

PHYSICAL EDUCATION DEPARTMENT ACADEMIC ADVISEMENT MANUAL

SUNY Cortland
2021 - 2022



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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. Matthew Madden
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⁾

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.

(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 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.

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.

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.

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 complete a rigorous notebook assignment during your fieldwork and be interviewed by the faculty about your experiences when you return. In EDU 454, you will complete your professional portfolio and be interviewed again by the faculty. 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 PEM-W (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 study abroad programs in Germany and Australia; 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 preregister 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.

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 2008 – 2009)

It is the policy of the College that regular class attendance is a basic requirement of all courses. However, if absences are not excessive, it shall be the students' performance and not their attendance record which shall determine their course grades. The policy does not exclude class participation and/or performance as a factor in determining course grades.

Other than the restrictions stated in this policy, the taking of attendance and attendance requirements are at the discretion of the individual instructor. In determining the student's grade, the instructor may consider excessive absences. Instructors shall state in the course syllabus, and emphasize to the class at the first meeting, the attendance requirement for the course. 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.

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.

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 class work. If students anticipate having to miss class, it is their responsibility to inform the instructor ahead of time.

Absences due to participation in approved College activities shall be considered valid absences. The provost and Vice President for Academic Affairs shall determine what College activities are approved as valid for students to be absent from classes.

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

If students are not in Cortland and are going to be absent from campus because of emergencies such as surgery, accidents involving lengthy absences from campus, or extenuating circumstances, they should notify the associate dean of the school in which they are majoring (School of Professional Studies). The associate dean will notify students' instructors.

Religious Beliefs and Class Attendance

See College Catalog - (<https://catalog.cortland.edu/index.php?catoid=37>)

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 www.cortland.edu/admissions/transferequivalencies.html for 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 – 2020*)

<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 adviser 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 decide 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.
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 – 2020 -*
<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 (Chapter 340-Academic Integrity).

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:

Total # quality points earned = YOUR GPA

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**.

4-credit course grade was C+ = 9.2 quality points

3-credit course grade was B- = 8.1 quality points

3-credit course grade was B = 9.0 quality points

3-credit course grade was B = 9.0 quality points

1-credit course grade was A = 4.0 quality points

1-credit course grade was B = 3.0 quality points

+ 1-credit course grade was C = 2.0 quality points

16 total credits

44.3 total quality points

So... 44.3 total quality points earned = **2.76875 GPA**

16 total credits

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.

Quantitative Skills	The Arts
Natural Sciences	Foreign Language (refer to degree program)
Social Sciences	Basic Communication:
United States History and Society	Academic Writing and Presentation Skills
Contrasting Cultures	Prejudice and Discrimination
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.

Transfer students may be granted up to two waivers that can be applied toward meeting the requirements in Category 11 and Category 12. Transfer students may be eligible for waivers based on the number of transfer credits posted at the time of entry to SUNY Cortland. Transfer students are eligible for waivers based on the number of transfer credit hours according to the following formula:

- **Students entering Cortland with 20-34.5 credit hours will be eligible for one waiver.**
- **Students entering Cortland with 35 or more credit hours will be eligible for two waivers.**

Physical Education majors meet the **Quantitative Skills** requirement when they complete **PED 434: Statistics and Assessment in Physical Education**. They will fulfill the 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. Change of Advisor (PE office only)
6. Leave of Absence (Dean's office only)
7. Withdrawal for 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, 2021-2022
Suggested Sequence**

