Resolution Routing #2778-79  
Resolution #21 1978-1979  
C.B.T.E. Undergraduate Physical Education

TO: PRESIDENT ALBERT W. BROWN  
FROM: THE FACULTY SENATE  
RE: XX I. Formal Resolution (Act of Determination)  
     II. Recommendation (Urging the fitness of)  
     III. Other (Notice, Request, Report, etc.)
SUBJECT: C.B.T.E. Program--Undergraduate Physical Education

(See attached)

Signed: [Signature]  
Date Sent: 5/16/79

TO: THE FACULTY SENATE  
FROM: PRESIDENT ALBERT W. BROWN  
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date: May 24, 1979
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged  
    b. Comment:

DISTRIBUTION: Vice Presidents: Ferry, Burke, Miller, Smith, Wolin
Others as identified: [Signature]

Distribution Date: [Signature]  
Signed: [Signature]  
(President of the College)

Date Received by the Senate: May 4, 1979
April 25, 1979

TO: Faculty Senate
   (via the Undergraduate Academic Policies Committee)

FR: Connie R. Keonig, Ed.D.
    Coordinator
    Professional Programs

RE: Revised Teacher Certification in Undergraduate Physical Education (CBTE)

Attached please find the Competency Based Teacher Certification Program developed by the Professional Preparation Entity of the Undergraduate Physical Education Department, as mandated by the Division of Teacher Education and Certification of the State Education Department. It is anticipated that this revised program will be ready for full implementation in September 1980. At that time all four-year students and transfer students enrolling in Brockport will become certified teachers of physical education by meeting competencies as described herein. Simultaneously, other students will continue to become certified by satisfying the requirements of the present program until it is phased out.

Two additional attachments describe the normal course of the four-year student and the transfer student through the proposed program. Accordingly, it may be seen that the first group of students to complete this total program will become certified in December of 1982.

At the suggestion of Dr. Andrew Virgilio, Dean for Social Professions, this proposal was reviewed by Dr. Frank Lane of the State Education Department during the Spring, 1978. Based on his suggestions several changes were incorporated into this revised document during the Fall of 1978.

In January of 1979 a committee was appointed to determine needs and procedures for implementation of the CBTE program. A five-phase long-range schedule, as described on the next page, was drawn-up, and an investigation into computer processing is now underway. Availability of materials and resources is also being looked at, together with personnel and staffing needs. It would appear that very few changes in personnel or work-load will be required for implementation by 1980 but that development of student teaching centers may necessitate some release time for one faculty person during the coming year.

The professional entity is proud and pleased to forward this document to the faculty senate via the Undergraduate Academic Policies Committee. It represents the collective efforts of many college faculty and other physical educators in the Greater Rochester Community. After you have had an opportunity to review these portions of the document you may wish to study the full proposal now on file in the following locations:

1. Faculty Senate Office
2. Reserve desk, Drake Library
3. Reception desk, Physical Education Administrative Wing, Tuttle North

Thank you very much for your careful consideration of this program. We look forward to discussing it with you.

Undergraduate Physical Education 716-395-2168
State University of New York   College at Brockport    Brockport, New York   14420
CBTE IMPLEMENTATION SCHEDULE

(Revised - 4/15/79)

Phase I - (during fall semester, 1979)
  a. Develop computer programming process
  b. Write descriptive materials and brochures; revise CHOICE
  c. Hold site selection workshop #1 (field-based)
  d. Revise course content in professional courses

Phase II - (during spring semester, 1980)
  a. Develop modules for liberal arts courses in major
  b. Develop modules for performance courses
  c. Revise course content in professional electives
  d. Develop course outline for continuing seminar
  e. Organize competency testing center
  f. Hold site selection workshop #2 (field-based)

Phase III - (during fall semester, 1980 - as students enroll)
  a. Develop modules not housed in specific courses
  b. Develop field-based experience courses
  c. Hold site selection workshop #3 (field-based)
  d. Organize evaluation board

Phase IV - (during spring semester, 1981)
  a. Develop materials for student teaching competencies
  b. Hold site selection workshop #4 (field-based)
  c. Evaluate semester #1

Phase V - (during summer, 1981)
  a. Evaluate semester #2
  b. Hold site selection workshop #5 (field-based)
Brooklyn, New York, 1970
State University College at Brooklyn
Faculty of Physical Education

Proposed: September, 1970

Degree or Certificate: Bachelor of Science in Education

Proposed: Bachelor of Arts

Field of Study: Education

College or Department: State University of New York

State University College at Brooklyn

Title(s) of Program: Bachelor of Science in Education

Primary Area(s) of Education: Elementary, Secondary, Special

Articulated Date of Program Implementation: September, 1970

Degree Earned Upon Completion of Program: Bachelor of Science in Education

Name of Participating Public School District:

Proposal Submitted:

Support:

Support:

Support:
The effective use of administrative strategies designed to facilitate the learning process.

... and the appropriate use of a variety of teaching approaches.

...and the implementation of learning experiences that focus on the needs, interests, abilities, and learning styles of individual students.

A sincere concern for the needs, interests, abilities, and learning styles of individual students.

Further, the physical education teacher must be prepared to fulfill the following roles:

- Should demonstrate self-assessment and self-control to grow and learn, and should help each pupil to become the same.
- Should maintain the same positive, constructive, and helpful attitude as the pupil develops and matures.
- Should be knowledgeable of the subject matter of physical education and should help each pupil to develop an effective, efficient, and expressive motor.
- Should be committed to physical education as a profession and to movement as a worthwhile occupation.

