Resolution #29
2001-2002
FACULTY SENATE

SUNY BROCKPORT
Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(716) 395-2386 (Fax) 395-2246

TO: Dr. Paul Yu, College President
FROM: The Faculty Senate Meeting on April 22, 2002
RE: I. Formal Resolution
   (Act of Determination)
   II. Recommendation
       (Urging the Fitness of)
   III. Other, For your Information
        (Notice, Request, Report, etc.)

SUBJ: Changes to the Physical Education and Sport Teacher Certification Curriculum

Signed: Jennifer Lloyd
Date Sent: 5/21/02
(Jennifer Lloyd, Faculty Senate President)

TO: The Faculty Senate
FROM: Dr. Paul Yu, College President
RE: I. Decision and Action Taken on Formal Resolution (circle)
   a. Accepted. Effective Date: 9/1/08 or first opportunity for publication
   b. Deferred for discussion with the Faculty Senate on __/__/____
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation/Other
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION: Faculty Senate, President; Staff Senate Council;
Karin Merrifield (Full copy of proposal available through faculty senate)

Distribution Date: 5/21/02
Signed: (Dr. Paul Yu, President, SUNY College at Brockport)

Faculty Senate, 04/26/02
C:My Documents/Resolutions/RESFORM.doc
TO: Undergraduate Curriculum Committee  
Faculty Senate

FROM: Sharon L. Vasquez, Dean  
School of Arts and Performance

DATE: March 5, 2002

RE: Changes to the PES Teacher Certification Curriculum

I have reviewed the attached proposal from the Dept of Physical Education and Sport to revise the undergraduate curricula. As noted in Dr. Short’s letter, the Department has been grappling with the issue of curricular revision in order to meet the mandate of the New York State Education Department to re-register all teaching certification programs. The proposed revisions add both credit hours and new units to existing courses in order to meet the state requirements and to address NCATE accreditation standards.

I lend my approval the proposed changes and will appreciate the Senate’s timely review of these proposed changes.

Please address specific content questions to Dr. Frank Short.

SLV: cpk
SUNY BROCKPORT
Physical Education and Sport

To: Undergraduate Curriculum Committee
   Faculty Senate
From: Frank Short, Chair
       Physical Education & Sport
Re: Changes to the Teacher Education Curriculum
Date: February 28, 2002

As you are no doubt aware, the New York State Education Department has enacted new regulations that programs in higher education must meet in order to become re-registered for the purpose of granting teacher certification. Of course re-registration is absolutely critical for a department such as ours where approximately 600 of our current 800 majors are in teacher education. For almost a year, the department has been wrestling with plans to bring us into compliance with the new regulations. Part of the plan is curricular, some of it has to do with personnel, and a portion has to do with raising entrance standards for admission to the program and controlling enrollment.

Attached to this memo is the curricular portion of that plan for your consideration. The proposed changes are actually quite simple: we propose adding 1-credit each to two of our existing methods classes (PEP 442 and PEP 444) to provide a facility for increasing the number of pre-student teaching field experience hours our students complete (the new requirement is 100 hours, where we currently do about 60); and we propose requiring our early childhood physical education class (PEP 483) to address the fact that certification for "special subjects" such as physical education is for "all grades" (a term that includes "early childhood education"). We will also use PEP 483 to address the new "language literacy" requirement and to add field experience hours to the curriculum. (PEP 483 currently is an elective in our program.) In addition to the brief proposal, we are also attaching new course registration forms for the three affected classes.

We apologize for the delay in getting these materials to your committee. The simplicity of the proposal belies the energy and debate that went into constructing it. We may be the last teacher certification unit on campus that has forwarded you a plan for re-registration. If there is any way to "fast track" this proposal, I'm sure it would be appreciated by everyone involved in teacher education because these plans have implications for NCATE accreditation as well. Thank you in advance for the consideration of this proposal and please do not hesitate to contact myself or Dr. Cathy Houston-Wilson for any clarification.
The following presents a curricular proposal to meet the new State Education Regulations (52.21b) governing re-registration/certification of teacher education programs, specific to physical education.

