

GRADUATE PHYSICAL EDUCATION

ACADEMIC ADVISEMENT MANUAL



SUNY Cortland

2018 - 2019

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WELCOME

Welcome to SUNY Cortland and specifically to the Physical Education Department's Master's Degree Program. Our programs are designed to meet the master's degree component of the NY State requirement for professional certification and to provide you with the skills necessary to be a successful graduate student and beginning scholar. We are pleased that you have selected us and are hopeful that you will find your program here to be challenging and rewarding as well as a basis for future intellectual and professional endeavors.

There is no doubt that you will have many questions about the program during your pursuit of a master's degree. Although there are many places you could go for answers to your questions, we suggest that you rely on three specific sources for your answers:

- 1. This Advisement Manual**
The department's advisement manual has been assembled to answer common questions, and to help assure that students know what is expected of them. Please read it in its entirety as soon as possible, and please consult it before calling your advisor.
- 2. The College Catalog**
The catalog in effect the year you were admitted to the program is the "official document" listing the requirements for your degree.
- 3. Your advisor and the Department Chairperson**
Your advisor is available to answer questions that are not answered in this advisement manual or the College Catalog. If your advisor isn't sure, you can check with the Department Chairperson, who also serves as the Graduate Coordinator in Physical Education.
Graduate Coordinator/Chair - Dr. Lynn Couturier MacDonald

Concentration/Program Advisors:

Adapted Physical Education	-	Dr. Tim Davis
Coaching Pedagogy	-	Dr. John Foley
Physical Education Leadership	-	Dr. Matthew Madden

The faculty of the Department of Physical Education wish you success as you pursue your graduate degree.¹

¹ We would like to thank the Department of Recreation and Leisure Studies and the Education Department for sharing their graduate advisement manuals with us.

THE GRADUATE DEGREE IN PHYSICAL EDUCATION

Department Requirements

The Physical Education Department offers one degree, a Master's of Science in Education (M.S.Ed.). The program is open only to those students who have completed a B.S.Ed. in Physical Education (or its equivalent), hold New York State Initial Teacher Certification in Physical Education (or its equivalent), or have a bachelor's degree in another field but have earned initial certification in physical education. This degree meets one of the New York State requirements for professional certification.

Graduate students who possess a teaching certificate issued by a state other than New York must show proof of completion of the Child Abuse Recognition and Reporting (CARR) workshop, the Safe Schools Against Violence in Education (SAVE) workshop, and the Dignity for All Students (DASA) (anti-bullying) workshop.

In addition, all graduate students in the program must show completion of a course on working with students with disabilities. If this course was not part of the bachelors' degree program and/or initial certification, it must be successfully completed in order to be eligible for the M.S.Ed. Degree and NYS certification.

Major Codes & Status

The major code for the Adapted concentration is MSED_PEC_ADP. For Coaching Pedagogy, it is MSED_PEC_COA. The major code for the Physical Education Leadership program is MSED_PEL.

In some cases, students are admitted to the department conditionally, which means the student appeared to meet the criteria for admission but evidence of one or more items was not presented. Typically, this happens when students have completed their bachelor's degree and wants to begin their graduate programs, but has not yet received verification of their initial teaching certificate. It may also happen when a student from another state has not yet taken the workshops required in NYS or a student earned initial certification in NY prior to the implementation of DASA.

This conditional admittance is signified by the addition of a "W" to the major code. Students may not be able to register for certain classes or be approved for graduation if a "W" appears on their major code. Students should apply for a change of status as soon as they can provide the necessary evidence (teaching certificate, completion of workshops, etc.). Access the Change of Status form on the Registrar's of Graduate Admissions home page

College Requirements

Students must meet several all-college requirements in addition to the program requirements, for completion of their degree program.

1. Total Credit Hours

A minimum of 30 credit hours must be earned for graduation. Up to six of these hours may be earned at other accredited institutions and may be transferred with approval. At least 12 hours must be at the 600 level and 9 hours could be taken outside the Physical Education Department.

2. Cumulative Grade Point Average (GPA)

The master's degree or certificate of advanced study is awarded to students who have an overall 3.0 grade point average. All students enrolled in a master's degree or certificate of advanced study program are required to maintain a minimum 2.8 cumulative grade point average in graduate work. Students whose cumulative grade point average remains below 2.8 for two consecutive terms of enrollment may be dismissed from the College. At the end of the first semester during which the students' grade point average falls below 2.8, they are notified that they are in danger of dismissal. The associate dean will notify the student of dismissal in writing. No grade below C- will be counted toward a master's degree or a certificate of advanced study.

3. Time to Complete

- a. All degree requirements must be completed within five years of first enrollment in courses required for a degree program, even if such enrollment is on a non-matriculated basis.
- b. According to New York State Education Department regulations, all graduate degree requirements leading to the professional teaching certificate must be completed within five years of receipt of the initial teaching certificate.

4. Full-time Graduate Status

Students qualify academically as full-time graduate students if they satisfy one of the following:

- a. They are registered for nine credit hours (see note below) or more of course work.
- b. They have been awarded a graduate assistantship and are registered for six credit hours or more.
- c. They are registered for and working full-time on a thesis or independent study. (See note below.)

Note: The full-time definition above does not apply to any student accounts or financial aid issues such as tuition/fee charges, federal financial aid (including student loans), state financial aid, veteran's benefits or scholarships. The minimum full-time definition for all financial purposes is 12 credit hours per semester.

5. Culminating Activity

In addition to the requirements listed above, all students must complete a culminating activity, which are specified in each program/concentration.

6. Continuous Enrollment Policy for Culminating Activity

Students who do not complete a culminating activity such as a thesis, project or comprehensive examination by the end of the initial semester of registration for the experience but who are making satisfactory progress on the culminating activity will receive an incomplete and must register for PED 697: Extension of Graduate Culminating Activity (prefix according to program) each subsequent semester until completion of the culminating activity. Extension of Graduate Culminating Activity will be a one-credit-hour course with an S, U grading mode. Repeatability of Extension of Graduate Culminating Activity and extensions of incompletes are governed by existing College policies regarding degree completion at the graduate level.

