TO: Dr. John R. Halstead, College President

FROM: The College Senate: 05/04/2014

RE:  
I. Formal Resolution (Act of Determination)  
II. Recommendation (Urging the Fitness of)  
III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Physical Education Teacher Education Curriculum  
(39_13_14 UC)

Signed: [Signature] Date: 5/15/14
(Dawn Jones, 2013-14 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President

FROM: John R. Halstead, College President

RE:  
I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date**: Fall 2014
   **Implementation of resolution requires final approval from SUNY- State Education Department.  ____YES  ____NO
   b. Deferred for discussion with the Faculty Senate on ___/___/___
   c. Unacceptable for the reasons contained in the attached explanation

II. III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ___/___/___
   b. Comment:

Signed: [Signature] Date: 6/22/14
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

**INSTRUCTIONS**
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost’s Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, i.e. Use a course number and/or title, indicate if for GED code, etc.

   Correct 2012 Senate Record of Physical Education Teacher Education Curriculum/Name
   Change and Course Revisions to PEP 441

2. **BRIEF DESCRIPTION OF PROPOSAL:**
The proposal has three components. First, physical education teacher education faculty would like to correct the senate document that details the physical education teacher education curriculum effective with 2012 changes. The side by side curriculum table submitted in 2012 had three omissions: activity classes, PR370 and the foreign language requirement. Secondly, physical education teacher education faculty would like to change the title of PEP 441 from Introduction the Teaching Physical Education to Instructional Planning and Strategies in Physical Education. Finally, physical education teacher education faculty would like to make course revisions to PEP 441 in response to new state teacher certification requirements.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?**

   X NO YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

   None

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:***

   NO

6. **ANTICIPATED EFFECTIVE DATE:**

   Fall 2014

7. **SUBMISSION & REVISION DATES:**

   Please date all revised documents to avoid confusion.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
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8. **SUBMITTED BY:** (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisa R. James</td>
<td>Kinesiology, Studies and Physical Education</td>
<td>585-395-5330</td>
<td><a href="mailto:ajames@brockport.edu">ajames@brockport.edu</a></td>
</tr>
</tbody>
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9. **COMMITTEES:** (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
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<th>Dates Forwarded</th>
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<tr>
<td>_ Executive Committee</td>
<td>Standing Committee</td>
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<td>_ Enrollment Planning &amp; Policies</td>
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<td>_ General Education &amp; Curriculum Policies</td>
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<td>_ Student Policies</td>
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<td>X _ Undergraduate Curriculum &amp; Policies</td>
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NOTES:
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<td>PES 305-Significance of Physical Activity</td>
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<td>PES 335- Exercise Physiology</td>
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<td>PEP 488</td>
<td>Secondary Student Teaching</td>
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**Activity Classes**

- PEP 201 - Educational Dance: 1 credit
- PEP 202 - Adventure Challenge: 2 credits
- PEP 203 - Contemporary/Multicultural Activities: 1 credit
- PEP 204 - Track & Field/Softball: 1 credit
- PEP 205 - Golf/Archery: 1 credit
- PEP 206 - Educational Gymnastics: 2 credits
- PES 214 - Intermediate Swim: 1 credit

**Invasion - Choose two from below**

- PEP 211 - Lacrosse/Field Hockey: 1 credit
- PEP 212 - Speedball/Team Handball: 1 credit
- PEP 213 - Soccer/Frisbee: 1 credit
- PEP 214 - Basketball/Flag Football: 1 credit
- PES 248 - Intermediate Wrestling: 1 credit

**Net-Wall - Choose one from below**

- PEP 221 - Volleyball/Pickleball: 1 credit
- PEP 222 - Tennis/Badminton: 1 credit

**Total Credits**

- 69 credits
- 85 credits
Brief Rationale for Changes
Physical Education Teacher Education (PETE)

Proposed Change:

1) Correct 2012 Senate Record of Physical Education Teacher Education Curriculum

When changes to the physical education teacher education curriculum were last made in 2012, three omissions in the side by side curriculum table were made. The omissions were: activity classes, PRO 370 and the foreign language requirement. These omissions were recently identified and the department was directed by Michael Fox to make the corrections to the side by side curriculum document and send it to senate for approval.

2) Change the course title of PEP 441 from Introduction to Teaching Physical Education to Instructional Planning and Strategies in Physical Education

The physical education teacher education faculty in the Department of Kinesiology, Sport Studies and Physical Education would like to submit changes to PEP 441- Introduction to Teaching Physical Education. These changes include a name change and a revision of the content included in the course. The name change is necessary because several two year institutions have courses named “Introduction to Physical Education” or “Foundations of Physical Education” and would like for those classes to transfer in as PEP 441; however, those courses do not transfer because they are survey courses and not a methods course.