Rationale:
Several state mandates have resulted in the following proposed changes to the teacher certification concentration in physical education. These mandates include:

- 100 hours of pre-student teaching field experience
- Demonstration that participation in relationships with local schools is a valued component of the responsibility of the faculty with primary appointments to teacher education
- Extension of the certification for physical education from K-12 to “all grades” (i.e., early childhood, childhood and adolescents).
- Addition of Language Acquisition and Literacy Development
- Adoption of Admission Standards
- Stipulation that at least 50% of students engaged in field experiences, including student teaching, be supervised by full-time faculty in teacher certification.

Current Status:
Currently, students in the physical education, teacher certification concentration take the following courses each worth 3 credits:
PEP 441 Introduction to Teaching Physical Education
PEP 442 Secondary Methods
PEP 444 Elementary Methods
PEP 445 Adapted Physical Education
These courses currently include field experiences totaling approximately 60 hours; do not include literacy acquisition and language development; are designed for preparation of K-12 teachers; and have limited contact with public school personnel.

Proposal:
In order to meet the 100 hour requirement and to address the Early Childhood component, the following is proposed:

1. PEP 442 Secondary and PEP 444 Elementary would receive an additional credit. The additional credit would require students to complete a 30 hour field experience for each class.

2. PEP 483 Early Childhood Physical Education which is currently an elective would become required to meet the Early Childhood requirement of the certification. Field experience totaling 15 hours would be required as part of the class.

Introduction to Teaching Physical Education (15 hours) and Adapted Physical Education (16 hours) would remain the same.
As a result students will complete a total of 106 hours of field experience.

In addition to providing students with the necessary hours to fulfill the 100 hour requirement, the addition of the credit to PEP 442 Secondary and PEP 444 Elementary allows faculty teaching these classes an opportunity to develop and enhance relationships with schools, supervise field experiences and give greater value to the college/school district partnership.

The Early Childhood class would not only assist in meeting the 100 hour requirement, the class will also fulfill the requirement for language acquisition and literacy development. Research and resources are available to support such a claim. Human Kinetics has published a book entitled My movement ABC’s: An inclusive guide to stimulating language development (2001); the American Alliance for Health, Physical Education, Recreation and Dance has published a book entitled My neighborhood movement challenges: Movement narratives for early childhood physical education (1995); and the Journal of Physical Education, Recreation and Dance published a paper entitled Enhancing Content Literacy in Physical Education (August, 2001). These resources provide strategies for embedding language acquisition and literacy development through movement. For example, labels of objects, movements, and movement concepts help students to acquire language skills and movement narratives help children to mimic stories and aid in literacy development.

The Early Childhood Physical Education class will also assist in fulfilling the following requirements based on the Regulations of the Commission 52.21:

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills in interacting with parents and caregivers, an opportunity to work in high-need schools (particularly Rochester City School District Early Intervention Program), an opportunity to work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

(italicized items emphasized in this class)

The Early Childhood Physical Education class will also help to meet other pedagogical core requirements including:

(c) (i) Human development processes and variations, including but not limited to:
the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environments, and factors in the home, school, and community on students’ readiness to learn – and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students and the development of a sense of community and respect for another.

(c) (ii) Learning processes, motivation, communication, classroom management – and skills applying those understandings to stimulate and sustain student interest, cooperation and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy and continuing growth.
(c) (v) Curricular development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities — and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate.

(c) (vi) Uses of technology, including instructional and assistive technology in teaching and learning — and skill in using technology and teaching students to use technology to acquire information, communicate and enhance learning.

(c) (vii) Formal and informal methods of assessing student learning and means of analyzing one’s own teaching practice — and skill in using information gathered through assessment and analysis to plan or modify instruction and skill in using various resources to enhance teaching.

(c) (viii) History, philosophy, and the role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home and community for enhancing student learning — and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts.

(c) (x) means to update knowledge and skills in the subject taught and in pedagogy.

**Side by Side Comparison**

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Proposed Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 442 – Secondary Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>PEP 444 – Elementary Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>PEP 483 – Early Childhood PE Elective</td>
<td>Required – 3 credits</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

In summary, a total of 5 credits would be added to the Teacher Certification Concentration.

