

ACADEMIC ADVISEMENT MANUAL



Physical Education Department

State University of New York College at Cortland
Cortland, NY 13045

2009 – 2010

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THE PHYSICAL EDUCATION PROGRAM AT CORTLAND

Welcome To Cortland

Welcome to the Physical Education Department at SUNY Cortland! We are pleased that you have chosen a physical education major and anticipate that you will find our programs interesting, challenging, and exciting. We have a long tradition of producing successful teachers and leaders in the field. We expect that you will uphold this reputation as you pursue your studies and join the profession as one of our graduates.

Our program is rigorous. You will be engaged in a broad-based education in the liberal arts and sciences as part of your General Education Requirements. Our major will provide you with preparation in theory, teaching methods of physical education, physical activity courses, and field-based experiences with children in the greater Cortland community. You will be required to adhere to the conduct standards (dispositions) of the department and the profession as you progress through the program. We expect you to have a passion for physical education and to be fully engaged in your development as pre-service teacher.

This manual will present information to you about our program, specify the requirements for program completion, and offer options where applicable. When you have choices to meet a requirement or free electives, you will want to select the courses and programs which interest you the most, will give you the greatest satisfaction, and will be the most beneficial to your future. Our faculty, and in particular, your advisor, can provide valuable guidance about your course schedule, certification questions, majors and concentrations, and career choices. Please take advantage of their expertise as well as all the professional opportunities you will have as student in our program.

Best wishes for success.

Advising

During your first semester on campus, you will be assigned an academic advisor from the Physical Education Department, who will most likely **not** be the same individual who advised you during summer/fall registration. Check Banner Web for your assigned advisor. Your advisor will assist you in planning your remaining semesters and may offer suggestions regarding specific courses.

It is important that you meet with your advisor to preregister for courses for the upcoming semester. The preregistration period occurs in November for the spring semester and in April for the fall semester. Most advisors post sign-up sheets on their office door so that students can schedule a meeting at their convenience.

You need to preplan this meeting with your advisor, and arrive with a tentative schedule which your advisor will review, possibly modify, and sign. Use the CAPP on Banner to check your progress toward graduation. While your advisor assists you in making intelligent decisions, **YOU ARE ULTIMATELY RESPONSIBLE FOR KNOWING, PLANNING AND MEETING ALL GRADUATION REQUIREMENTS.**

The Physical Education Program Summary

The Cortland Physical Education major leads to the Bachelor of Science in Education (B.S. Ed.) degree with teacher certification (Code = PEC). Prior to enrollment in the first block sequence course (PED 201), the code is PEC-W (waiting). Students must meet the criteria for entrance into the block sequence, which are listed later in this manual. Once students have entered the teaching block sequence, they are referred to as teacher candidates.

The primary purpose of the certification program is the preparation of teachers for public schools. The Department of Exercise Science and Sport Studies offers three related but separate majors: BS in Athletic Training, BS in Kinesiology (Exercise Science, Sport Studies or Coaching) and BS in Kinesiology (Fitness Development). The Department of Sport Management offers two separate majors: BS in Sport Management and BA in Sport Management. These programs allow students to pursue other professional options outside of the teaching field. All of these departments, along with Health, Communication Disorders and Sciences, and Recreation, are housed within the School of Professional Studies. The offices of the Dean of the School are located in Studio West. The office of the Chair of the Department is located in Park Center (E-254).

It is important to note that there is both a concentration and an emphasis available in Adapted Physical Education in combination with teacher certification. The concentration may require an additional semester of study. Interested students should consult with their advisor early in the program so appropriate scheduling can be planned.

In addition to standard coursework, Physical Education students have an opportunity to earn academic credit through study abroad programs in Germany and Australia; participation in the College Honor's Program; and completion of an independent study and/or research project with a faculty member.

The teacher certification degree requires 60 credits in the liberal arts. Within the liberal arts area, students must complete both the Cortland and SUNY General Education requirements. Transfer students with a two-year A.A. or A.S. degree will have completed most of the General Education requirements at their previous institution, but you are responsible for ensuring that any deficiencies are fulfilled.

The remainder of the student's course work is devoted to professional education and/or professional specialization. The basis of this program is a core of knowledge, both theory and activity, and field-based experiences which prepare students for employment opportunities or further study in specialized areas at the graduate level. The Physical Education program is accredited by NCATE and adheres to the NASPE Initial Physical Education Teacher Education Standards.

Program Philosophy

The Teacher Preparation Program for Physical Education is philosophically committed to a comprehensive curriculum building on our tradition of excellence. Our students gain skills, knowledge and conceptual understanding in physical education through three philosophical value orientations. These orientations include self-actualization, disciplinary mastery and learning process. We increase self-actualization by placing our students in authentic field, clinical, activity, laboratory and outdoor adventure experiences which develop self-knowledge, self-reflection and teaching skills that contribute to their professional growth and development. Through our theory and activity core, our students achieve mastery of physical education subject matter. In using the learning process value orientation, our students examine and assess new and pertinent information for their profession. Through this orientation, students develop problem solving, reflective and analytic skills. Throughout the curriculum, we foster the values of

responsive communication, collaboration, teamwork, responsibility and character as they apply to today's society. Throughout our methods courses and clinical field experiences, students integrate personal growth with the civic and professional responsibilities required by the teaching profession.