Year in Program	Course Title	Credit Hours
First Year	1st Semester	
COR 101	The Cortland Experience: A First Year Seminar	1.0
CPN 100 or CPN 102	Writing Studies I or Writing Studies in the Community I	3.0
EXS 197	History & Philosophy of Physical Education & Sport	3.0
General Education	Selected to meet College requirements.	6.0
PED 181	Adventure Activities	1.0
PED 189	Aquatics (<i>PED 301-Water Safety Instructors</i>)	1.0
Total		15.0
First Year	2nd Semester	
CPN 101	Writing Studies or Writing Studies in the Community II	3.0
PSY 101	Introduction to Psychology <ul style="list-style-type: none"> • Also meets GE 3 requirement. 	3.0
General Education	Selected to meet College requirements.	7.0
PED 180	Team Sport Methods	1.0
PED 101	Introduction to Contemporary Physical Education	1.0
Total		15.0
First Yr. Total		30.0
Soph. Yr.	1st Semester	
BIO 301	Human Anatomy & Physiology I	3.0
Additional EXS Course (EXS option)	Choose <u>ONE</u> from the following: (each are 3 Cr. Hr.) <ul style="list-style-type: none"> • EXS 287 - Social Psychological Aspects of Physical Activity • EXS 290 - Social Problems and Issues in Sport and Exercise (EXS 290 also Meets GE11 Requirement) • EXS 345 - Sport and Society • EXS 346 - Sport Psychology • EXS 367 - Exercise Psychology • EXS 410 - Ethics in Sport (EXS 410 also Meets One WI Requirement) • EXS 420 - History of Physical Activity and Sport in American Culture 	3.0
HLTH 110	Personal & Community Health	3.0
General Education	Selected to meet College requirements.	3.0
PED 201	Motor Development	3.0
PED 283	Racquet Activities	1.0
PED 282	Health - Related Physical Fitness	1.0
Total		17.0
Soph. Yr.	2nd Semester	
BIO 302	Human Anatomy & Physiology II	3.0
EXS 380	Motor Behavior	3.0
PED 321	Movement Education	3.0
General Education	Selected to meet College requirements.	6.0
PED 257	Lifetime Activities in Physical Education	1.0
PED 253	Inclusive Physical Activity in Physical Education	0.5
PED 187	Track and Field	0.5
Total		17.0
Soph. Yr. Total		34.0

Year in Program	Course Title	Credit Hours
Junior Yr.	1st Semester	
EDU 255	Basics of Effective Instruction in Physical Education (GE 10)	3.0
EDU 256	Seminar for Field Experience	1.0
PED 434	Statistics & Assessment in Physical Education (GE 1)	3.0
PSY 332	Educational Psychology	3.0
General Education	Selected to meet College requirements.	3.0
PED Activity elective	Choose two 0.5 credit courses or one 1-credit course in PED or RACT	1.0
PED 384	Self-Defense	1.0
Total		15.0
Junior Yr.	2nd Semester	
EXS 387	Biomechanics	3.0
Coaching Selective	PED 4XX Coaching Clinic (2 cr.hr.) or EXS 230 Foundations of Coaching: Principles and Theories (3 cr.hr.)	2.0
PED 356	Adapted Physical Education and Sport	3.0
General Elective	Elective	1.0
General Education	Selected to meet College requirements.	3.0
PED 308	Outdoor Adventure Education for Teachers	3.0
PED 381	Sport Models in Physical Education	1.0
PED 388	Rhythms & Dance	1.0
Total		17.0
Junior Yr. Total		32
Senior Yr.	1st Semester	
EDU 470	Foundations of Education in American Culture (WI)	3.0
EXS 397	Exercise Physiology	3.0
PED 382	School-Based Fitness Programming	3.0
EDU 454	Pre-Student Teaching Conference in Physical Education	0.5
HLTH 120	Responding to Emergencies	2.0
EDU 355	The Physical Education Curriculum: Planning and Practice	3.0
PED 385	Gymnastics for School-Based Settings	1.0
Total		15.5
Senior Yr.	2nd Semester	
EDU 455	Student Teaching Seminar in Physical Education	0.5
EDU 456	Student Teaching in Physical Education	14.0
Total		14.5
Senior Yr. Total		30
Program Total		126

Notes for all Teacher Candidates:

1. **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.**
2. A minimum of 36 hours of PED/EXS prefixes are required for graduation.
3. 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. It can also be taken as a split session, with experience divided between winter and summer, with most of it in the winter. 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.
4. 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 157 Orienteering Activities for Educators	1 cr. hr.
PED 232 Scuba Level I	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 404 Coaching Clinic: Baseball	Fall
PED 405 Coaching Clinic: Basketball	Fall and Spring
PED 406 Coaching Clinic: Field Hockey	Spring
PED 407 Coaching Clinic: Football	Fall
PED 409 Coaching Clinic: Gymnastics	Fall and Spring
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	Fall
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	Course Name	Field Hours	Entry Criteria
Teacher Prep. Block A ↓	3 3	PED 201 Motor Development PED 321 Movement Education	10	-2.5 Overall GPA for PED 201 -PED 201 is a prerequisite for PED 321. May be taken concurrently.
Teacher Prep. Block B ↓	3 1 3	EDU 255 Basics of Effective Instruction EDU 256 Seminar for Field Experience PED 434 (EDU 255, 256, PED 434 are "linked" courses)	60 Middle/ Secondary	-successful completion of PED 201 Motor Development -2.5 overall GPA -grade of C- or better in PED 201
Teacher Prep. Block C ↓	3 3	EDU 355 P.E. Curriculum Planning & Practice PED 356 Adapted Physical Education & Sport	18 15	-successful completion of EDU 255 -successful completion of the EDU 256 Field Experience -2.5 overall GPA -For EDU 355, successful completion of PED 356 or taken concurrently. -grade of C- or better in PED 201 EDU 255, EDU 256
Teacher Prep. Block D ↓	 0.5 14	Note: All 100 hours of Field Experience must be completed prior to student teaching. EDU 455 Student Teaching Seminar EDU 456 Student Teaching		-successful completion of PED 308 Outdoor Adventure Education for Teachers -successful completion of EDU 355 -successful completion of EXS 380, EXS 387, EXS 397 and PED 356 -successful completion of PED 434 and EDU 454 Pre-Student Teaching Conference in PE -2.5 overall GPA -grade of C- or better in PED 201, EDU 255, EDU 256 EDU 355, PED 356

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 301 precedes EXS 387 (Biomechanics)
 - e) BIO 301 and BIO 302 precede EXS 397 (Exercise physiology)
 - f) EDU 355, PED 356, EDU 454, EXS 380, EXS 387, EXS 397, PED 434, and PED 308 precede EDU 455/EDU 456 (Student Teaching)
- 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	1.0		
PED 201	3.0	EXS 387 (Preq. Bio 301)	3.0
PED 321	3.0	EXS Option	3.0
Coaching Selective	2.0	EDU 255, 256 (Preq. PED 201)	4.0
EXS 380	3.0	PED 434 (Preq. or co-requisite EDU 255)	3.0
PSY 332	3.0	PED Activities: 385, 388, 381,384	<u>4.0</u>
PED Act. 187, 253, 257, 381	<u>3.0</u>		17
	18		

TOTAL 35

*PED 308 (Preq. PED 189)	3.0		TOTAL 38
2 weeks in summer or split session			
<u>Must be completed before student teaching</u>			

3rd & 4th Semesters (Senior Year)

EDU 355 (Preq. EDU 255/256, PED 321,434)	3.0	EDU 455	
EDU 470 WI (Preq. EDU 255/256)	3.0	(Preq. EDU 355, PED 356, PED 308, EDU 454,	
EXS 397 (Preq. BIO 301 & 302)	3.0	EXS 380, EXS 387, EXS 397)	0.5
PED 356 (Preq. EDU 255/256)	3.0	EDU 456 (Preq. PED 308, EDU 454)	<u>14.0</u>
PED 382 (Preq. PED 282)	3.0		14.5
EDU 454	0.5		
(Preq. EDU 355, PED 356, 2.5 GPA)			
HLH 120	<u>2.0</u>		
	17.5		

TOTAL 32

Two Year TOTAL **67 or 70**

** (Preq. = Prerequisite)

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)
 - Don't use phones or other devices unless 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 (for edTPA), 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 and will be required to drop any professional block courses in which they are enrolled for the next semester. 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. Those teacher candidates who create superior portfolios will be invited to display their work for other students, faculty, and administrators in the department portfolio showcase.

