TO:  PRESIDENT ALBERT W. BROWN  
FROM:  THE FACULTY SENATE

RESOLUTION #11
1979-1980

Competency Based Graduate Teacher Education Program - Physical Education

Meeting on 12/3/79

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

SUBJECT: Competency Based Graduate Teacher Education Program - Physical Education

(See attached)

Signed R. C. Kemperling Date Sent 12/4/79
For the Senate Robert C. Kemperling, President, Faculty Senate

TO:  THE FACULTY SENATE
FROM:  PRESIDENT ALBERT W. BROWN
RE:  I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

a. Accepted. Effective Date 12/3/79
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: Dr. Douglas

Others as identified:

Distribution Date: 

Signed:  
(Chairman of the College)

Date Received by the Senate: 12/3/79
Competency Based Teacher Education Program
Faculty of Physical Education
State University College at Brockport
Brockport, New York 14420

I. Cover Sheet

Date proposal submitted: November, 1979
State University of New York, College at Brockport

Name of College:
Brighton School District
Fairport Central School District
Greece Central School District
Rochester City School District
Webster Central School District
West Irondequoit Central School District

Names of participating public school districts:

Title of New York State Certificate awarded upon completion of the program:
Physical Education

Level of certificate:
Permanent

Degree toward which program will lead:
Master of Science in Education

Anticipated date of program implementation:
September, 1980

Anticipated date of program completion by initial entrants:
August, 1981
# TABLE OF CONTENTS

## Section A
- Cover Sheet ................................................. 1
- Table of Contents .......................................... 2

## Section B
- Introduction .................................................. 3
- Rationale for the Program ................................... 4
- Program Requirements ......................................... 7
- Requirements for Entrance into the Permanent Certification Program and the Master of Science in Education Degree in Physical Education .......................... 12
- Competencies and Assessment Format including: Generic Competencies ........................................ 21
- Core Courses .................................................... 23
- Student Guidance .............................................. 32
- Program Evaluation and Management .......................... 72

## Section C
- Involvement of Pertinent Agencies
  - Personnel .................................................. 76
  - Program Development ...................................... 78
  - Future Responsibilities ................................... 79
- Public School Personnel ....................................... 79
- College Personnel ........................................... 81
- Statement of Acceptance ..................................... 81
- Reservations .................................................. 81
- Appendix ...................................................... 82
B  INTRODUCTION

The program described in this proposal is designed to lead to permanent certification as a teacher of physical education in grades kindergarten through twelve in the State of New York. The purpose of the program is to assist teachers who have provisional certification in physical education to extend the competencies they acquired in the undergraduate provisional program and to develop to a higher degree those in selected areas in which they have personal and/or professional special needs and interests.

The program is an extension of the Brockport undergraduate provisional certification physical education program in that it is based on the conceptualization of a physical education teacher as one who essentially:

1. Has a commitment to helping children grow and develop toward actualization of their movement potential and exhibits humanistic behaviors in this helping relationship.
2. Is knowledgeable of the subject matter of physical education.
3. Has a command of the skills and knowledges dealing with physical education.
4. Is self-assessing and is self-motivated to grow and learn.
5. Has the skills to plan, implement, and evaluate a contemporary program of physical education for children and youth.

Experiences to broaden and deepen one’s skills, knowledges, and attitudes in these areas are contained in the format, conduct, courses and experiences within this proposed competency-based program.
RATIONAL FOR THE PROGRAM

The format and content of the program is based on a number of assumptions and realities. Students who enter the program will have an understanding of the subject matter of physical education and a basic knowledge, understanding, and skills in the teaching of physical education. Naturally, each student will enter with slightly different degrees of competency, experiences, backgrounds, and interests. They will have different interest and needs in various levels of instruction, curricula, and program emphases on physical education. Although certification in physical education is comprehensive for the elementary through the secondary level, teachers may be assigned to teach exclusively at the elementary or secondary level; coach; teach a special population of children; be a consultant for other teachers; have supervisory administrative responsibilities. Each of these roles require specific competencies in relation to skills, knowledges, and understandings of the subject matter of physical education as well as application to common skills and knowledges for the different consumers and settings.