**Resource Implications**

In order to fulfill all state required mandates and implement the enclosed proposal, the Department of Physical Education and Sport requested three additional full-time, tenure track faculty with specialization in Physical Education - Pedagogy. Two of these three lines have already been approved and are currently being searched.
Recommended Course Schedule to fulfill New Requirements

Key:  
General Education = Blue  
Academic Major in PE = Green  
Teacher Certification = Purple

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS</td>
<td>1</td>
<td>Academic Planning Seminar</td>
</tr>
<tr>
<td>ENL 112</td>
<td>3</td>
<td>College Composition</td>
</tr>
<tr>
<td>QNT 111</td>
<td>3</td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>DNS 115</td>
<td>3</td>
<td>Fine Arts with Performance</td>
</tr>
<tr>
<td>HST 101 or 102</td>
<td>3</td>
<td>Western Civilization and Other World Civilization</td>
</tr>
<tr>
<td>PES 290</td>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>Computer Literacy is met through testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits: 16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Fine Arts with or without Performance</td>
</tr>
<tr>
<td>BIO 221</td>
<td>4</td>
<td>Natural Science with a Lab/Science and Technology</td>
</tr>
<tr>
<td>REL 211</td>
<td>3</td>
<td>Social Science/ Diversity/ Science and Technology</td>
</tr>
<tr>
<td>HST 211 or 212</td>
<td>3</td>
<td>American History</td>
</tr>
<tr>
<td>Foreign Language 111</td>
<td>3</td>
<td>Level 1 Language Required by Regents</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits: 13-16 may be waived depending on HS test scores</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language 112</td>
<td>3</td>
<td>Level 2 Language Required by State Ed for Teachers</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Natural Science with or without a Lab</td>
</tr>
<tr>
<td>PES 305</td>
<td>3</td>
<td>PE Major Significance</td>
</tr>
<tr>
<td>PES 325</td>
<td>4</td>
<td>PE Major Kinesiology</td>
</tr>
<tr>
<td>PES 315</td>
<td>3</td>
<td>PE Major Fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits: 16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 335</td>
<td>4</td>
<td>PE Major Exercise Physiology</td>
</tr>
<tr>
<td>PES 3XX</td>
<td>3</td>
<td>PE Major Advanced Performance</td>
</tr>
<tr>
<td>PES 420</td>
<td>3</td>
<td>PE Major Biomechanics</td>
</tr>
<tr>
<td>Activity Class</td>
<td>2</td>
<td>Adventure Challenge</td>
</tr>
<tr>
<td>PES 413</td>
<td>3</td>
<td>PE Major Human Development</td>
</tr>
<tr>
<td>PES/P</td>
<td>0-1-2</td>
<td>Aquatics (LGT/WSI 2 credits taken at Brockport)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Beginner (1)/ Intermediate(1) 1-2 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Intermediate needed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Certified by the Red Cross 0 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits: 15-16-17</strong></td>
</tr>
<tr>
<td>Semester 5</td>
<td>Credits</td>
<td>Semester 6</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>PES 345</td>
<td>4</td>
<td>PE Major</td>
</tr>
<tr>
<td>PES 396</td>
<td>3</td>
<td>Skill Acquisition</td>
</tr>
<tr>
<td>PEP 441</td>
<td>3</td>
<td>Contemporary Issues/Women's Perspective</td>
</tr>
<tr>
<td>PEP3/4XX</td>
<td>3</td>
<td>Upper Level Writing</td>
</tr>
<tr>
<td>HLS 310</td>
<td>3</td>
<td>Teacher Cert Intro to Teaching PE</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Teacher Cert Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Behaviors and Wellness (replaces Drug Ed for Teachers which used to be 1 credit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Credits</th>
<th>Semester 8</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 444</td>
<td>4</td>
<td>Teacher Cert Elementary</td>
<td></td>
</tr>
<tr>
<td>PEP 483</td>
<td>3</td>
<td>Upper Level Writing</td>
<td></td>
</tr>
<tr>
<td>PEP 3/4XX</td>
<td>2</td>
<td>Teacher Cert Elective</td>
<td></td>
</tr>
<tr>
<td>PES 4XX</td>
<td>3</td>
<td>Teacher Cert Adapted</td>
<td></td>
</tr>
<tr>
<td>Activity Class</td>
<td>1</td>
<td>PE Major</td>
<td></td>
</tr>
<tr>
<td>Activity Class</td>
<td>1</td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Activity Class</td>
<td>1</td>
<td>Teacher Cert Secondary</td>
<td></td>
</tr>
<tr>
<td>Activity Class</td>
<td>1</td>
<td>Upper Level Writing</td>
<td></td>
</tr>
<tr>
<td>Activity Class</td>
<td>1</td>
<td>Teacher Cert Adapted</td>
<td></td>
</tr>
<tr>
<td>Activity Class</td>
<td>1</td>
<td>Educational Dance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Education Dance</td>
<td></td>
</tr>
</tbody>
</table>