EDU 456 Student Teaching Eligibility

Student teaching is a fourteen credit-hour, full semester course taken during the 1st or 2nd semester of the senior year. The teacher candidate who wishes to enroll in student teaching must also enroll in Student Teaching Seminar (EDU 455), 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.

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/ospra/>
5. Dignity for All Students Act workshop (*DASA*)
6. NYS Teacher Certification Examinations.
 - a. Teacher Performance Assessment (*edTPA portfolio or ATS-W during 2021-2022*)
 - 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 maybe 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 11 credits of health: BIO 301, BIO 302, 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 Federation University, Australia or the Sporthochschule, in Cologne, Germany. In addition, PE majors may student teach at the University of the Sunshine Coast, Australia. Teacher candidates interested in studying abroad will need to plan their academic programs carefully.

Contact:

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

Dr. Lynn MacDonald (2108 Park Center) for student teaching in Australia.

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 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)

Credit hours: Concentration = 12

<i>Theory and Leadership: (4 credits) - Prerequisite PED 356</i>		
PED 447	Adapted Physical Activity and Individual Differences	3
PED 444	Lab Assistant (Adapted Phys. Ed.) (w/above classes) – One of these labs: M, F 12:40-1:45; M 6-7, 7-8; T 6-7, 7-8	1
<i>Activity: (2 credits)</i>		
PED 302	Disability Sports and Games- Spring, 4 th quarter	1
PED 303	Fitness across the Lifespan and Disability – Spring, 3 rd quarter	1
PED 305	Dance and Individuals with Disabilities –Spring, weekend workshop	1
PED 306	Adapted Aquatics	1
PED 307	Introduction to Inclusive Outdoor Education	1
PED 499	Special Study in Physical Education	1-2
<i>Recommended Electives: (must select a minimum of 6 hours)</i>		
ASL 101	American Sign Language	3
PED 499	Special Study in Physical Education - see Dr. Davis for Project LEAPE (Leadership and Education in Adapted Physical Education)	1-3
PSY 331	Psychology of Children with Exceptionalities	3
PSY 431	Psychology of Intellectual Disabilities and Autism	3
PSY 432	Psychology of Learning Disabilities	3
PSY 433	Behavioral Disorders in Educational Settings	3
REC 330	Introduction to Therapeutic Recreation	3
REC 293	Diversity and Inclusive Recreation Services	3
SPE 270	Introduction to Special Education	3
SPM 450	Disability and Sport	3

Emphasis in Adapted Physical Education

(6 credits minimum)

<i>Theory and Leadership: (4 credits) - Prerequisite PED 356</i>		
PED 447	Adapted Physical Activity and Individual Differences	3
PED 444	Lab Assistant (Adapted Phys. Ed.) (w/above classes)- One of these labs: M, F 12:40-1:45; M 6-7, 7-8; T 6-7, 7-8	1
<i>Activity: (2 credits)</i>		
PED 302	Disability Sports and Games- Spring, 4 th quarter	1
PED 303	Fitness across the Lifespan and Disability – Spring, 3 rd quarter	1
PED 305	Dance and Individuals with Disabilities –Spring, weekend workshop	1
PED 306	Adapted Aquatics	1
PED 307	Introduction to Inclusive Outdoor Education	1-2
PED 499	Special Study in Physical Education	1

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

Credit Hours 12.5 – 13.0

Course #	Title	cr. hr.
CORE		
PED 527	Models and Theories: Adventure Learning	3.0
PED 313	Leadership in Physical Education	3.0
PED 349	Physical Education Practicum (w/PED 181, 281, or 308)	.5 - 1
Sub Total		6.5 - 7
SELECTIVE	Select ONE of the following:	
PED 531	Inclusive Outdoor Education	3.0
REC 310	Wilderness and American Culture	3.0
REC 375	Wilderness First Responder	3.0
REC 379	Outdoor Recreational Activities	3.0
REC 462	Environmental and Outdoor Education	3.0
Sub Total		3.0
ACTIVITY		
PED 307	Inclusive Outdoor Education	1.0
PED 281	Adventure Activities II	1.0
	One Recreation Activity course, choose from:	1.0
	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	
Sub Total		4.0
TOTAL		12.5 – 13.0