7. Completion of a Degree or Certificate Program

Students nearing completion of a graduate degree or certificate program must complete an Application for Graduation form on-line. This form is located on the student tab of MyRedDragon and is only activated when the student is near the number credits needed for degree completion.

While the College has established three graduation dates for both undergraduate and graduate students in May, August and December, formal commencement ceremonies are conducted only in May. Students graduating in August or December of a given year are eligible to participate in Commencement held in May of that year.

Student Responsibility and Academic Integrity

The College expects those who are admitted to undertake their responsibilities as students seriously, so that their work is a credit to themselves and to the college. Guides to student conduct are outlined in the College Handbook

<http://www2.cortland.edu/offices/publications/handbook/index.dot>.

The college reserves the right to place on probation or to terminate the enrollment of any student whose conduct or academic record is unacceptable.

As an academic community with the mission of promoting scholarship through the acquisition, preservation and transmission of knowledge, the college is dedicated to the promotion of academic integrity. In a college setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

SUNY Cortland’s policy on academic integrity is published in the **College Handbook** and in the **Code of Student Rights and Responsibilities**. The introduction to the policy reads, in part: “...students must recognize that their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge. This academic community takes seriously its responsibility regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behaviors in others.” (340.01, p.14)

PROGRAM REQUIREMENTS FOR ALL M.S.ED. CANDIDATES IN PHYSICAL EDUCATION

The M.S. Ed. Program in Physical Education offers the Physical Education Leadership program and two concentrations: Adapted Physical Education and Coaching Pedagogy. Students must select a program/concentration at the time of application. All require a minimum of 30 credit hours at the graduate level.

All students must take the physical education degree core of six credit hours:

PED 610: Readings in Physical Education	[3 cr.]
PED 611: Research Methods in Physical Education	[3 cr.]

Students generally complete PED 610 and 611 early in their program of study. A maximum of six approved graduate hours may be transferred. Students may take up to nine hours of electives outside of physical education. All electives must be approved by the appropriate graduate advisor.

In addition to the requirements listed above, all students must complete a culminating activity. These are specific to the concentration/program and are identified in the sections on culminating activities. To enroll in the thesis project or comprehensive exam, a student must have achieved a 3.0 grade point average.

Adapted Physical Education Concentration

This concentration offers graduate-level study in adapted physical education, instructional strategies and curriculum and measurement in adapted physical education, as well as course work in inclusive outdoor education, positive behavior management and discipline in physical education and preschool movement programs.

Expected learning outcomes for candidates in the Adapted Physical Education concentration
Advanced Candidates:

- Reflect on their own practice and collaborate with other professionals to identify and design strategies and interventions that support student learning. They assume leadership roles by engaging in professional activities such as presenting at workshops, sharing data with colleagues, and contributing to school improvement and renewal.
- Demonstrate a thorough understanding of the school, family, and community contexts in which they work. They collaborate with the professional community to create meaningful learning experiences for all students.
- Develop expertise in certain aspects of professional and pedagogical knowledge based on their research and experiences. They are able to analyze education research and policies and can explain the implications for their own practice and the profession.
- Demonstrate a thorough understanding for the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn.

Program Delivery

This concentration is offered on campus in the evenings during the fall and spring semesters. Courses are also offered in the summer. Students may enroll as full-time or part-time students. It is possible to complete the program in two summers, a fall and a spring semester if enrolled full-time.

- | | | |
|----|--|---------|
| A. | Physical Education Core | |
| | PED 610: Readings in Physical Education^ | [3 cr.] |
| | PED 611: Research Methods in Physical Education^ | [3 cr.] |
| B. | Adapted Physical Education Core | |
| | PED 530: Introduction to Adapted Physical Education (fall) | [4 cr.] |
| | PED 638: Positive Behavior Management and Discipline (fall) | [3 cr.] |
| | PED 635: Instructional Strategies in Adapted Physical Education (spring) | [4 cr.] |
| | PED 636: Curriculum and Measurement in Adapted Physical Education (spring) | [4 cr.] |
| C. | Adapted Specialty Electives (Minimum of three credit hours) | |
| | PED 531: Inclusive Outdoor Education | [3 cr.] |
| | PED 533: Autism Spectrum Disorder and Physical Education | [3 cr.] |
| | PED 637: Preschool Movement Programs | [3 cr.] |
| | EXS 612: Advanced Statistical Applications in Exercise Science | [3 cr.] |
| | All other elective courses by advisement. | |

- | | |
|--|--------------|
| D. Culminating Experience for M.S.Ed. (Thesis OR Comprehensive Exam) | |
| PED 650: Thesis+ | [3 to 6 cr.] |
| PED 651: Comprehensive Examination Seminar* | [3 cr.] |

^Physical Education Core

**Culminating experience for Adapted Physical Education*

+Thesis option (PED 650) waives the comprehensive exam requirement and limits electives to three hours.

Coaching Pedagogy Concentration

This concentration provides knowledge and skills that apply to both coaching and teaching physical education through emphasis on teaching, research methodologies and applications of current technology. Topics include lifespan motor development, digital video analysis using Dartfish technology, issues in athletic training, sports conditioning, and principles of coaching, behavior in sport and inclusive coaching methods and programs.

Expected learning outcomes for candidates in the Coaching Pedagogy concentration

Advanced Candidates:

- Demonstrate knowledge of sport pedagogical theory.
- Demonstrate an understanding of current sport policy.
- Describe the analysis and application of theory and research.
- Understand the role of sport pedagogical research and apply that research in their coaching.
- Recognize the importance of using multiple teaching strategies consistent with diverse learners.
- Use appropriate technologies to enhance instruction.
- Demonstrate application of ethical and moral principles to coaching.

Program Delivery

This program is currently offered over three spring/summer sessions through a hybrid format (a combination of on-line and on-campus courses) in order to accommodate the time constraints of students with full-time teaching/coaching positions. Students earn 10 credits each spring/summer for a total of 30 credits. Essentially, students are full-time for 3 summers.