*Total Credits Required for those who are not waived from anything = 124 maximum
*For students who meet aquatics through the Red Cross minus 2 credits
*For students who are waived from Foreign Language Level 1 minus 3 credits
*For students who are waived from Quantative Skills minus 3 credits
*For students who are waived from English Composition minus 3 credits
*Best Case Scenerio = 113 credits/Worst Case Scenerio = 124 Credits
SUNY College at Brockport
Course Registration Form

Complete both sides of form and return to
OFFICE OF REGISTRATION & RECORDS

1. New Course
   _ Title Change (Prev Title: _____________________________)
   _ Content Revised
   _ Number Change (Prev No.: _____________________________)
   _ Topics Course (if checked, complete item 2)
   X Other (describe): Change in number of credits from three to four.

2. TOPICS COURSE ONLY:
   a) Umbrella Course: Discipline _______ Number _______
   b) Umbrella Course Title:
   c) Topics Course Title:
   d) Topics Courses offered ________________________ Semester, ______ Year

3. a) Discipline: ___________ Number: _______ 4. ___
   b) Undergraduate X Graduate ___

4. a) Official Course Title: Secondary Methods and Instruction
   b) Course Start Date: Fall/2002 (semester/year)

5. Abbreviated Course Title: (16 spaces) E E C D N B A R Y N E T R O

6. a) Variable Credit? (Y/N) N
   b) Semester Hours of Credit 4

   Type of course:
   X Liberal Arts ______ Non-Liberal Arts ______ G.E. Code

   Cross Listed: give Discipline(s) and Numbers(s):
   Prerequisite Courses (DiscNo.): PEP 441
   Corequisite Courses (DiscNo.): PES 413

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528):

10. Frequency of Offering (check only one):
   (B) Every Fall X (P) Every Even Fall
   (C) Every Spring X (Q) Every Even Spring
   (I) Every Summer ___ (J) Every Other Summer
   (O) Irregularly ___ (G) Every Two Years
   (N) Upon Special Arrangement ___ (H) Every Three Years

11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) NO

12. Is this course repeatable for multiple credit? Y NO

13. Course Description (Copy for catalog: 65 word maximum)
   Prerequisite: PEP 441. Corequisite: PES 413. Allows students to develop a knowledge of current concepts and trends in secondary physical education and the ability to teach, plan, and implement a physical education program designed to meet the needs of middle school and high school youth. Requires a 30 hour field experience.

14. Relation to Degrees/Programs? X Requirement B.S. Physical Education, Teacher Certification
   _ Elective ______ Other
   Degree, Major, Program
15. In the space provided, describe:

1. Objectives
2. Outline of Course
3. Methods of Assessing Student Performance
4. Materials (Films, Reading, Etc.)
5. Additional work required of graduate level students if course is a 'swing-course'

(See attached)

Submitted by: [Signature]
Chairperson's Approval: [Signature]
Dean's Approval: [Signature]
Director of General Education (if appropriate) [Signature]