However, it is assumed that they will all be interested and need to expand and improve their knowledges and skills as teachers of physical education. Further, that they will all have three basic needs differing in intensity, namely:

A. Immediate professional needs
B. Long range professional needs
C. Personal needs
All of these imply that the program must offer choices to students to meet individual needs and interests in meeting competencies both in advanced theoretical content and in teaching functions. Thus, the program is flexible and individualized in nature.

Notwithstanding differing needs, interests, and roles, it is recognized that the core of the program lies in the enhancement of further development of the major functions of teaching, which are:
A. A curriculum planning function.
B. An instructional function.
C. An evaluative function.

These imply that students need advanced theoretical content and experiences which enhance increased competency in:

A. The formulation of educational goals, designing objectives, conceptualizing a framework for selecting content in physical education, planning learning experiences for students in a relevant fashion.

B. Using appropriate teaching strategies and teaching behaviors.

C. Evaluating appropriateness of objectives and the effectiveness of instruction, selection and/or creation of measuring devices, the interpretation and utilization of evaluative data.

D. Understanding research techniques and procedures in order to analyze, interpret, and apply the results of research in physical education and teaching to better understand and continue to improve in one's curricular, instruction, and evaluation functions.
These implications are reflected in core competencies for everyone, with advanced opportunities for indepth study to attain competencies in program and level area concentrations of one's choice.

PROPOSED PROGRAM OF STUDY

Opportunities for meeting competencies for permanent certification lie within the courses and requirements leading to the Master of Science in Education degree program with a major in physical education. The degree program is designed within the framework of the general goals of all Master of Science in Education degree program at Brockport which are to provide opportunities for degree recipients to successfully broaden, deepen, and synthesize knowledge in fields of study bearing on their professional growth to enable them to communicate such knowledge and advance it through methods of scholarly direction. This program offers the student the flexibility to design (in conjunction with an academic advisor) an individualized program of study and research which meets his or her career and personal goals based on entering competencies.

Within the program structure, opportunities exist for concentrated study in areas of concentration or role specializations or a unique concentration for the individual student utilizing a combination of courses and experiences. The nature of the culminating experience more nearly reflects the goals of the degree program: the continued individualized, flexible opportunity to demonstrate terminal competencies. The student elects to do a thesis or a synthesis project which demonstrates the
ability of the student to critically analyze, synthesize, interpret and apply principles, facts, skills gained from his or her curricular experiences in the solution of problems, issues and concerns in physical education.

PROGRAM REQUIREMENTS

The program of study for the Master of Science in Education degree and permanent certification includes attainment of competencies and a minimum of thirty hours of course and research work organized as follows:

A. Physical Education Core Requirements:

Broad generic competencies are designated for each of the defined major teaching functions, supportive research needs, and synthesizing ability. All students seeking certification must attain these competencies. These are housed in core physical education courses and the culminating experience. The core courses also contain more specific enabling competencies which the respective instructor wishes to include. The student must also attain these enabling competencies.

B. Prescribed Elective:

This portion of the student’s program is designed mutually with the student and his or her academic advisor at the time of entrance into the program. The selection of courses, research and/or other experiences is based on the student’s professional roles and goals, personal interests, and entering competencies.

Concentrations have been designed as clusters of suggested courses related to the interests and/or work related roles or goals of students. These are provided to give students opportunity for direction in program and career planning.
Presently concentrations are designed for those primarily interested in: teaching at the elementary level, the secondary level, coaching, special physical education; supervision and administration of physical education; or an individually designed concentration. The latter provides flexibility for students not having defined career preferences or goals or those whose work roles or goals cross over concentrations.

Suggested related courses for each concentration fall into three categories. Since the emphasis is upon meeting individual needs to enhance performance in the teaching and related role specializations, there are no specific number of courses or hours required in each. The process of selecting the proper balance of courses from various categories should also enhance the desired personal qualities of self-assessment and motivation.