Three courses begin on-line each spring at varying intervals. In the first and third summers, one course is completed online and the other two are completed on campus in July. In the second year three courses begin online and are completed on campus. The July on-campus schedule includes nine days in the first summer, seven days in the second summer, and five days in the third summer. Students also take a one-credit technology course each summer while on campus.

Course Schedule

Residency-Based Online Master's Program, which consists of thirty credits scheduled over three ten-credit summers.

- A. Summer 1 (**nine on-campus days**)
- | | |
|--|---------|
| PED 610: Readings in Physical Education^ (<i>online</i>) | [3 cr.] |
| PED 611: Research Methods in Physical Education^ (<i>hybrid</i>) | [3 cr.] |
| PED 625: Lifespan Motor Development (<i>hybrid</i>) | [3 cr.] |
| PED 536: Digital Video Analysis (<i>on-campus only</i>) | [1 cr.] |
- B. Summer 2 (**seven on-campus days**)
- | | |
|--|---------|
| PED 613: Philosophy and Principles of Coaching (<i>hybrid</i>) | [3 cr.] |
| PED 639: Sport Skills Analysis (<i>hybrid</i>) | [3 cr.] |
| EXS 558: Physiological Principles of Conditioning for Sports (<i>hybrid</i>) | [3 cr.] |
| SPM 537: Advanced Digital Video Analysis (<i>on-campus only</i>) | [1 cr.] |
- C. Summer 3 (**five on-campus days**)
- | | |
|--|---------|
| EXS 546: Behavior in Sport (<i>on-line only</i>) | [3 cr.] |
| PED 633: Inclusive Coaching Methods and Programs (<i>hybrid</i>) | [3 cr.] |
| PED 651: Comprehensive Exam Seminar (<i>hybrid</i>)* | [3 cr.] |
| SPM 538: Applied Digital Video Analysis (<i>hybrid</i>) | [1 cr.] |

^Physical Education Core

*Culminating experience for Coaching Pedagogy

Physical Education Leadership

This program prepares master teachers who will take a leadership role in developing and implementing progressive physical education curricula and advocating for quality physical education programs. Students will study research on teaching effectiveness, curriculum models, fitness programming, and leadership techniques and apply them in school-based field experiences that will include working with diverse populations and applying various technologies to enhance student learning.

Expected learning outcomes for candidates in the Coaching Pedagogy concentration

Advanced Candidates:

- Locate, interpret, and synthesize research in physical education.
- Conduct research that enhances teaching and learning.
- Apply content knowledge and pedagogical content knowledge for effective instruction.
- Integrate research findings to enhance student learning.
- Initiate program improvement activities, such as curriculum development and program evaluation, to enhance to student learning.

Contribute to the professional development of others in the school, community and/or profession

Program Delivery

The program is offered predominantly online, with courses offered every term, but students must be on campus for a nine-day residency period in one summer to complete two hybrid classes (PED 611 and PED 644). Students may enroll as full-time or part-time students.

- A. Summer Course Offerings
 - PED 610: Readings in Physical Education^ (*online*) [3 cr.]
Hybrid- requires residency
 - PED 611: Research Methods in Physical Education^ (*hybrid*) [3 cr.]
 - PED 644: School-Based Leadership in Physical Education (*hybrid*) [3 cr.]
- A. Fall Course Offerings
 - PED 515: Technology in Physical Education (*online*) [3 cr.]
 - PED 526: Fitness Programming and Curriculum for Schools (*online*) [3 cr.]
 - PED 621: Curriculum Construction in Physical Education (*online*) [3 cr.]
 - PED 660: Physical Education Practicum I (*online*) [3 cr.]
- B. Spring Course Offerings
 - PED 602: Research Project in Physical Education*(*online*) [3 cr.]
 - PED 622: Research on Teaching Effectiveness in Phys. Education (*online*) [3 cr.]
 - PED 661: Physical Education Practicum II (*online*) [3 cr.]

[^]Physical Education Core

^{*}Culminating experience for Physical Education Leadership

Advanced Candidate Expectations

All M.S.Ed. Programs/concentrations in Physical Education are guided by the NASPE National Guidelines and Standards for Physical Education Teacher Education (Advanced Standards), which promote advanced content knowledge, pedagogical knowledge and skills, and leadership development. Graduate students in these programs are considered to be advanced candidates for teacher licensure and as such, must exhibit the dispositions expected for teacher candidates at SUNY Cortland. (See Appendix G). Dispositions will be formally assessed in PED 611 for all concentrations/programs. They will also be assessed in PED 622 (Leadership), PED 633 (Coaching Pedagogy) and PED 650/651 (Adapted).

NEW YORK STATE PROFESSIONAL CERTIFICATION

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

Requirements:

1. Three years of teaching experience
 - a. "Classroom teaching experience includes experience earned in a public or approved nonpublic preschool or elementary, middle, or secondary school. Claimed experience may be in any grade or subject. Experience that is not full time may be credited on a prorated basis. Teaching assistant experience is not applicable to this requirement. Teachers working as substitutes in numerous districts may wish to have each district verify the experience by providing a short letter on district letterhead" (NYSED).

2. One year of mentored teaching experience
 - a. According to NYSED, "Mentored experience" refers to the guidance and professional support that experienced, certified teachers provide to new teachers in their first year of teaching in a public school. Documentation of the mentored experience must be provided by the superintendent of the employing school district.

3. Master's degree

<http://www.highered.nysed.gov/tcert/certificate/relatedmasters.htm#pe>

 - a. Master's degree in the initial certificate content
 - b. Master's degree in a related field to the initial certificate content
 - i. 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.

10/1/10

GRADUATE ASSISTANTSHIPS

The department offers lab instructors and graduate assistant positions to support graduate study. Graduate students must have NYS certification in order to be eligible for these positions. These assistantships offer a stipend, a tuition waiver, and excellent professional experience.

LAB INSTRUCTORS

QUALIFICATIONS: REQUIRED: B.S.E. in Physical Education (undergraduate).
Enrollment in the Adapted Concentration in the M.S.Ed. (graduate) program in Physical Education.

DESIRED: Enrollment in the Adapted Concentration in Physical Education as an undergraduate.