Aquatics Focus

PED 301 - WSI (2 credits)

PED 349 - 189 TA - Aquatics (1 credit) - only AFTER WSI

PED 300 - Lifeguarding (1 credit)

Lifeguard Instructor Class (currently offered once/year on a weekend – no credits)

PED 416 - Coaching Clinic, Swimming (2 credits)

PED 499 - CAST (Cortland Adapted Swim Team) (3 credits)

EXS 180 - Water Fitness (1 credit)

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.*

**Master's Program Leading to Initial and Professional Certification in Health Education
(M.S.T. HEA_PCRT)**

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

Professional Education Coursework (7 credits)

- ___ EDU 631 Curriculum Construction in Health Education (3)
- ___ EDU 632 Seminar in Health Education (3)
- ___ EDU 664 Advanced Field Experience in Health Education (1)

Health Coursework (23 credits)

- ___ HLH 509 Drug Education for Teachers (3)
- ___ HLH 530 Family Life Education for the Classroom Teacher (3)
- OR
- ___ HLH 630 Human Sexuality*
- ___ HLH 601 Research Methods in Health Education (3) *(Statistics Prerequisite)*
- ___ HLH 635 School Health Program (3)
- ___ HLH 641 Graduate Readings in Health (2)
- ___ HLH 694 Assessment and Evaluation in Health Education and Health Promotion (3)
- ___ HLH ___ Health Free Elective (3)
- ___ HLH ___ Health Free Elective (3)

**Student may take both HLH 530 and HLH 630, but must take at least one of these courses.*

Culminating Activity (1-6 credits)

- HLH 651: Research Problems in Health Education (3 credits)
- HLH 652: Master's Thesis (6 credits)
- HLH 653: Comprehensive Examination in Health Education (1 credit)

**Note: "Health Free Electives" may be used to meet all of Master's Project or Thesis credit requirements*

Total 31-36

Undergraduate 4+1 Health Requirements

- HLH 110 Personal and Community Health (3 credits)
- HLH 120 Responding to Emergencies / HLH 220 Safety Ed. & Emergency Response (2-3credits)
- HLH 314 or 313 Mental Health and Counseling (3 credits)
- HLH 232 or 323 Nutrition (3 credits)
- HLH 302 Human Sexuality Education or HLH 345 Parenting Education (3 credits)

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 don't 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 Classes

	PED 201 Motor Development	PED 321 Movement Education	EDU 255/256 Basics of Effective Instruction	PED 434 Statistics & Assessment in Physical Education	EDU 355 Physical Education Curriculum: Planning and 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	<p>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.</p> <p>Developmentally appropriate practice and ETL relationships are featured.</p>	<p>Preparing young children to perform fundamental movement patterns.</p> <p>Learning theory</p> <p>Appropriate physical education programming for preschool children</p>	<p>The secondary school curriculum should develop in-depth interest, knowledge and expertise in lifetime activities.</p> <p>Proposed NYS Regents for Physical Education: *Students complete a personal fitness/ wellness plan. *Students must satisfy 3/6 units of proficiency and competency respectively.</p>	<p>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.</p> <p>Students identify and apply fitness concepts to activities.</p>	<p>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.</p> <p>Students are guided to recognize basic movement, skills, and fitness concepts.</p>	<p>Appropriate physical education programs for students with disabilities in integrated school and community-based settings.</p>
Teacher Candidate Content Focus	<p>Growth and development in infancy, childhood, and adolescence.</p> <p>Skill analysis of fundamental motor skills using the TGMD 2 and skill-based criteria.</p>	<p>Assessment and analysis of the stages of motor development for fundamental movement patterns (Gallaghue: initial, elementary, mature).</p> <p>Prescribing developmentally</p>	<p>Fundamentals of teaching. Pedagogical skills for the secondary level.</p> <p>Secondary school curriculum.</p> <p>Review NYS Learning Standards. SHAPE America K – 12 Standards.</p>	<p>Development, implementation, and use of assessment instruments.</p> <p>Grading concepts.</p>	<p>Pedagogical skills for the elementary level.</p> <p>Pre-control, control, utilization, proficiency. Task, cue, challenge.</p> <p>Skill themes, curriculum ribbon, elementary school</p>	<p>Adaptation of physical education curriculum to meet the individualized needs of children with physical, intellectual, emotional or sensory disabilities.</p>