The courses will be selected from the following categories:

1. **RECOMMENDED PHYSICAL EDUCATION COURSES**

These are physical education courses which are most pertinent to the nature of the concentration. They are designed specifically to enrich the student's background, awareness, interest, and skills in the teaching, curricular, evaluation and research functions studied in core courses as related to special populations, levels, and program emphasis. These courses contain competencies in the theory and practice addressed in the course. In order to meet permanent certification requirements, the students must attain competencies in each course he or she selects in the concentration selected.
2. GENERAL SUPPORT COURSES IN PHYSICAL EDUCATION

These are courses in physical education which may be prescribed or recommended when they are appropriate to an area of concentration, student interest, or perceived weakness as determined by entering competency or background of student. Since these are considered supportive of those courses recommended for the concentration, there are no required competencies for permanent certification. Courses in this category include:

a. Professional courses which are supportive or related to the area of concentration but not considered specific to the level, special population, or program emphasis.

b. Liberal arts courses in physical education which afford the student the opportunity to gain greater depth in theoretical areas of the discipline and develop greater awareness of contemporary trends and innovations in the discipline.

c. Performance courses in physical activities in which a student may further personal development of skill and analysis in activities of his or her own choice. A generic 500 level advanced analysis and performance course will be offered with subsections or selected offerings in specific activities, e.g., 523a Advanced Analysis and Performance in Gymnastics; 523b Advanced Analysis and Performance in Basketball. These courses may be offered in a concentrated period of time, in a community setting, or in the campus setting depending on general student needs and interests.
d. Special workshops or institutes which will be offered periodically to meet temporal needs of students due to educational trends, new laws and regulations and/or other inservice needs of teachers in a specific community. These would include topics which provide a need for a course where one does not exist or where a segment of an existing course needs to be studied in depth. For example, course PHE 595, Problems in Program Development in Physical Education has been designed to assist school personnel in acquisition of skills required to implement new programs in physical education and athletics. Specific content varies and will be offered by appropriate subtitles when a need is defined. Selection of problems will be mutually defined by school personnel and Faculty of Physical Education insofar as possible. The course may be repeated. Subtitles recently offered are PHE 595 Problems Related to Conditioning and Sport Injuries; PHE 595 Techniques of Mainstreaming In Physical Education.

3. COGNATE COURSE IN OTHER DISCIPLINES

These are courses which either enhance the student's tools of inquiry (statistics, computer science, physics, etc.) and/or contribute to a broadening of knowledge which strengthens the student's specialization in physical education and/or fulfill a personal need and/or interest. There are no required competencies stated for permanent certification since these are considered supportive of those identified within a concentration for personal enrichment.

C. Culminating Experience:

Each degree student is required to complete a satisfactory culminating
experience in the form of a thesis or a synthesis project. The product of either of these experiences will demonstrate a synthesis of competencies in the area of concentration chosen by the student. Acceptance of the thesis or project by the student's committee will indicate that the student has met this synthesizing problem-solving competency for permanent certification.

MASTER'S THESIS OPTION:
The thesis experience provides an opportunity for a student to identify and treat a significant problem in physical education, to collect, analyze, and interpret meaningful data by appropriate research methods; to make valid generalizations upon the findings, and to present the study in acceptable form. The student who selects this option usually expects to pursue a higher degree.

SYNTHESIS PROJECT OPTION:
The synthesis project parallels that of the thesis option. However, the project itself is not as experimental in nature, with the characteristics of the problems and their solutions being more applied in nature. The student normally will select an educational problem or project appropriate to his or her curricular specialization and career role and responsibilities and/or goals and will demonstrate competency in the knowledge and skills gained in study in that area by communicating it through a suitable project. It is expected that this project will not only be useful or applicable by the student in his or her own career setting but also be helpful to others in similar settings.
Specific Program Requirements Leading to
the Master of Science Degree in Education and Recommendation
for Permanent Certification in Physical Education
Minimum - 30 credit hours