Revisions to the course content of PEP 441 are essential because of changes in teacher certification and preparing teacher candidates to take the edTPA, which is a new certification test. These certification changes compelled physical education teacher education faculty to include lesson planning, content development and block planning as content in PEP 441. This change was done for two reasons. First, it will provide students with a sound foundation of planning and instructional tools before they move on in the methods sequence. Secondly, it allows instructors in subsequent methods classes to not spend time on the latter content as well as add assignments that will focus on teacher candidates preparing for the edTPA.
Student Learning Outcomes

1. Physical education teacher education (PETE) teacher candidates will be able to plan and implement developmentally appropriate learning experiences aligned with state and national standards in order to appropriately address the diverse needs of all students.

   A. Teacher candidates will be able to design and implement short and long term plans that are linked to instructional goals and address a variety of student needs (NASPE 3.1).

   B. Teacher candidates will be able to develop and implement appropriate goals and objectives aligned with local, state and national standards (NASPE 3.2).
      i. Teacher candidate will be able to develop objectives that are appropriate for the developmental level of learners. These objectives will be explicitly connected to standards and provide appropriate challenges to students (NASPE 3.2).

   C. Teacher candidates will be able to design and implement content that is aligned with lesson objectives (NASPE 3.3).
      i. Teacher candidates will be able to design content that allows students to achieve lesson objectives (NASPE 3.3).

   D. Teacher candidates will be able to plan and manage resources in order to provide active, fair and equitable learning experiences (NASPE 3.4).
      i. Teacher candidate plans for adaptations that address individual differences (abilities/needs/interest) (NASPE 3.4).
      ii. Teacher candidate plans to provide student choice in equipment, space or level of practice tasks based on individual differences (NASPE 3.4).

   E. Teacher candidates will be able to plan and implement progressive and sequential instruction that addresses the diverse needs of all students (NASPE 3.6).
      i. Teacher candidate will develop progressions that are sequential without any gaps in the progression (NASPE 3.6).
      ii. Teacher candidate will develop tasks that are appropriate to the skill and developmental levels of students (NASPE 3.6).

   F. Teacher candidate will identify a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school in accordance with NYS Learning Standard #3 Resource Management.

   G. Teacher candidates evaluate strategies to help students demonstrate responsible personal and social behaviors that promote positive relationships and a productive environment in accordance with the NYS Learning Standard #2 (NASPE 4.6).

   H. Teacher candidates will identify strategies that ensure a safe physical and emotional environment and a positive experience for all.

2. PETE teacher candidates will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
A. Teacher candidates will demonstrate effective verbal and nonverbal communication skills (NASPE 4.1).
   i. Teacher candidate will use proper grammar and diction (NASPE 4.1)
   ii. Teacher candidate will use appropriate pacing, appropriate for the given age group, that is varied in tone and inflection (NASPE 4.1).

B. Teacher candidates will implement effective and developmentally appropriate demonstrations, explanations and instructional cues to link physical activity concepts to appropriate learning experiences (NASPE 4.2).
   i. Teacher candidate will create innovative instructional cues to facilitate learning (NASPE 4.2).

C. Teacher candidates will develop effective managerial rules, routines and transitions in order to maintain a safe and effective learning environment (NASPE 4.5).
   i. Teacher candidates will develop rules that are stated in developmentally appropriate language (NASPE 4.5).
   ii. Teacher candidate will develop managerial routines that account for distribution/return of equipment, attendance, finding a partner or creating a group. (NASPE 4.5).

D. Teacher candidates will apply pedagogical-content knowledge to develop and implement safe learning environments and experiences for students (NASPE 4.5).
   i. Teacher candidate will develop effective strategies to deal with behavior issues effectively through both proactive and reactive strategies (NASPE 4.5).

3. PETE teacher candidates will utilize assessments and reflections that foster student learning and inform instructional decisions.

   A. Teacher candidates will select and/or create appropriate assessments that measure student achievement of learning objectives and align with learning objectives and activities (NASPE 5.1).

4. PETE teacher candidates will demonstrate appropriate dispositions essential to becoming effective professionals.
   A. Teacher candidates will demonstrate behaviors that are consistent with the belief that all students can learn and become physically educated individuals (NASPE 6.1).
      i. Teacher candidate will make adaptations in lesson for underperforming and highly skilled students (NASPE 6.1).

   B. Teacher candidate will demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers (NASPE 6.3).
      i. Teacher candidate’s dress is consistent with school and university guidelines (NASPE 6.3).
      ii. Teacher candidate demonstrates behaviors that are consistent with equitable treatment of all students (NASPE 6.3).
      iii. Teacher candidate maintains professional relationships with students in and out of the school setting (NASPE 6.3).