Teacher Candidate Content Focus (Continue)		appropriate tasks. Fundamentals of organizing and managing young children in small and large group activities.	Introduction to physical literacy		curriculum, extending content from Pre-k through 12. Top-down planning k-6.	Strategies for program planning, implementation and assessment/ evaluation include writing IEPs, activity/equipment adaptation and techniques of teaching.
	PED 201	PED 321	EDU 255/256	PED 434	EDU 355	PED 356
Teacher Candidate Fitness Focus	Role of physical activity in children’s fitness. Introduction to lifetime fitness.	TCs create a health & nutrition station for preschoolers	Lifetime fitness and physical activity.	Fitnessgram	Role of physical activity in children’s fitness.	Development of individualized fitness goals specific to students with disabilities on the IEP.
Lesson Planning	Introduction. Safety statement, signal for attention, some cues/reminders. Lesson focus section to diagram environment for student learning.	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	Behavioral objectives. All sections of lesson plan. Progressively learn to develop all aspects of the lesson plan. Introduction to academic language	Focus is on the specific assessment tools used to evaluate lesson objectives and integration of assessment within a lesson.	Refine lesson planning. Lesson closure. Tailoring lesson plan to needs of elementary level children. Review and practice of academic language	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	Observations and assessment of fundamental motor patterns.	Assessment and analysis of fundamental movement patterns	9 – 12 curriculum project. Assessing secondary students.	Middle school faculty group project. Preliminary Teacher Work Sample.	Pre-K – 12 curriculum committee. Assessing elementary students.	IEP planning Fundamental motor skill assessment.
Positive Behavior Management	Introduced	Practiced each lab Understanding of behavior theories and applications	Introduced/ reinforced	N/A	Introduced/ reinforced Proactive vs. reactive	Introduced/ reinforced

	PED 201	PED 321	EDU 255/256	PED 434	EDU 355	PED 356
Use of NYS P.E. Profile**	N/A	N/A	Review NYS Learning Standards. Focus on #1A and #2	Interrater reliability	Evaluate quality physical education, program accountability.	Individualized or differentiated instruction.
Portfolios	Recommend adding labs for artifact.	Recommend adding PED 321 evidence	Recommend adding potential EDU 255 evidence. Recommend artifact related to assisting with professional event.	Explain PED 434 evidence for Standard 5.	Recommend adding EDU 355 evidence.	Checked for IEP confidentiality. Recommend adding artifact related to professional development.
Activity Progression (Task Progression Template)	N/A	TCs learn to choose appropriate prescribed activity progressions based on their movement analysis	Introduce Task Progression Template used w/ all lesson plans for content development.	Implemented in the TWS.	Implemented for content development/ lesson planning.	N/A
edTPA	N/A	N/A	Introduction to Task 2 prompts	Introduction to assessment concepts in Task 3	Practice all components	N/A

Appendix A

Other Required Professional Preparation Courses

	PED 101 Introduction to Contemporary Physical Education	PED 308 Outdoor Adventure Education for Teachers	PED 382 School-Based Fitness Programming	EDU 454 Physical Education Pre-Student Teaching Seminar	EDU 470 Foundations of Education in American Culture
Developmental Focus	K - 12	Middle/High School	K - 12	K-12	K - 12
School-Based Curriculum Content	Physical education vs. physical activity Physical activity and academic performance Quality PE	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	Students create and implement development-tally appropriate, fitness orientated curricula and physical activity programming for K-12 students. Focus on promoting physical	Perceptions of physical education in schools. Student Teaching experience and triad Quality physical education in schools	Diverse learners Learning theory Organization and administration in schools