A. Physical Education Core Requirements
   (Generic Competencies required for Permanent  
   Certification must be met in these courses)
   1. PHE 601 Analysis of Teaching Physical Education  [3 hours]
   2. PHE 607 Curriculum Design in Physical Education  [3 hours]
   3. PHE XXX Research and Evaluation for Teachers of  
      Physical Education *
      or
      PHE 795 Master's Thesis  [6 hours]
   4. PHE 793 Culminating Synthesis Seminar  [3 hours]

B. Prescribed Elective Courses (By advisement)  
   (15-18 hours)
   1. Recommended physical education courses in a  
      concentration (elementary, secondary, coaching  
      special physical education, administration/and  
      supervision, or other individually designed  
      concentrations)
      (Competencies within these courses must be  
      attained for permanent certification)
   2. General Support Courses in Physical Education
   3. Cognate Courses in Other Disciplines
   4. Supervised Independent Study or Research

Total 30 hours

XXX In process of development.

* Those students who select PHE 605-Research Methods as a  
  General Support Course, and who can demonstrate the core  
  evaluation competencies may apply to the Program Coordinator  
  for a waiver of the requirement to take this course.
ELEMENTARY SCHOOL PHYSICAL EDUCATION CONCENTRATION

RECOMMENDED PHYSICAL EDUCATION COURSES FOR CONCENTRATION

PHI XXX Perceptual Motor Development
PHI 617 Seminar in Elementary School Physical Education
PHI 621 Self Directed Learning
PHI 699 Independent Study
PHI 612 Nature and Structure of Play

RECOMMENDED GENERAL SUPPORT COURSES IN PHYSICAL EDUCATION

PHI 595 Problems in Program Development in Physical Education
       (Topic Applicable to Elementary)
PHI 611 Advanced Theory of Motor Learning
PHI 645 Perception of Self in Movement Environment
PHI 605 Research Methods in Physical Education
PHI 602 Evaluation in Physical Education

EXAMPLES OF RECOMMENDED COURSES IN COGNATE DISCIPLINES

SOC 523 Attitude Formation and Change
THE 580 Workshop in Creative Arts
PHI 581 Behavior Modification
ENG 580 Children's Literature
EDP 557 Educational Programs for Young Children
EDP 606 Seminar in Curriculum Development in Early Childhood
EDP 602 Seminar in Elementary Curriculum
PHI 697 Measurement in the Affective Domain
PHI 527 Childhood and Youth in American Society
DME 583 Children's Dance for Teachers
EDP 572 Values Education
THE 580 Workshop for Creative Arts for Children
DME 581 Dramatic Activities in the Elementary Schools

XXX To Be Developed
SECONDARY SCHOOL PHYSICAL EDUCATION CONCENTRATION

RECOMMENDED PHYSICAL EDUCATION COURSES FOR CONCENTRATION

PHE 527 Seminar in Secondary School Physical Education
PHE XXX Seminar in Teaching of Physical Education
PHE 595 Problems in Program Development in Physical Education:
Problems Related to Secondary School
PHE XXX Analysis and Development of Advanced Motor Skill
PHE 699 Independent Study
PHE 621 Self-Directed Learning

RECOMMENDED GENERAL SUPPORT COURSES IN PHYSICAL EDUCATION

PHE 529 Psychology of Sport
PHE 605 Research Methods in Physical Education
PHE 621 Self-Directed Learning
PHE 666 Physiological Aspects of Sport
PHE 646 Contemporary Trends in Physical Education
PHE 644 Advanced Theory of Motor Learning
PHE 645 Perception of Self in Movement
PHE 648 Socio/Cultural and Personal Aspects of Women in Sport
PHE 642 Nature and Structure of Play

EXAMPLES OF RECOMMENDED COURSES IN CONJUNCT DISCIPLINE

PSY 522 Origin/Effects of Teacher Personality
PSY 523 Adolescent Psychology
EDU 565 Theories of Instruction
SOC 546 Sociology of Education
EDU 563 Programmed Learning
EDU 567 Audio Visual Production
SOC 523 Attitude Formation and Change
EDU 571 Legal Basis of Education
PSY 725 Seminar in Educational Developmental Psychology
EDU 569 The Middle School
STM 504 Advanced Study in Interpersonal Communication in the
Secondary School