RESPONSIBILITIES

Lab Instructors: Graduate Assistants in adapted physical education supervise undergraduate students in PED 356 (Adapted Physical Education and Sport) in two types of lab settings – gymnasium and pool. Lab instructors as well as faculty assigned to teach the labs, teach and supervise the children with disabilities in the labs to ensure the safety of all participants involved.

Supervision of undergraduate students may include assessment of lessons and lesson plans and taking attendance. Lab Instructors also contact and recruit program participants and manage the participant database. They are responsible for managing adapted equipment and assessment tools. Lab Instructors may also assist with weekend workshops at Raquette Lake and have other duties as assigned.

SALARY: \$4,000 /Semester plus 3 credit hours, tuition waiver through UUP, if approved.

GRADUATE ASSISTANTS:

School-Based Teaching/Community Agency Partnership Positions: The School Based Teaching and Community Agency partnerships within Physical Education/Adapted Physical Education have a long history at Cortland. Through the partnership model, graduate students are hired to provide physical education/adapted physical education services to area school districts/agencies. School and agency partnerships enter into a contract through the SUNY Cortland Foundations Office. Selected graduate students provide contractually described services (up to .5 position or 20 hours per week) in exchange for tuition waiver/payment up to \$15,000 per year (depending on school district).

Interested students must meet the aforementioned criteria and be willing to commit to the public school calendar year. In addition, students will submit a letter of intent, resume, and documentation of the completion of licensure in physical education to be eligible for partnership positions. Selected graduate students will be interviewed by school district/agency personnel for final selections.

SALARY: \$15,000 (yearly) plus 3 credit hours of in-state tuition per semester.

CHECKLIST OF IMPORTANT TASKS

To assure completion of your degree, you must complete all of the important tasks listed below. Keep this list handy and write in the dates for every item when it has been completed.

- _____ Review program requirements in the college catalog <http://www2.cortland.edu/academics/catalogs.dot>. This will also allow you to access to course descriptions.

- _____ Apply for admission into the program. Be certain to include proof of teacher certification. Applications for admission must be submitted on-line to the Admissions Office. Fall deadline is July 1; Spring deadline is December 1; and Summer deadline is April 1.

- _____ Seek approval for the transfer of courses you completed at other institutions while you are being admitted to graduate study at Cortland. You must fill out a transfer of credit approval form and make certain that official transcripts are on file in the Registrar's Office Room 223, Miller Building.

- _____ Once you enroll for your first semester of study at Cortland you have five years to complete your degree.

- _____ Complete two clock-hour Child Abuse Recognition and Reporting (CARR) workshop (for certification purposes, submit proof to Registrar's office, Room 223, Miller Building if you have not already done so). If you are certified in NYS, you have already completed this workshop. Check your DegreeWorks to ensure the Registrar has recorded it.

- _____ Complete two clock-hour Safe Schools Against Violence in Education (SAVE) workshop (for certification purposes, submit proof to Registrar's Office, Room 223, Miller Building if you have not already done so). If you are certified in NYS, you have already completed this workshop. Check your DegreeWorks to ensure the Registrar has recorded it.

- _____ Complete six hour Dignity for All Students Act (DASA) workshop (for certification purposes, submit proof to Registrar's office, Room 223, Miller Building if you have not already done so). If you are certified in NYS, you have already completed this workshop. Check your DegreeWorks to ensure the Registrar has recorded it.

- _____ If you did not take a course on working with students with disabilities as part of your bachelor's degree and/or initial certification, be sure that you successfully complete an approved course before filing for graduation.

- _____ File for graduation through MyRedDragon and State Professional Certification through your TEACH account. Deadlines: 3/1 for May graduation; 6/1 for August graduation; 11/1 for December graduation.

COMMON QUESTIONS AND ANSWERS

Course Work

Q. Where do I get the forms I need related to my coursework?

A. Most forms you need while enrolled at SUNY Cortland are available on the Registrar's webpage: <http://www2.cortland.edu/offices/registrar-office/index.dot>.

Q. I've been admitted into a program/concentration, but I'd like to change to a different one. How do I handle this?

A. Use the form on the Registrar's home page at: <http://www2.cortland.edu/dotAsset/289444.pdf>.

Q. I've been admitted into a program, but I really don't know what courses I need to take or which electives are best for me. How do I know which courses to take?

A. Review the program requirements, then draft a plan of action and be sure to discuss your plan with your advisor.

Q. I'm in a course now, but because of extenuating circumstances, I have to drop it. How do I drop a course?

A. If you are dropping/adding a course *before* the end of the official drop/add period, login to MyRedDragon to drop or add the course. If you are using non-web registration, go to the Registrar's webpage for the appropriate form. If you are dropping a course *after* the end of the drop/add period, obtain a Withdrawal form and follow the instructions. Carefully consider your decision to drop the course in terms of what it will do to your time line and your financial situation.

Q. When may I transfer a course from an accredited institution?

A. You should transfer in completed work as soon as possible after you are admitted to the program. **NOTE:** For courses taken prior to admission, use the "Request for Acceptance of Graduate Transfer Credit" form on the Registrar's webpage. For courses that you will be taking after admission to a Cortland program, you should seek prior approval, using the same form.

Q. How many graduate credits may I transfer into my program?

A. You may transfer no more than six credit hours.

Q. How old may the transfer courses be?

A. The courses may not be any older than five years from your matriculation date at Cortland.

Limitations on Number of Hours Per Semester

Q. What is considered a maximum course load per semester?

A. A full-time graduate student is one who takes 9-12 hours during the fall and spring semesters. (Note: If you are receiving financial aid as a full-time student, you may be required to register for 12 hours.) During the two summer sessions, six hours is the maximum for each session.

Q. May I take more than the maximum allowable hours?

A. Yes, but you MUST receive prior approval from the Associate Dean of Professional Studies.

Minimum Grade Point Average (GPA)

Q. What are the regulations for GPA for matriculated students?

A. Graduation (3.0); Probation (2.8-2.99); Dismissal (below 2.8).

Five-Year Rule -- State vs. College (For MSED/Teacher Certification Students)

Q. What's the difference between the State five-year rule and the College five-year rule?

A. In accordance with State regulations, you have five years to complete your master's degree from the time you complete your initial teaching certificate. Any questions that you have concerning this deadline must be discussed with the State Education Department, or you could contact the Certification Officer at your local BOCES - that person is the official spokesperson for the State.