Date: 12/15/02
Date: 12/16/02
Date: 12/17/02

Return to:
OFFICE OF REGISTRATION & RECORDS
(1) Objectives

Upon successful completion of PEP 442 the student should be able to:
1. Identify a variety of critical issues related to the status of secondary school physical education.
2. Describe characteristics of “good” physical education programs and the “new” physical education, including the role of Physical Best and Sport Education.
3. Describe the nature of the teacher/coach role conflict and its impact on teaching at the secondary level.
4. Identify and describe personal beliefs related to the importance of physical education and its role in the secondary school.
5. Describe characteristics of middle school and high school students in three domains.
6. Identify, describe and demonstrate a variety of characteristics related to effective instruction that includes:
   a. Techniques designed to create an effective learning environment;
   b. A variety of efficient class management techniques;
   c. A variety of techniques related to motivation and discipline at the secondary level;
   d. Techniques designed to enhance lesson presentation;
   e. Consistent use of instructional cues and feedback;
   f. Planning appropriate progressions within a class period, between lessons, and from grade level to grade level;
   g. Create appropriate instruction adapted to diverse learners based on an understanding of how individuals differ in their approaches to learning.
7. Demonstrate an understanding of proper planning procedures by designing unit and lesson plans that include the identification and implementation of the National Content Standards and the N. Y. S. Learning Standards.
8. Teach and participate in activities (warm-ups, drills, lead-up games) in a variety of content areas.
9. Describe a variety of techniques for teacher reflection.
10. Identify, explain and plan for student assessment (includes qualitative assessment, authentic assessment, student portfolios).
11. Explain and demonstrate basic concepts related to safety and liability at the secondary level.
12. Demonstrate an understanding and appreciation for “professional behaviors” of the physical educator that includes a passing grade on the field experience, the fulfillment of the professional development requirement, and completion of an affective development checklist.
13. Demonstrate an ability to utilize a variety of technological applications in physical education (e.g., video cameras, computers, heart rate monitors).
14. Become familiar with a variety of instructional resources available for physical education teachers.

(2) Outline of Course

*A 30 hour field experience in local public schools is required outside of class time.

Week #1:
Lecture:
Course overview, Introduction
INTRODUCTION - STATUS OF THE PROFESSION:
“Critical Crossroads for Secondary School”
Physical Education in the Secondary School
Labs:
Discuss miscellaneous assignments; assign peer teaching
Collect schedules for placement in field experience sites.
Week #2:
Lecture:
The Teacher/Coach conflict and its impact on teaching.
Discuss field experience and expectations in schools.
Assign field experience schools.
Labs:

Week #3:
Lecture:
PHYSICAL EDUCATION PROGRAMS:
The "New" Physical Education for Secondary Schools
"The New P.E." (contd.): Sport Education and Physical Best Resources and Technology assignment due.
PLANNING FOR TEACHING
Lesson Plans
Labs:

Week #4:
Lecture:
Lesson Plans (continued)
Lesson Plans (continued)
Labs:
Questions re: lesson planning.
Discuss peer teaching procedures and assignments.

Week #5:
Lecture:
Characteristics of Middle School Students (continued)
Teaching Middle School - "Dos & Don'ts"
Characteristics of High School Students
Middle School vs. High School Programs
Review for Exam #1
Labs:
Peer Teaching - Cooperative Games/Traditional Team Sports

Week #6:
Lecture:
EXAM #1: Multiple choice and short answer questions
EXAM #1: Essay question.
Labs:
Peer Teaching - Traditional Team Sports

Week #7:
Lecture:
Unit Planning
Unit Planning
Labs:
*Turn in affective checklist*
Review Exam #1;
Assign second half field experience;
Peer teaching

Week #8:
Lecture:
Finish unit planning.
Review final project guidelines.
Labs:

Week #9:
Lecture:
TEACHING NUTS & BOLTS
Improving Instructional Effectiveness.
Labs:
Peer Teaching.
Week #10:
Lecture: Effective Management of Students
Labs: Effective Management of Students
Peer Teaching

Week #11:
Lecture: Effective Management of Students (continued)
Catch up Day;
Review for Exam #2
Peer Teaching

Labs: 

Week #12:
Lecture: EXAM #2 - Multiple Choice and Short Answer questions.
EXAM #2 - Essay Question.
Peer Teaching

Labs: 

Week #13:
Lecture: Introduction to Assessment.