XXX To Be Developed
SUPERVISION/ADMINISTRATION CONCENTRATION

RECOMMENDED PHYSICAL EDUCATION COURSES FOR CONCENTRATION

*PHE 620 Supervision in Physical Education
PHE 621 Self-Directed Learning in Physical Education
PHE 617 Seminar in Elementary School Physical Education
PHE 627 Seminar in Secondary School Physical Education
PHE 683 Organization of Programs for Students with Motor Performance Disabilities

*Required in 60 hour program for Certificate of Advanced Study in Educational Administration.

RECOMMENDED GENERAL SUPPORT COURSES IN PHYSICAL EDUCATION

PHE 522 Motor Learning
PHE 502 Seminar in Foundations in Physical Education
PHE 616 Contemporary Trends
*PHE 595 Problems in Program Development in Physical Education
*PHE 605 Research Methods in Physical Education

EXAMPLES OF RECOMMENDED COURSES IN COGNATE DISCIPLINES

*EDS 694 Organization and Administration of Public Instruction
*EDS 696 Staff Personnel Administration
*EDS 631 or 635 School Organization and Administration
PSH 521 Psychology of Social Issues

*Required in 60 hour program for Certificate of Advanced Study in Educational Administration.
COACHING CONCENTRATION

RECOMMENDED PHYSICAL EDUCATION COURSES FOR CONCENTRATION

PHE 491 Coaching Sports - Advanced
PHE 492 Seminar in Problems of Coaching
PHE 493 Athletic Motivation: A Behavioral Analysis
PHE 494 Debates in the Ethics of Coaching
PHE 495 Fitness and Conditioning for Teaching and Coaching
PHE 497 Biomechanics of Sport
PHE 499 Independent Study
PHE 542 Sport Group Dynamics

RECOMMENDED GENERAL SUPPORT COURSES IN PHYSICAL EDUCATION

PHE 202 Motor Learning
PHE 302 Psychology of Sport
PHE 395 Problems in Program Development in Physical Education: Topic: Conditioning and Sports Injury
PHE 444 Advanced Theory of Motor Learning

EXAMPLES OF RECOMMENDED COURSES IN COGNATE DISCIPLINE

EDU 567 Audio-Visual Production
SOC 428 Social and Ethnic Minorities
SOC 524 Attitude, Vocational, and Social Change
PSY 381 Psychology of Prejudice
PSY 425 Adolescent Psychology
EDC 523 Group Counseling Concepts
EDU 445 Interpersonal Relations
LIT 415 Ethnic/Cultural Change

XXX To Be Developed
SPECIAL PHYSICAL EDUCATION

REQUIRED RECOMMENDED PHYSICAL EDUCATION COURSES IN SPECIAL PHYSICAL EDUCATION

PHE 621 Remediation of Developmental Disabilities
PHE 622 Motor Performance Problems of Children with Chronic and Permanent Disabilities
PHE 683 Organization of Programs for Students with Motor Performance Disabilities
PHE 693 Seminar and Practicum on Special Physical Education and Recreation
PHE 699 Independent Study in Physical Education

RECOMMENDED GENERAL SUPPORT COURSES IN PHYSICAL EDUCATION

PHE 605 Research Methods in Physical Education
PHE 522 Theory of Motor Learning
PHE 617 Seminar in Elementary School Physical Education
PHE 621 Self-Directed Learning in Physical Education
PHE XXX Perceptual-Motor Development

EXAMPLES OF RECOMMENDED COURSES IN COGRATE DISCIPLINES

SOC 531 Sociology of Medicine
REP 405 Theory and Philosophy of Therapeutic Recreation
PET 523 Planning for Rehabilitation Through Outdoor Experiences
LTH 513 Exceptionalism
LTH 593 The Nature of Learning
HPS 521 Research in Rehabilitation
PHE 581 Foundations for Mental Retardation
PHE 582 Psychology of Childhood
ZIL 573 Neurology
ZET 593 Abnormal Developmental Biology
BSO 553 Genetics and Eugenics
MLE 504 Ecology of Relationships
SOF 552 Diagnosis of Speech and Language Disorder
DIS 537 Dance in Rehabilitation
ETT 505 Cognitive, Intellectual, and Conceptual Growth in Childhood
ZDI 550 Leadership in Open Education
EDR 503 Educational Statistics