SECTION B

Introduction to the Role of a Physical Education Teacher
6. The process is crucial. Students complete the process with a sense of ownership and pride.

5. The process is important. First, one of the primary goals is the skill development of the student.

7. The process is essential. Success and dealing with change, and students will be responsible and aware of change.

4. The process is critical. Further, they will deal with complex concepts, and students will develop and understand the process.

8. The process is developed in accord with public school physical education teachers and administrators.

9. Yearbooks of physical education.

10. The process is critical. This type of education to know the numbers least, the many students, and the experience of the positive, the most of the people, and the way of which they are most of the number of people to develop a master of skills and understanding of the people, and to understand their decisions, their understanding and knowledge, and their understanding and knowledge.

11. The program is critical. The program can be seen in coordination with a graduate program to develop a comprehensive program that is consistent with the national standards. The program is also consistent with the national, state, and local standards.
supportive of and in compliance with federal and state guidelines, including handicapped and normal students regardless of sex, race, religion, marital status or age.

In summary, students who complete the proposed program should be competent first year teachers. They should have a command of the necessary skills and knowledge dealing with physical education activities, with pupil assessment, with the planning and carrying out of instruction and with administrative practices and processes. More important, however, because of the emphasis of the proposed program on the self-development of prospective teachers, graduates of the program should have the tools and the background to be self-assessing, self-accepting, self-renewing individuals. They should therefore be more committed to physical education as a profession; more capable of, facilitative of and accepting of change; and better able to use, carry out and implement the before mentioned knowledge and skills in a humanistic manner, and with concern for the growth of each individual pupil.
Teaching Physical Education:

Formal entrance into the program will commence with official enrollment in PEP 315.

Additionally, students must possess intermediate skills in at least one activity as specified in Appendix I.

Students must also have had exposure working with levels of instruction. Students must also have had exposure working with levels of instruction. Students must also have had exposure working with levels of instruction. Students must also have had exposure working with levels of instruction. Students must also have had exposure working with levels of instruction. Students must also have had exposure working with levels of instruction. Students must also have had exposure working with levels of instruction. Students must also have had exposure working with levels of instruction.

II. Requirement for Entrance into the Physical Education Teacher Certification Program
I. Introduction and Background

II. Theoretical Framework

III. Competencies and Assessment Protocols

IV. Implementation of the Assessment Protocol

V. Results and Discussion

VI. Conclusion

Appendix
b. Administration of questionnaire

1. Administration of descriptive statistics
2. Computation: z-score of assessment items
3. Instructions and implementation of the program
4. Administration of knowledge tests

The procedure is to be followed:

1. Prior to program completion
2. During the program
3. After the program

The purpose of assessment is to be:

- Identify the student's progress
- Provide feedback to the student

b. Teaching experience in a public school
- Student teaching: Primary experience
- Peer teaching or microteaching situations
- Observation of experienced teachers
- Personal experience: Any other experience not specified by the instructor
- Model: An individualized learning experience

The purpose of assessment is to be:

- Prior to student teaching
- During student teaching
- After student teaching
I. Prerequisite Public School

Teaching experience.

1. Assistant principal of a college faculty area or equivalent.
2. Associate director for the director of academic and personnel.
3. Director of continuing education.
4. Director of student services, serving as assistant or director.
5. Faculty member of a college major or relevant.
6. Faculty member, directing or advising a student.
7. Faculty member, assisting a student.
8. Field experience.

II. Field Experience

A. Professional: A public school teacher serving as cooperative or a field experience.
B. Associate of a college: A instructor of a college course.
C. Supervisor at a field experience.
D. Professional: A college faculty member designated to assist in assessing the program.
E. Pre-assessment includes:
   a. The program of student activities designed to carry out the assessment.
   b. Organization and implementation of the assessment.
   c. Evaluation of the assessment.
   d. Assignment of competencies, project, etc.
   e. Follow-up of course grades.
   f. Assignment of behaviors.
the process. Each continuing education must consist of a faculty advisor and an advisor.

2. Implementation of each student into the continuing education program is the student's responsibility.

The complete course of student education will also include:

- An midterm deadline for the program coordinator,
- A final exam to be taken by the student in an individual or group setting,
- A follow-up meeting with the faculty advisor or coordinator when the student encounters difficulty.

In the event of academic issues, students may encounter difficulties during the academic period and may require advice and direction to address their academic standing and progress. Continuous evaluation during the academic period will also involve evaluation of student performance, guidance during the academic period, and direction to address any academic issues.
The statement that the percentage of the students enrolled in each year of the program’s completion in a calendar year of the program’s completion is to exceed 20% of the program’s enrollment. The statement also requires that the program’s completion in a calendar year of the program’s completion is to exceed 20% of the program’s enrollment and that the program’s completion in a calendar year of the program’s completion is to exceed 20% of the program’s enrollment.

Procedure for collecting information for program accreditation.

Information for program accreditation, described below.

IV. Program Evaluation and Management
Section 7. Procedures to Participate in Program Workload

The following procedures to participate in the Program Workload are required for all students in the program:

1. Students must submit a written request to participate in the Program Workload to the Program Coordinator at least one month before the beginning of the program.
2. The Program Coordinator will review the request and determine if the student meets the eligibility criteria.
3. If the student meets the eligibility criteria, the Program Coordinator will assign a workload for the student.
4. The student must submit a report of their participation in the Program Workload to the Program Coordinator at the end of each semester.

The Program Coordinator will provide additional guidance and support to students participating in the Program Workload.
VII. Procedures for Collecting Information Relative to Competency Applicability.