		facilitated to focus on the affective aspects of group and individual development through outdoor adventure education activities.	activity beyond PE (CSPAP) Basic nutrition content knowledge Appropriate physical activity and fitness assessment. Mission, and philosophy of Fitnessgram/ Activitygram		Educational issues Philosophy & history of American education
	PED 101	PED 308	PED 382	EDU 454	EDU 470
Teacher Candidate Content Focus	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)	Curriculum models, team building, problem-solving, outdoor lifetime activities, reflection.	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	Advocating physical education and physical activity during the student teaching experience. Professional responsibilities during student teaching experience	Professional writing – resume and philosophies
Teacher Candidate Fitness Focus	Physical activity guidelines	Lifetime physical activity and fitness.	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	Outdoor education Components. NYS Standard 2 Assessment.	NYS Standard 1b. Developing personal fitness plan.	N/A	N/A
Portfolios	Start electronic portfolio & resume.	N/A	Fitnessgram assessment & personal fitness programming. Newsletter- promoting physical activity, fitness & nutrition.	Completion of Professional Portfolio and professional portfolio interview Strategies to achieve “showcase”	Recommend adding artifact related to professional development outside of PE.
edTPA	Introduction to teacher certification exams.	N/A	Unpacking outcomes & planning appropriate activity progressions and assessments.	Overview and planning for edTPA as a summative assessment during student teaching	N/A

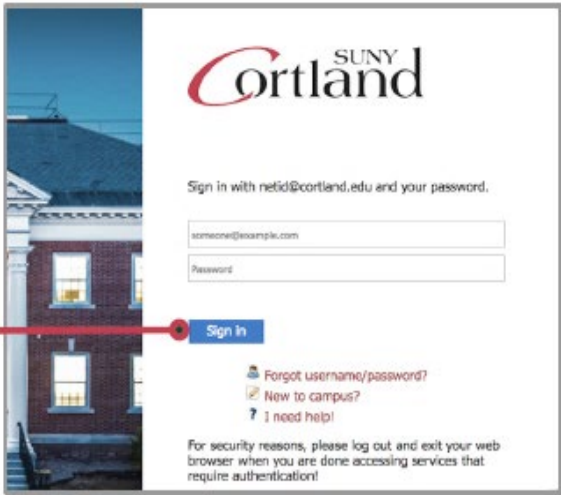
Appendix B

ADVISEMENT PLANNING FOR PHYSICAL EDUCATION MAJORS

Student:				C00					Total Activity Credits _____ Total Credits _____ (red ink=potential grad credit shortage)	Notes
Fall 20	Cr.	Winter	Cr.	Spring 20	Cr.	SS I	SS II	Cr.		
Fall 20	Cr.	Winter	Cr.	Spring 20	Cr.	SS I	SS II	Cr.	Workshops	
									CAR	
									SAVE	
									DASA	
									Tchr Cert. Exams	
									www.nystce.nesinc.com	
									edTPA (ATS-W)	
									CST	
									EAS	