XXX To Be Developed
B. Requirements for Entrance into Program

The basic requirements for entrance into the proposed physical education permanent certification program are:

1. A Bachelor's Degree from an accredited institution
2. Possession of a provisional New York State teaching certificate in Physical Education or its equivalent.

Prior to being accepted, the student must complete a departmental program application form and submit transcripts of all college work completed.

Considering that the requirements for permanent certification include the completion of a CBTE program and a master's degree in a related area, the student will also enroll in the Master of Science in Education degree program in physical education.

Admission to the M.S. in Education degree program is dependent upon several factors, including an acceptable grade point average on all course work completed, scores from the Graduate Record Exam, evidence of teaching certification in Physical Education, and the development of an approved degree program of study in consultation with an assigned advisor. Letters of recommendation which attest to the individual abilities to successfully pursue graduate study are also considered in the evaluation for admission.

More specifically, in terms of grade point average and scores on the Graduate Record Exam, the prospective student is required to meet one of the following admission standards:

A. An undergraduate grade point average of 3.0 or better (on a 4 point scale) for all work completed;
B. An undergraduate grade point average of 2.75 or better with a minimum score of 800 on the combined (verbal and quantitative) aptitude sections of the G.R.E.'s.

C. A total score of 2200 when the undergraduate grade point average is multiplied by the combined G.R.E. score.

D. Students not meeting the above requirements for admission may opt to take 9 hours of graduate courses under the Graduate Coordinator's advisement. Admission to the program is then dependent upon the student achieving a 3.25 G.P.A. or better for the 9 hours of prescribed graduate courses.
GENERIC COMPETENCIES FOR ALL STUDENTS

THE INSTRUCTIONAL FUNCTION

1. Uses appropriate teaching strategies.
   CONTAINED IN CORE
   CPE COURSE NUMBER
   601

2. Develops a personal teaching model.
   601

3. Identifies basic approaches to identifying and analyzing teaching behaviors.
   601

4. Identifies and analyzes specific personal teaching behaviors.
   601

5. Utilizes data obtained to improve personal teaching strategies and behaviors.
   601

THE CURRICULUM PLANNING FUNCTION

1. Identifies basic assumptions and principles underlying a humanistic physical education program.
   607

2. Interprets state and federal legislation affecting curriculum content, organization, and implementation.
   607

3. Develops a statement of belief as basis of a program of physical education for a school district.
   607

4. Formulates purpose statements for a physical education program.
   607

5. Develops scope and sequence of program content.
   607

6. Applies a strategy of change for curriculum improvement.
   607

THE EVALUATIVE FUNCTION

1. Develops a measurement and evaluation program for either a secondary or elementary school program.
   XXX

2. Evaluates a physical education curriculum.
   XXX

3. Interprets and utilizes evaluative data in the improvement of learning and teaching.
   XXX

XXX - In Process of Development
THE RESEARCH COMPETENCY

1. Uses scientific problem solving in respect to curriculum, learning and instructional problems.

2. Analyzes and interprets literature in curriculum, learning, instruction draws implications and makes applications in own teaching situations.

THE SYNTHESIZING COMPETENCY

Can synthesize knowledge and skills gained from curricular experiences in the selection of a problem, interpretation, and communication of same through selected media

ASSessment

It is the desire and intent of survey respondents (students, policy board, and faculty) and the program committee that the teaching functions be demonstrated in a field work setting. In as much as possible this is built into the assessment conditions. Assessment procedures and conditions are placed in various settings to meet the diversity of students needs and situations, e. g., in classes or schools of practicing teachers

- Practicums on campus
  - In classes and situations provided by schools for graduate students who are not teaching
  - In classes offered in off-campus schools
- Case studies
- Simulated experiences

XXX - In Process of Development
STUDENT GUIDANCE

Maintaining an effective and efficient system for recording student progress and advisement of students are two major areas of concern within student guidance.