The College's five-year rule has nothing to do with that of the State's. The College policy is that you have five years from the semester in which you took your first graduate course to complete all requirements. (The exception to the above is if you took a graduate course for certification purposes, since those courses do not apply to your master's program.)

If you need to request an extension to the College's five-year rule, you must explain your situation, in writing, to the Associate Dean of Professional Studies. You must include how long you need to complete your graduate studies (e.g., one or two semesters) and the circumstances behind your request. Your timeline must be confirmed by your advisor or graduate coordinator in writing. You will then receive a response from the Associate Dean.

I've Been Lost!

Q. I haven't been receiving notifications from the College. What's been going on?

A. There could be several reasons for not receiving items from the College. The first reason could be that you are not matriculated (admitted to the program). Another reason could be that you moved and neglected to inform the College of your new address. **A third reason is that you failed to check your Cortland.edu email address.** This is the official email address for all college communications.

Class Cancellations

Q. If it's snowing outside, and the roads are treacherous, whom do I call to see if classes have been canceled?

A. **NO ONE!** If you call the department, all you will find out is that the secretary does not know, and with the hundreds of calls, the secretary is unable to do any work. The procedure is as follows: A college administrator determines whether or not classes will be held. As soon as the decision is made, the announcement is posted on the Cortland webpage and area radio and television stations are notified. It should be noted that rarely does the Cortland campus close.

Culminating Activities: Comprehensive Exam, Thesis, or Research Project

Q. What are the procedures for the culminating activity for my concentration?

A. Please discuss this early in your program with your advisor. See also course descriptions in the Graduate Catalog on-line.

Q. If I decide to write a thesis, what is the process and what format do I use?

A. See Appendix A.

Q. How is the culminating experience evaluated?

A. See Appendix B.

Complaints

Q. What if I have a problem with an instructor, my advisor or my grade?

A. The first step is to discuss the issue directly with the individual. If your issue is not resolved, you may file a written complaint with the Chairperson. The Chairperson will then set up a meeting to discuss this further. For detailed information, see the College Handbook <http://www2.cortland.edu/offices/publications/handbook/index.dot>.

"I'm Finished"

Q. I've finished all of my course work and my culminating activity (or I should be finished with everything by the end of the semester). What do I have to do?

A. Apply for graduation through MyRedDragon.

Appendix A
POLICIES AND PROCEDURES FOR MASTER'S THESIS

Procedures for Thesis

As a prerequisite for enrolling in the thesis course (PED 650) the student must have completed:

1. The research course sequence, PED 610 and PED 611.
2. The formation of the thesis committee.
3. Any coursework specified by the thesis committee.
4. Must present evidence to the thesis committee of sufficient content background in the subject area of the thesis to begin work on the thesis proposal.

Six academic credit hours are awarded for a satisfactorily completed thesis. These six credits are divided into 3 credits for acceptance of the proposal, and 3 credits for the collection of data, submission of the completed thesis, and passing the oral examination.

Step I. Secure a chairperson and two committee members for the thesis.

Chairperson:

1. The student must secure a chairperson who has expertise in the type of research that the student wishes to pursue. As a minimum requirement, the chairperson must be expert within the academic area of the proposed research (ie: the chairperson should be on the faculty in exercise physiology for a thesis in exercise physiology). A list of physical education faculty with graduate status and their respective areas of expertise is available from the graduate coordinator.

Committee Members:

2. In consultation with the chairperson, select two additional faculty members to complete the research committee.
 - A. The committee must consist of two physical education faculty members selected from the list of faculty with graduate status.
 - B. One member may be from a department outside of the Physical Education or SUNY Cortland.

Submitting names of research committee:

3. The student submits the Master's Thesis Committee (see Appendix B) form with the signatures of all committee members and their relationship to the proposed study to the graduate coordinator/chairperson who is responsible for granting final approval of the committee.

Step II. **Obtain guidelines for the writing of a thesis from the graduate coordinator or thesis committee chairperson.**

Step III. **Register for PED 650 in consultation with the committee chairperson.**

Step IV. **Submit a detailed proposal of the thesis to the committee.**

1. The student will work with the committee in the development of the proposal. The proposal consists of the introduction (Chapter 1) and review of literature (Chapter 2) along with a description of the method(s).
2. The proposal (and subsequent thesis) must follow APA format. An exception is made for a historical research project, which must use Chicago style/format.
 - a. The thesis is typed or produced on a word processor and laser printed (or other high quality printing).
 - b. Printing is in a 12-point font. Courier (10 or 12 point), Times Roman (or a similar serif font), or a plain sans serif font (e.g., Arial, Helvetica) are acceptable typefaces.
 - c. The thesis is double spaced throughout (tables, block quotes, footnotes, titles and headings, captions, and references may be single spaced), single-sided, and should generally use a ragged right margin (text should be justified left).
 - d. The thesis is organized hierarchically throughout each section using the levels provided in Appendix D (or as outlined in the APA Publication Manual).
 - e. The top, bottom, and right margins are at least 1" and the left must be 1 ½".
 - f. Chapter headings are 2" from the top of the page.
 - g. Illustrations or figures are prepared on a computer and embedded in the appropriate places in the thesis or project. If it was not possible to prepare figures or illustrations by computer, then they are neatly drawn and lettered using opaque ink.
 - h. Every page, except the title page, and blank pages (as specified above), are numbered.
 - i. Lower case Roman numerals are used for the front matter.
 - j. Arabic numerals are used on all other pages.
 - k. Page numbers are in the upper right hand corner.
3. The entire committee, including the student, must meet at least once prior to approval of the proposal.
4. Each committee member must sign the proposal approval form (see Appendix C) to indicate the student is ready to begin their research and collect data before the actual research project may move forward.
5. If human subjects, animals, or secondary data analysis are involved, the student must file a human subjects form with the Institutional Review Board (IRB).
6. ***Only after approval from the IRB and the thesis committee may data be collected.***

Step V. Obtain approval of the thesis from each member of the committee.

