall*)
or PED 349-630 or 640 (*Spring*)

Part II - To be completed by the instructor:

The above-named student has requested a practicum in the identified class. I understand that the student must have direct supervision by me and that I will be responsible for the evaluation of the student.

The student will be specifically responsible for the following:

- a.
- b.
- c.

The student will be evaluated as follows:

- a.
- b.

Instructor's signature_____

Part III – To be completed by Department Secretary:

Date registration confirmed_____ by _____ Requires follow-up? Y/N

IMPORTANT!

THE SUBMISSION OF THIS FORM DOES NOT CONSTITUTE
REGISTRATION. ***YOU MUST ALSO REGISTER FOR PED 349.***

Appendix I – Lab Assistant Agreement

Lab Assistant Agreement (PED 444) Physical Education Department

Student Information:

☐ Fall ☐ Spring 20_____

Name_____ Cortland ID# C00_____

Local Address_____ Local Phone #_____

E-mail Address_____ Academic Advisor _____

Course Information:

Course Prefix (circle one): EDU PED Course Number: _____ Section(s): _____

Instructor's Name _____

Lab Assistant Expectations and Responsibilities:

The above-named student has requested to serve as a lab assistant in the identified class. I understand that the student must have direct supervision by me and that I will be responsible for the evaluation of the student.

Physical Education lab assistants are expected to demonstrate exceptional professionalism throughout the course, including dressing and behaving professionally in language, promptness, and enthusiasm.

The student will be specifically responsible for the following:

- 1.
- 2.
- 3.
- 4.
- 5.

The student will be evaluated as follows:

- 1.
- 2.
- 3.

Instructor's signature _____ Date _____

Student's signature _____ Date _____

Return completed form to PE Administrative Assistant, Heather Hammond, in PARK 1126 to have special permission flag lifted for registration.