Recordkeeping

A Student Program Record will be maintained for each student.

On this record will be:

a. List of the generic competencies with space for recording by a faculty member when a student has satisfactorily completed a generic competency in a course taught by aforementioned faculty member.

b. Concentration chosen.

c. Space to record courses taken and completed. Faculty member will record that competencies have been attained within courses in the selected concentration area.

d. Space to record faculty acceptance of thesis or synthesis project.

The student's advisor will maintain this record and see that the student has a copy for his or her own use along with a copy of the competencies and assessment formats. The record will be a basis for program advisement. The advisor will file the Student Program Record with the Program Coordinator when it appears that all requirements are met. The Program Coordinator will make final approval and recommend permanent certification for the student to the SRC Certifying Officer at Brockport.
Advisement

Though advisement is conceived as an ongoing process, there are two distinct phases which have been organized. The first deals with program of study advisement system and the second, the culminating experience advisement system.

Program Advisement - Each student will have a program advisor who will aid him/her in developing his/her individualized program based upon his/her entering competencies and career goals. Deadline for development of the program of study for submission to the Program Coordinator for full-time students is the end of the first semester the student is on campus. For part-time students, the program of study must be developed and submitted to the Program Coordinator before the final approval for matriculation is processed.

Each student is expected to meet with his/her program advisor each semester to review his/her progress and discuss the pertinence of his/her prescribed program in light of his/her progress. Any changes in the prescribed program must be registered in the Office of the Program Director.

The selection of the program advisor will be based upon the following criteria:

1. Mutual agreement by student and individual faculty members with approval of Program Coordinator and

2. Faculty chosen are teaching, researching and/or have recognized expertise in the concentration or specialization the student has chosen.

An advisory committee is selected following the same criteria for the culminating experience or the thesis.
PROGRAM EVALUATION AND MANAGEMENT

To insure the continued effectiveness of the program and to honor the program's commitment to affect and deal with educational change, it is imperative that procedures be established for collecting ongoing evaluative information and for facilitating program modification based on such information. These procedures are described below.

Procedures for collecting information relative to program effectiveness and competency applicability

Information relative to program effectiveness and competency applicability will come from the following sources:
A. An annual review of each student's progress in completing program competencies and other requirements.
B. An annual review of each competency to determine the distribution of times required after program entry for each competency to be completed, the number of times students had to be assessed in each competency before completing it, and the distribution of experiences during which each competency was acquired and/or assessed.
C. Reaction forms completed by all individuals involved with the program. The reaction forms will be designed to provide feedback on all phases of the program and would be filed with the Program Coordinator whenever an individual involved with the program encounters a problem or formulates a suggestion for improvement.
D. Follow-ups on graduates of the program, consisting of surveys asking supervisor reports on the continued demonstration of competencies during the first year of teaching employment following program completion.
E. Follow-ups on graduates of the program, consisting of surveys asking supervisor reports relative to the applicability of each of the program competencies to their school settings and relative to the effectiveness of the graduates in meeting the needs and requirements of employment during the first year of teaching employment following program completion.
F. Statistics kept on graduates relative to the on-going percentage employed in teaching and the percentage completing the requirements for permanent certification.

Procedures designed to facilitate program modification

Each year the Program Coordinator will convene a meeting of the Program Evaluation Committee. The charge to the Committee each year will be to study the information resulting from implementation of the above program evaluation procedures and to recommend modifications of any or all components of the program, including the program modification procedures proposed herein. The recommendations are to be forwarded to the appropriate administrators or governing bodies, depending on the extent and the focus of the recommendations. In any case, every effort should be made to implement program modifications by the following September, and no later than the following January.
The Program Evaluation Committee will be composed of the following:

Chair, Program Coordinator, two college faculty involved in program, two students in the program, one employed graduate of the program, two public school teachers and two public school administrators involved in the program planning.