   C. Teacher candidate will demonstrate behaviors that are consistent with the dispositions of the professional education unit (Dedication, Respect, Intellectual Integrity, Positive Outlook, Self-Awareness)
D. Teacher candidate communicates in ways that convey respect and sensitivity (NASPE 6.4)
   i. Teacher candidate demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive (NASPE 6.4)

Outline of Course Content

1. Introduction, Overview of Course
2. Program Overview
3. What does it mean to be a professional physical education teacher?
   - Professional Dispositions
   - Professional Behaviors
   - Professional Organizations
4. What do I need to know to be an effective physical education teacher?
   - National Standards
   - New York State Learning Standards
   - Overview of elementary and secondary physical education curricula
   - Content linked to standards
5. How do I plan and assess for learning in physical education?
   - Three domains
   - Behavioral objectives
   - Academic Language
   - Content Development
   - Block Planning
   - Lesson Planning
   - Assessment
   - Common Core Learning Standards
6. How do I teach them? Instruction/Pedagogy
   - Task Presentation
   - Demonstrations
   - Feedback
   - Developmentally Appropriate Instruction
   - Developmentally Appropriate Practices
   - Teacher Positioning
   - Safety
   - Observing the Class
7. How do I manage what goes on in the gym? Establishing and maintaining a learning environment?
   - Developing and Maintaining the Learning Environment
   - Managing Transitions
   - Behavior Management

Methods to Evaluate Student Performance

Written exams
Block plan/Unit objectives assignment
Lesson plan/ Lesson plan commentary assignment
Assessment plan assignment
Field experience
Field experience project
Instructional Materials/ Required Texts


James, A. (2014). Custom Course Pack for PEP 441. Introduction to Teaching Physical Education.


**Staffing Issues**

There is no need for additional staff or resources to implement these changes.

**Letters of Support**
The College at Brockport
Course Registration Form

1. Discipline: PEP  Course No: 441 (To be assigned by Registrar for new courses)
   Official Title: Instructional Planning and Strategies in Physical Education
   Abbreviated course title (limit to 16 Characters): Inst. Planning PE

☐ New Course  
☑ Title Change (Previous Title): Introduction to Teaching PE
☐ Number Change (Previous Number)
☐ Inactivation of course (course will not be offered in the near future) Effective Term
☐ Topics Course (If checked, complete item 2)
☐ Other (describe)

2. Topics Course Only
   a. Generic Course Number: 
   b. Generic Course Title: 
   c. Topics course Title 
   d. Topics course offered: Semester: FALL Year

3. Semester Hours of credit assigned to course (invariable): 3
   Variable Credit Range: to credit hours
   Is this course repeatable for credit? NO

4. Grading (Check any that apply)
   a. Letter Grade  
   b. Pass/Fail (S/U Only)  
   b. Course requires a minimum grade of for General Education/major/minor/certification.

5. Is this a Liberal Arts Course? 

6. General Education Information: (Complete only for General Education courses) *See last item
   a. General Education Knowledge Area (choose one if applicable): SELECT ONE
      b. Additional student learning outcomes, check all that are currently approved
         Contemporary Issues (I)  Scholars in Women (W)
         Diversity (D)  Other World Civilization (Non-Western) (O)

7. Cross listed Course: Discipline  Course No.

8. Prerequisites: Discipline  Course No.

9. Corequisites: Discipline  Course No.

Submitted by: Alisa James  Date: 3/25/14

Chairperson's Approval:  Date: 3/25/14

Dean's Approval:  Date: 3/25/14

Vice Provost's Approval:  Date:
(Only required for General Education Courses)

10. Swing Course Number: ________ Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 426/526)

Note: If this is a swing course, list additional requirements required for the graduate level.

11. Frequency (Check only one)

☑️ Every Semester
☐ Every Fall
☐ Every Spring
☐ Every Summer
☐ Every Other Year
☐ Irregular
☐ By Special Arrangement

12. Relationship to Degrees/Programs: Required ☑️ Elective ☐

13. For all courses please attach the following

a. Objectives
b. Outline of course
c. Methods of Assessing Student Performance
d. Material Required (Films, Readings, etc.)
e. Additional work required of graduate level students if course is a "swing course"

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below.

Course needs a classroom and gym space

15. Write a brief course description for the College Catalog. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use Action verbs and omit "This course covers..." or similar phrases.

Class content focuses on instructional strategies in physical education. Class has a field experience component that provides opportunity for students to put theory into practice.

*For General Education courses only, attach:

Supplemental General Education Course Registration Form/Student Learning Outcomes Checklist (for specific codes requested)
To: Undergraduate Curriculum Committee
   College Senate

From: Francis X. Short, Dean
       School of Health & Human Performance

Date: February 24, 2014

Subj.: Curricular Change
       Department of Kinesiology, Sport Studies, and Physical Education

Please accept this brief memo in support of proposed changes in the undergraduate teacher education major in the Department of Kinesiology, Sport Studies, and Physical Education. As I understand the proposal, it requests 1) a correction to the most recent side-by-side curriculum table previously submitted to Senate, 2) a change of content in PEP 441, and 3) a name change to PEP 441.

The error in the previous curriculum table was simply an oversight; there was never an intent to eliminate the courses left off the table. The table included as part of this correction accurately reflects all courses in the major.

The content change in 441 is justified primarily on the basis NYSED’s adoption of the edTPA as a high-stakes certification exam for all teacher candidates in the state. Faculty believe that these changes will better prepare our students for the test. The name change reflects the change in content and also better distinguishes the course from courses offered at other institutions with similar names, but different content.

Inasmuch as this proposal seeks to correct a previous error, provides our students with better preparation for a required certification exam, better represents the content of a key course in the curriculum with an improved course title, and requires no additional resources, I support it without reservation. Please contact me if there are any questions or if more information is necessary. Thank you for the consideration.