Labs: Peer Teaching

Week #14:
Lecture: Assessment
Last day to turn in drafts of unit plans!
Professional Development assignment due
Review Exam #2;
Assessment & Grading

Labs: 

Week #15:
Lecture: Safety and Liability.
Interviewing hints and jobs.
Affective checklist due
Course summary;
Review for final exam

Labs: 

Final Exam/Exam #3 - TBA
UNIT PLAN DUE
(3) **Methods of Assessing Student Performance**

Grades will be based on the following items:

1. Exams = 40% (exam #1 = 15%; exam #2 = 15%; final exam #3 = 10%)
   **All exams will include information from presentations and discussions during both the lecture and the lab section of the course, as well as information derived from the field experience.**
2. Final Project (unit plan) = 20%
3. Peer teaching and analysis of peers = 12.5%
4. Field experience assignment = 20%
   **A 30 hour field experience in local public schools is required outside of class time.**
5. Miscellaneous assignments:
   a. Professional Development requirement = 2.5%
   b. Affective checklist = 2.5%
   c. Professional Resources and Technology requirement = 2.5%

More detailed information regarding content of exams, final project guidelines, and content of various lab assignments will be distributed during the semester.

**As an academic courtesy, editorial quality on all writing assignments is assumed. That is, all papers must be proofread and spell checked before submission; or they will be returned as unacceptable for grading.**

(4) **Materials (Films, Reading, Etc.)**

**Required Texts**


**Recommended Text(s)**

The following text, as well as many other books and articles that include teaching ideas are on reserve in the library.


SUNY College at Brockport
Course Registration Form

Complete both sides of form and return to
OFFICE OF REGISTRATION & RECORDS

1. New Course _ Title Change (Prev Title:_
   Content Revised _ Number Change (Prev No:_
   Topics Course (if checked, complete item 2)
   Other (describe: ___ Change in Credits (3 cr. to 4 cr.) for additional field experience___)

2. TOPICS COURSE ONLY:
   a) Umbrella Course: Discipline _ Number _
   b) Umbrella Course Title:
   c) Topics Course Title:
   d) Topics Courses offered Semester, _ Year

3. a. Discipline: ___ P ___ E ___ P ___
   b. Undergraduate _
   c. Graduate _

4. a. Official Course Title: Elementary Methods
   b. Course Start Date: Fall 2002 (semester/year)

5. Abbreviated Course Title: (16 spaces) D L E M B E N R A K Y N E T R O D

6. a. Variable Credit? (Y/N) _
   b. Semester Hours of Credit _

7. Type of course: _ Liberal Arts _ Non-Liberal Arts _
   G.E. Code __ 

8. Cross Listed: give Discipline(s) and Numbers(s): ________________________________
   Prerequisite Courses (Disc/No): ___ PEP 442 ________________________________
   Corequisite Courses (Disc/No): ________________________________________________

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e.,
   428/528): ________________________________

10. Frequency of Offering (check only one):
    (B) Every Fall ___ (P) Every Even Fall ___ (A) Every Semester ___
    (C) Every Spring ___ (Q) Every Even Spring ___ (L) Every Odd Fall ___
    (I) Every Summer ___ (D) Every Other Summer ___ (M) Every Odd Spring ___
    (O) Irregularly ___ (G) Every Two Years ___ (F) Every Year ___
    (N) Upon Special Arrangement ___ (H) Every Three Years ___

11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) _

12. Is this course repeatable for multiple credit? _

13. Course Description (Copy for catalog: 65 word maximum) This course is designed to help
    future teachers of physical education develop their knowledge of the content, planning,
    organization and teaching methods appropriate for physical education at the elementary
    school level. Laboratory experiences, both on-campus and in local elementary schools,
    provide the students with an opportunity to put theory into practice.

14. Relation to Degrees/Programs? _ Requirement _ Elective _ Other
    _ Requirement BS in Physical Education Teacher Certification Degree, Major, Program
15. In the space provided, describe:

1. Objectives
2. Outline of Course
3. Methods of Assessing Student Performance
4. Materials (Films, Reading, Etc.)
5. Additional work required of graduate level students if course is a 'swing-course'

SEE ATTACHED SHEETS.