1. When the chairperson determines the thesis is ready for review, the draft of the thesis is distributed to all committee members. The student will revise the thesis as needed in consultation with the thesis committee chairperson and committee members.
2. The student will submit the revised draft copy of the thesis to each committee member. If the committee determines the thesis is ready for a defense, the student will schedule a date for the defense in consultation with the committee. Once the date is set, the student must work with the department secretary to schedule a room.

Step IV. Complete the oral defense

1. The student and all three committee members must attend the oral defense.
2. The chairperson of the thesis committee will be responsible for announcing the time and date of the oral examination. The oral examination will be open to all interested individuals.
3. Following the successful completion of the oral examination, the student will make all final corrections to the written copy. Once the final copy is approved, the committee members, department chair, and Dean of Professional Studies will sign the approval page.
4. The thesis grade will be awarded only after the final bound copies have been submitted to the Library.

Step VII. Reproduction of the final thesis

SUNY Cortland Memorial Library serves as a liaison between the author of the thesis and the bindery. It is not mandatory that binding be done through Memorial Library. The College maintains a collection of theses written by SUNY Cortland students in order to preserve and celebrate these intellectual and scholarly accomplishments.

The College requires 3 paper copies and one digital copy of the thesis.

- 2 for the Library (the original paper, and 1 electronic copy)
- 1 for the Department
- 1 for the Advisor (committee chair)

Additional copies for distribution as the author wishes can be bound at the same time as well.

The original should be on a good quality cotton bond, acid free paper. 25% cotton is recommended.

Copies can be a good quality printer paper.

All copies should be signed by the advisor, dean and chairman of the department before they are dropped off for binding.

Each copy should have a blank sheet of paper, followed by the title page, followed by the signature page, and then another blank page and then the text of the theses. It is important that they be collated correctly. They will be bound as received. There is no proofreading provided by the Library or the Bindery.

The binding will be black buckram with gold lettering on the front cover with the author's name running vertically down the spine.

The cost is \$18.50 per copy as of 1/3/2011. The Library has no control over the cost of binding, and it can increase periodically. You can call the Bindery Clerk at (607) 753-2269 for the most recent charges.

A check made payable to SUNY Cortland Memorial Library should accompany the theses at the time of binding.

The bindery schedule is on a 4-week turnaround, leaving on either Wednesday or Thursday of the designated week. Material should be to the Bindery Clerk by the Monday of that week to allow for bindery preparation. There are times the bindery schedule will be postponed increasing the turnaround time. It is advised to call the Bindery Clerk for the bindery schedule.

The author is responsible for picking up the copies to be distributed to the Department, unless other arrangements have been made.

Submit the digital format copy in completed form. It may be submitted in either WORD or PDF format. Submission can be via email or on a flash-drive. Submit the copy to [Ella Dorman](#).

Any questions, feel free to contact:

[Ella M. Dorman](#)

Bindery Clerk

SUNY Cortland Memorial Library

(607) 753-2269

For the most current information, log into **MyRedDragon**. **Click on the library tab and then the link to Thesis Bindery.**

Appendix B
DEPARTMENT OF PHYSICAL EDUCATION
APPOINTMENT OF MASTER'S THESIS COMMITTEE

DIRECTIONS: To officially appoint a thesis committee, complete this form and submit it to the graduate coordinator in physical education. The graduate coordinator will retain one copy, give one copy to the chairperson of the committee, and give one copy to the student. Signing the form indicates that the thesis committee members each agree that the student has sufficient competence in the subject area of the thesis to begin development of the thesis proposal.

NAME: _____ ID# _____ DATE: _____

Address: _____

Title of Proposed Study: _____

Thesis Chairperson _____
(Signature)

Relationship to Proposed Study: _____

Committee Member: _____
(Signature)

Relationship to Proposed Study: _____

Committee Member: _____
(Signature)

Relationship to Proposed Study: _____

Committee Approved By Graduate Coordinator: _____
(Signature)

Description of Student's Preparation in the Subject area of the Thesis: _____

If Student's Preparation is not yet Adequate, Specify Additional Preparation Required: _____

Candidate: _____
(Signature)

Cc: file, committee members

Appendix C
DEPARTMENT OF PHYSICAL EDUCATION
MASTER'S THESIS PROPOSAL APPROVAL FORM

DIRECTIONS: Before data may be collected, the proposal must be approved by the thesis committee and the data collection must be approved by the IRB. All signatures must be collected and a copy of the IRB approval attached before any data may be collected. Submit it to the graduate coordinator/department chairperson in physical education.

NAME: _____ ID# _____ DATE: _____

Address: _____

Title of Proposed Study: _____

Date of IRB approval _____ Copy of IRB approval must be attached

The thesis proposal was approved by the committee on _____

Thesis Chairperson _____
(Signature)

Committee Member: _____
(Signature)

Committee Member: _____
(Signature)

Cc: file, committee members

Appendix D
MASTER'S THESIS TEMPLATE
Sample Thesis Title Page

[Title] The Effects of the Lack of Recreational Exercise
during Childhood on Obesity in Adolescents

by

[Candidate's Name] Jane Elizabeth Doe

A Thesis

Submitted in Partial Fulfillment of the Requirements
for the Master of Science in Education

Department of Physical Education

State University of New York
College at Cortland

[Date] May 30, 2012

Approved:

Date

Date

Date

Date

Date

Date

Thesis Advisor

Committee Member

Committee Member

Committee Member

Department Chair

Dean of Professional Studies

PERMISSION TO COPY

I grant The State University of New York College at Cortland the non-exclusive right to use this work for the University's own purposes and to make single copies of the work available to the public on a not-for-profit basis if copies are not otherwise available.

(Your name here)

Abstract

The abstract should be a concise summary of your thesis and generally should not exceed 150 words. The abstract should contain the purpose of the study, a description of the design, participants, methods, and analysis of data. The key results and discussion points should also be discussed.

If writing for publication in a particular journal, it makes sense to read the abstracts in a recent issue and follow the format used by the authors. If your target journal specifies a longer abstract, that will be acceptable for the thesis version.