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



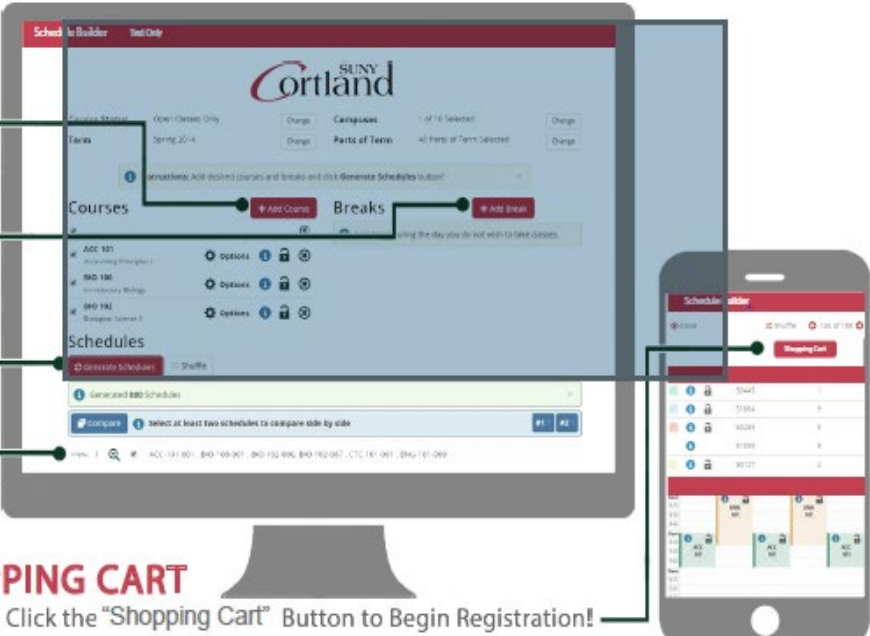
3 ADD COURSES
To Take Next Term

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)	Presentation Skills	EDU 255 & Presentation Skills	
EXS 290 (Soc Probs & Issues in Sport & Exercise)	Prejudice & Discrimination	EXS Option & GE 11	700 sections Only
EXS 410 (Ethics in Sport)	Writing Intensive Liberal Arts	EXS Option & WI out of major	
PED 434 (Statistics & Assessment in PE)	Quantitative Skills	Stats and Asses. In PE & GE1	
PSY 101 (Introductory Psychology)	Social Sciences	General Psychology & GE 3	
ENG 203 (Intro: Poetry)	Humanities & Writing Intensive	GE 7 & WI out of major	700 or 00X sections only (600 sections are for English majors only)
ENG 260 (Literature of Sports)	Humanities & Writing Intensive	GE 7 & WI out of major	
ENG 261 (Women in Literature)	Humanities & Writing Intensive	GE 7 & WI out of major	
ASL 101 (Sign Language)	Foreign Language	Foreign Language (GE 9) & 3 credit Adapted Elective For Adapted PE concentration	
REC 293 (Diversity & Inclusive Rec Serv)	Prejudice & Discrimination	GE 11 & 3 credit Adapted Elective For ADPE	

Appendix D

“Double Dipper” Courses

Course #	Course Attribute	Requirements Fulfilled	Notes
REC 310 (Wilderness & American Culture)	Humanities & CGER	GE 7 & GE 12	700 Sections Only
PWR 210 (Digital Writing with Data)	CGER & WI	GE 12 & WI out of Major	700 Sections Only
SOC 150 (Intro: Sociology)	Social Sciences & US History Society	GE 3 & GE 4	
ANT 102 (Intro: Cultural Anthropology)	Social Sciences & Contrasting Cultures	GE 3 & GE 6	
POL 101 (Intro: World Politics)	Social Sciences & Contrasting Cultures	GE 3 & GE 6	
CIN 208 (Intro: Film Analysis)	Humanities & Writing Intensive	GE 7 & WI out of Major	00X Sections Only
SOC 322 (Sociocultural Study of AIDS)	Cortland GEN	GE 11 & GE 12	
HIS 180 (Why Global History Matters)	Contrasting Cultures & Humanities	GE 6 & GE 7	
ENG 256	Contrasting Cultures & Humanities & WI	GE 6 & GE 7 & 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 three credits with elective courses.

Appendix E

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 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
(GPA Hours - found on your transcript) 1. _____

Total quality points earned to date
(Quality points – found on your transcript) 2. _____

Total GPA credits you are taking this semester 3. _____

Total credits you will have at the end of the semester
(Line 1 plus Line 3) 4. _____

What is the overall GPA you want by the end of this semester? 5. _____

Quality Points needed for your desired average
(Line 4 multiplied by Line 5) 6. _____

Quality Points you will need to earn this semester
(Line 6 minus Line 2) 7. _____

Semester average needed to earn desired GPA
(Line 7 divided by Line 3) 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
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 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 tries 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 Name (Print) _____ Candidate's Signature _____ Date _____

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

Appendix G

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.
- b. 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

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 349-605
- () 2.0 hour per semester; Register for PED 349-603
- () 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.** COURSE WILL BE GRADED H/S/U.