Submitted by: Dr. Luz Cruz
Chairperson’s Approval: [Signature]
Dean’s Approval: [Signature]
Director of General Education (if appropriate): [Signature]

Date: [Signature]
Date: [Signature]
Date: [Signature]

Return to: OFFICE OF REGISTRATION & RECORDS
1. Course Objectives:

As a result of passing this course, students should be able to:

1. identify practices that are developmentally appropriate for children in the elementary P.E. program.
2. apply their knowledge of the growth and development of children to movement and physical education.
3. describe the national standards for K-12 physical education.
4. provide examples of how the content of a skill theme curriculum can be used to reach many of the suggested K-6 guidelines.
5. identify NYS learning standards and utilize them when planning lessons.
6. explain the need for generic levels of skill proficiency (GLSP) and how they are used in conjunction with skill themes to build a developmentally appropriate physical education curriculum for children.
7. organize a developmentally appropriate progression for each of the skill themes.
8. plan and teach developmentally appropriate content and progressions to meet objectives within the three domains of learning (cognitive, motor and affective).*
9. explain the relationship of skill themes and movement concepts to educational games, gymnastics and dance.
10. establish and maintain a focus on learning when implementing planned lessons.*
11. develop an awareness and appreciation of the importance of addressing diversity in education.*
12. demonstrate an ability to use a variety of class management techniques to maximize student learning.*
13. demonstrate reflective teaching and appreciate its contribution to professional development.
14. identify the importance of using a variety of assessment techniques to monitor student progress in the three domains (cognitive, motor, affective).
15. recognize computer technology as a tool to enhance teaching and learning in physical education.
16. use the World Wide Web and telecommunication features of the Internet as a means to enhance teaching and learning in physical education.

* identifies goals most relevant for lab and field experiences.

2. Outline of Course:

① Developmentally Appropriate Physical Education.
② Movement Concepts and Skill Themes.
③ National Content Standards and NYS Learning Standards.
④ Assessment in Elementary Physical Education.
⑤ Content Development
⑥ Class Management
⑦ Lesson Planning

3. Methods of Assessing Student Performance:

| Written Examinations (3) | 45% |
| Final Project | 20% |
| Field Experience | 15% |

*Must pass with "C" or better to pass course*

Peer Teaching Assignment | 10%
Affective Checklist | 10%
4. Materials (Films, Reading, Etc.):

Required Text(s):


Recommended Texts:


NOTE: ADDITIONAL READINGS WILL BE ASSIGNED.
Complete both sides of form and return to
OFFICE OF REGISTRATION & RECORDS

2. TOPICS COURSE ONLY:
   a. Umbrella Course: PEP Number 483
   b. Umbrella Course Title: ____________________________
   c. Topics Course Title: ____________________________
   d. Topics Courses offered: ____________________________

3. a. Discipline: __ __
   b. Undergraduate X
      Graduate __
      Number: __ __

4. a. Official Course Title: Early Childhood Physical Education
   b. Course Start Date: Fall, 2003 (semester/year)

5. Abbreviated Course Title: (16 spaces) E A R L Y C H I L D H O O D P H Y S I C A L E D U C A T I O N

6. a. Variable Credit? (Y/N) N
   b. Semester Hours of Credit: 3

7. Type of course:
   X Liberal Arts
   Non-Liberal Arts
   G.E. Code

   Cross Listed: give Discipline(s) and Numbers(s):

   Prerequisite Courses (Disc/No.): PEP 441
   Corequisite Courses (Disc/No.): PES 413

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528):

10. Frequency of Offering (check only one):
    (B) Every Fall
    (C) Every Spring
    (D) Every Summer
    (E) Irregularly
    (F) Upon Special Arrangement

    (P) Every Even Fall
    (Q) Every Even Spring
    (R) Every Other Summer
    (S) Every Two Years

    (A) Every Semester
    (L) Every Odd Fall
    (M) Every Odd Spring

    (H) Every Three Years

11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) N

12. Is this course repeatable for multiple credit? N

13. Course Description (Copy for catalog: 65 word maximum)

   Development of teaching skills for children birth to age 5, with and without special needs. Incorporates content on language and literacy acquisition. Emphasis placed on assessment, program planning and implementation. Utilizes a field experience to supplement lectures and discussions.