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Chapter 1 – Summary.....	p. #
Introduction.....	p. #
Statement of the Problem.....	p. #
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Hypthesis.....	p. #
Delimitations.....	p. #
Limitations.....	p. #
Assumptions.....	p. #
Definition of Terms.....	p. #
Significance of the Study.....	p. #
Chapter 2 – Review of Literature.....	p. #
Chapter 3 – Research Manuscript.....	p. #
Introduction.....	p. #
Methods.....	p. #
Results.....	p. #
Discussion.....	p. #
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Table of Figures

Chapter 1 – Introduction

Introduction – provide a brief overview of the study.

Statement of the Problem – a concisely description of the problem you are studying and why more information is needed about this topic

Purpose of the Study – should follow logically from your statement of the problem

Hypothesis – your beliefs about the outcome of the study

Delimitations – these are the constraints of your study or scope of the study

Limitations – these are factors you could not control

Assumptions – these are the basic premises that are assumed to be true in the topic of study

Definition of Terms – define specific terms that are used in study – commonly used terms are not necessary

Term: definition here

Significance of the Study – explain why the study is important.

Chapter 2- Review of Literature

The review provides the background and context the study. It shows you understand the topic thoroughly and are familiar with the methodologies used in other studies. The review should be focused on the most relevant studies to the topic. However, if the study is in a new area or research, there may not be many previous studies on the topic. In that case, you will need to include related literature from other areas.

The review should make a case for the hypothesis, data collection/methods, and analysis in your study. Studies included in the review should summarize the research, similar to an abstract. The purpose, participants, methods, findings and important ideas from the discussion should be discussed. Similar studies may be grouped together.

The review should end with a summary of research.

Chapter 3- Research Manuscript

Introduction – introduce the reader to the topic.

Abbreviated Review of Literature – focus on the most relevant studies from your full review. The review should lead the reader to your question/hypothesis.

Methods

Participants

Instruments

Design & Procedures

Data Analysis

Results

Discussion – summarize your results, make any relevant applications, and suggest possible future research.

The purpose of this chapter is to prepare a manuscript for publication. You should consider what journal you would target for your paper and then use it as a guide. The length of the chapter should not exceed 25 pages.

References

All references used in the thesis should be listed in the section following APA format.

Tables

If you have tables, they belong in a separate section, following the references.

Figures

If you have figures, they belong in a separate section, following the Tables. If there are no Tables, this section follows References.

Appendices

Appendices are the last section of the thesis and may include any supplemental materials that are relevant to your study. You should include your raw data (spreadsheet) in the Appendices. A copy of your IRB Approval should also be an Appendix.

Appendix E

Program Name/Department: _____

Semester: _____

Candidate Name: _____

Evaluator: _____

Candidate C#: _____

Adapted Physical Education and Coaching Pedagogy

UNIT ASSESSMENT: ADVANCED PROGRAM SCORING GUIDE FOR CULMINATING ACTIVITY

Elements	Target (3)	Acceptable (2)	Unacceptable (1)	N/A	Candidate Score
Item #1 Knowledge of Pedagogical Theory Standard 1.b.	In the culminating activity, the candidate excels in the explanation and discussion of theory related to the field. Depth of understanding is apparent and clearly related to the given area of certification. The candidate's work synthesizes theoretical concepts and coherently applies them to the specific context addressed by the activity.	The candidate's work in the culminating activity is organized, carefully focused and clearly outlines the major issues addressed by critical theory in this field. Ideas are logically arranged to present a sound scholarly argument. Depth of understanding related to teaching and learning in the field. Theory is accurately applied to the specific context addressed in the activity.	Ideas presented by the candidate in the culminating activity closely follow conventional concepts with little expansion and development of new directions. Ideas and concepts are generally and satisfactorily presented although lapses in logic are apparent. Theory is minimally applied to the context addressed in the activity.		Item #1 _____
Item #2 Understanding of Educational Research and Policy Standard 1.c.	In the culminating activity, the candidate effectively summarizes important research and policy in the given field. Important issues or ideas from the research/policy are raised. The gaps in current knowledge of the field are clearly identified and logical suggestions for addressing these gaps are offered.	In the culminating activity, the candidate presents a credible summary of the research and policy in the given field. The gaps in current knowledge are identified and directions and approaches that fill these gaps are identified.	In the culminating activity, the candidate includes some summary of the research and policy in the given field. The gaps in current knowledge and approaches that fill these gaps are not identified.		Item #2 _____
Item #3 Analysis and Application of Theory and Research Standard 1.b. and 1.c.	In the culminating activity, the candidate presents a critical analysis and evaluation of research and theory in the field. The candidate is able to effectively critique, synthesize, and apply research findings and theory to the learning and teaching in the area of certification.	In the culminating activity, the candidate provides an adequate analysis and evaluation of research and theory in the field. The candidate demonstrates ability to critique, synthesize, and apply some research findings and theory to learning and teaching in the area of certification.	In the culminating activity, the candidate struggles to analyze and evaluate the research and theory in the field. The candidate has difficulty critiquing, synthesizing, and applying the research findings to learning and teaching in the area of certification.		Item #3 _____

Adapted from California State University, Fresno, Department of Biology and SUNY Cortland's Physical Education Department

Each of the elements are designed to assess NCATE Unit Standard 1: Candidate Knowledge, Skills and Dispositions, with particular emphasis on Standard 1.b: Knowledge and Application of Pedagogical Theory and Standard 1.c: Understanding and Analysis of Educational Research and Policies.