14. Relation to Degrees/Programs?
    X Requirement
    __ Elective
    __ Other

    Physical Education, Teacher Certification
    Degree, Major, Program
15. In the space provided, describe:

1. Objectives
2. Outline of Course
3. Methods of Assessing Student Performance
4. Materials (Films, Reading, Etc.)
5. Additional work required of graduate level students if course is a ‘swing-course’

See Attached Papers.

Submitted by: Dr. Cathy Houston-Wilson
Chairperson’s Approval: [Signature]
Dean’s Approval: [Signature]
Director of General Education (if appropriate)

Date: 3/04/02
Date: [Signature]
Date: [Signature]

Return to:
OFFICE OF REGISTRATION & RECORDS
Objectives of the Course:
Upon conclusion of the course the student will be able to:

1. Understand basic motor development that occurs in early childhood.
2. Understand strategies for embedding language and literature into the early childhood curriculum.
3. Understand legislative mandates that influence the education of young children.
4. Understand the role of families in early childhood.
5. Demonstrate a knowledge of the components of an Individualized Family Service Plan (IFSP).
6. Demonstrate a knowledge of the roles and responsibilities of team members in early childhood education.
8. Demonstrate a knowledge of psychomotor assessments and strategies for testing relevant to early childhood physical education programs.
9. Demonstrate a knowledge of the goals and objectives of early childhood physical education programs.
10. Demonstrate knowledge(s) of learning characteristics and styles of young children with and without disabilities.
11. Understand the role of the teacher in early childhood physical education programs.
12. Demonstrate knowledge(s) necessary to select and analyze an appropriate learning environment for young children with and without disabilities.
13. Demonstrate knowledge(s) necessary to develop and implement physical education activities for young children with and without disabilities.
14. Demonstrate a knowledge of teaching styles appropriate for young children with and without disabilities.
15. Demonstrate a knowledge of selected published early childhood programs and materials.
Outline of Course:

Introduction
Growth and Development
Language and Literacy Acquisition
Legislative Mandates
Roles of Families in Early Childhood
Developmentally Appropriate Practices
Assessment
Motor Programs for Young Children
  Moving with a Purpose
  Smart Start
  Activity Based Intervention
  Movement Narratives

Methods of Assessment:

Exams
Quizzes
Field Experience
Peer Teaching

Materials:

Required Texts:


Required Readings:

Text: Winnick, editor – Adapted Physical Education and Sport
Chapter: Infants and Toddlers
Author: Cathy Houston-Wilson

Journal: JOPERD – August 2001
Title: Enhancing Content Literacy in Physical Education
Authors: Cathy Buell and Andrea Whittaker

Journal: JOPERD - March 1995
Title: Creating and Implementing Preschool Movement Narratives
Authors: Rhonda Clements and Maureen Oosten
Journal: Palaestra - Spring 1996, 12, 16-23
Title: Understanding parents and families of children with disabilities: Considerations for adapted physical activity
Authors: Jennifer Fiorini, Kathleen Stanton and Greg Reid

Title: Special Addition
Author: Leslee Williams

Journal: Baby Talk – February 2001
Title: Special Babies
Author: Melanie Howard

Journal: JOPERD - August 1992
Title: What is Developmentally Appropriate and Why is it Important
Author: Sue Bredekamp

Journal: Teaching Exceptional Children - Spring 1995
Title: A Physical Education Curriculum for All Preschool Students
Authors: Gail Dummer, Fiona Corner and Jacqueline Goodway

Journal: Adapted Physical Activity Quarterly - 1994, 11, 245-260
Title: Gross Motor Assessment of Preschool Children with Special Needs: Selection Considerations
Author: Lauricee Zittel

Text: Winnick, editor – Adapted Physical Education and Sport
Chapter: Preschoolers
Author: Lauricee Zittel & Cathy Houston-Wilson

Text: Smart Start – Preschool Movement Curriculum
Chapters: 1, 2 and 3
Authors: Janet Wessel and Lauricee Zittel

Journal: Palaestra, Spring 1998
Title: Systematic Application of Activity-Based Intervention
Author: R.R. Goyakla Apache

Journal: JOPERD - March 1996
Title: Increasing the Physical Educator's Impact: Consulting, Collaborating, and Teacher Training in Early Childhood Programs
Authors: Judy Harris Helm and Suzi Boos