Elements	Target (3)	Acceptable (2)	Unacceptable (1)	N/A	Candidate Score
Item #4 Style & Format	The paper consistently models the APA language and conventions used in the scholarly/professional literature appropriate to physical education. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal. More than 15 credible sources are accurately written in the reference list.	While there may be minor errors, conventions for APA style and format are used consistently throughout the paper. Documentation of sources is done thoroughly and competently. The reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper and suitably models our discipline's overall journalistic style. At least 15 credible sources are accurately written in the reference list.	The APA style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable scientific sources (non-peer reviewed literature, web information). The style may be difficult to follow, detracting from the comprehensibility of the manuscript. Less than 15 credible sources are accurately written in the reference list.		Item #4_____
Item #5 Mechanics	The paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another and leads the reader through an orderly discussion of the topic. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions are effectively used which help the reader move from one point to another.	Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor use of transitions to keep the reader on track within the topic.		Item #5_____
Item #6 Professionalism	AC effectively uses eye contact, speaks clearly and confidently, and uses suitable volume and pace. AC fully engages the audience and dresses appropriately. AC selects rich and varied words appropriate for context and uses correct grammar.	AC maintains eye contact, speaks clearly, and uses suitable volume and pace. AC takes steps to engage the audience and dresses appropriately. AC selects words appropriate for context and uses correct grammar.	AC does not maintain eye contact, does not consistently speak clearly, or use suitable volume and pace. AC occasionally engages the audience and dresses inappropriately. AC selects words inappropriate for context and uses incorrect grammar.		Item #6_____

Overall Score _____Target _____Acceptable _____Unacceptable

Appendix F

Candidate Name: _____

Semester: _____

SUNY Cortland Physical Education Department MSED in Physical Education PED 602 Research Project Manuscript

UNIT ASSESSMENT: ADVANCED PROGRAM SCORING GUIDE FOR CULMINATING ACTIVITY

Elements	Target (3)	Acceptable (2)	Unacceptable (1)	N/A	Candidate Score
Knowledge of Pedagogical Theory Standard 1b.	In the culminating activity, the candidate excels in the explanation and discussion of theory related to the field. Depth of understanding is apparent and clearly related to the given area of certification. The candidate's work synthesizes theoretical concepts and coherently applies them to the specific context addressed by the activity.	The candidate's work in the culminating activity is organized, carefully focused and clearly outlines the major issues addressed by critical theory in this field. Ideas are logically arranged to present a sound scholarly argument. Depth of understanding is related to teaching and learning in the field. Theory is accurately applied to the specific context addressed in the activity.	Ideas presented by the candidate in the culminating activity closely follow conventional concepts with little expansion and development of new directions. Ideas and concepts are generally and satisfactorily presented although lapses in logic are apparent. Theory is minimally applied to the context addressed in the activity.		Item #1 _____
Understanding of Educational Research and Policy Standard 1c. <i>(Literature Review)</i>	In the culminating activity, the candidate effectively summarizes important research and policy in the given field. Important issues or ideas from the research/policy are raised. The gaps in current knowledge of the field are clearly identified and logical suggestions for addressing these gaps are offered.	In the culminating activity, the candidate presents a credible summary of the research and policy in the given field. The gaps in current knowledge are identified and directions and approaches that fill these gaps are identified.	In the culminating activity, the candidate includes some summary of the research and policy in the given field. The gaps in current knowledge and approaches that fill these gaps are not identified.		Item #2 _____
Analysis and Application of Theory and Research Standard 1b. and 1c. <i>(Results/Discussion)</i>	In the culminating activity, the candidate presents a critical analysis and evaluation of research and theory in the field. The candidate is able to effectively critique, synthesize, and apply research findings and theory to the learning and teaching in the area of certification.	In the culminating activity, the candidate provides an adequate analysis and evaluation of research and theory in the field. The candidate demonstrates ability to critique, synthesize, and apply some research findings and theory to learning and teaching in the area of certification.	In the culminating activity, the candidate struggles to analyze and evaluate the research and theory in the field. The candidate has difficulty critiquing, synthesizing, and applying the research findings to learning and teaching in the area of certification.		Item #3 _____
Style & Format	The paper consistently models the APA language and conventions used in the scholarly/professional literature appropriate to physical education. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal. More than 15 credible sources are accurately written in the reference list.	While there may be minor errors, conventions for APA style and format are used consistently throughout the paper. Documentation of sources is done thoroughly and competently. The reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper and suitably models our discipline's overall journalistic style. At least 15 credible sources are accurately written in the reference list.	The APA style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable scientific sources (non-peer reviewed literature, web information). The style may be difficult to follow, detracting from the comprehensibility of the manuscript. Less than 15 credible sources are accurately written in the reference list.		Item #4 _____
Mechanics	The paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another and leads the reader through an orderly discussion of the topic. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions are effectively used which help the reader move from one point to another.	Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor use of transitions to keep the reader on track within the topic.		Item #5 _____

Adapted from California State University, Fresno, Department of Biology

Each of the above elements are designed to assess NCATE Unit Standard 1: Candidate Knowledge, Skills and Dispositions, with particular emphasis on Standard 1.b: Knowledge and Application of Pedagogical Theory and Standard 1.c: Understanding and Analysis of Educational Research and Policies.

Appendix G

SUNY Cortland Physical Education Department Teacher Candidate Professional Dispositions Assessment

Teacher Candidate _____ Course _____

Teacher candidates (TC) are expected to develop and demonstrate the character, pedagogical and professional dispositions identified in national, state and institution standards. Use the rubric in the Advisement Manual or Instructor Handbook to determine the ratings and mark as **Target (T)**, **Acceptable (A)**, **Unacceptable (U)**, or **Not Observed (N/O)**. The disposition description reflects the “acceptable” level of performance.

Character Dispositions	T	A	U	N/O
Integrity: 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.				
Emotional Maturity: 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.				
Work Ethic: 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.				
Pedagogy Dispositions				
Belief that All Children Can Learn: Exhibits knowledge of some learners' abilities, learning styles, and cultural backgrounds. Provides numerous and various learning experiences that meet the needs of most learners.				
Fairness: Listens to all opinions, makes reasoned decisions, and shows empathy and concern for others. AND/OR Usually interacts with students, parents, colleagues, and administrators in an effective and unbiased manner.				
Professional Dispositions				
Collegiality: Models courtesy in communication 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.				
Understanding of and Respect for Policies and Procedures: Seeks clarification of policies as needed. AND/OR Can describe and explain basic school policies and regularly makes an effort to comply. Seeks clarification of policies as needed.				

Comments:

Instructor's Signature _____

Date _____

Teacher Candidate's Signature _____

Date _____

8/29/12 - signed form is to be placed in the teacher candidate's file in the Physical Education Department Office.