Program Purposes

The purposes of our Physical Education Teacher Preparation Program at SUNY Cortland are three-fold:

- to develop effective and reflective physical education professionals for our nation's schools.
- to prepare our students to serve as future advocates for quality physical education in our schools.
- to maintain a high-quality teacher preparation program that serves the teaching profession through student/faculty scholarship and service at the local, state and national levels.

Program Objectives

The following objectives are central to the mission of the Physical Education Teacher Preparation Program at SUNY Cortland. The program will:

- endorse fitness in all its forms (cognitive, affective, psychomotor) - including modeling, promoting and teaching fitness as an essential part of maintaining a healthy lifestyle.
- clarify the role that participation in physical activity plays in contributing to positive attitudes, values and behaviors.
- provide a broad liberal education as well as a solid foundation in the academic subdisciplines within physical education.
- provide motor skill competence for all ability levels.
- provide models of developmentally appropriate motor and sports skill progressions.
- support an exploration of the value and forms of student diversity, providing opportunities for all individuals to participate in multiple activities in a variety of environments.
- prepare students for professional growth through discovery, teaching/coaching, integration and application.
- assist students to develop and use effective communication and interpersonal skills.
- provide students with opportunities to use and apply technology within a variety of settings appropriate to the discipline of Physical Education.
- imbue a philosophical and ethical framework for subject area mastery.
- inculcate a professional, philosophical and ethical foundation for teaching.
- maintain a curriculum which incorporates the goals and concepts of the New York State Learning Standards for Physical Education and the Standards of the National Association for Sport and Physical Education.

Professional Organizations and Affiliations

Since you are planning to be a Physical Education major, you should become acquainted with the organizations of your profession. Plan now to become an active member in the Alliance of Physical Education Majors (APEM). All students majoring in physical education are automatically members, but it's up to you to become actively involved. APEM provides numerous opportunities to develop professional leadership skills through planning and organizing the annual Mini Conference as well as community events (field days, Teen Night, Winter Carnival, etc.). APEM also organizes student participation in local, regional, and national conferences. These conferences provide exposure to the latest developments in the field and help students network with other professionals.

In addition to becoming involved in APEM, all majors should join the New York State Association of Health, Physical Education, Recreation and Dance (NYS-AHPERD). Student memberships are offered at reduced rates and a membership provides access to the state conference as well as a journal which is published several times each year. Go to www.nysahperd.org for more information about membership benefits. It is also recommended that students join the American Alliance for Health, Physical Education, Recreation and Dance, as it is the leading national professional organization for physical education. Like the state organization, student membership is offered at a reduced rate and offers many benefits. Go to www.aahperd.org for more information.

COLLEGE POLICIES

Student Disability Services

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Service located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Any information regarding your disability will remain confidential and will only be divulged with your written permission. According to the policy, the responsibility for initiating a request for accommodations lies with the individual with a disability. The individual making the request must provide adequate documentation that supports his/her request. Submitted documentation must be from an appropriate, qualified professional. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting. More information is available at <http://www.cortland.edu/sdc/dserve/>.

Class Attendance Policy (College Catalog 2008 – 2009)

It is the policy of the College that regular class attendance is a basic requirement of all courses. However, as long as absences are not excessive, it shall be the students' performance and not their attendance record which shall determine their course grades. The policy does not exclude class participation and/or performance as a factor in determining course grades.

Other than the restrictions stated in this policy, the taking of attendance and attendance requirements are at the discretion of the individual instructor. In determining the student's grade, the instructor may consider excessive absences. Instructors shall state in the course syllabus, and emphasize to the class at the first meeting, the attendance requirement for the course. Instructors should make clear to their classes what they consider to be valid reasons for missing class, and what penalties will be assessed for excessive absences.

Penalties for excessive absences, as determined by the instructor's policy, shall not exceed one-third of a letter grade per class hour of absence.

Students are responsible for all work missed. Instructors shall establish procedures to allow students who have been absent for valid reasons to make up missed class work. If students anticipate having to miss class, it is their responsibility to inform the instructor ahead of time.

Students who miss a final examination will receive a grade of E for that course unless they have obtained an excuse for their absence from the associate dean of their school.

Absences due to participation in approved College activities shall be considered valid absences. The provost and vice president for academic affairs shall determine what College activities are approved as valid for students to be absent from classes.

Nonattendance does not mean a student has dropped a course. Students who have not attended class and have not officially dropped or withdrawn from the course will receive a grade of E.

Reporting Absences and Illness

If students are not in Cortland and are going to be absent from campus because of emergencies such as surgery, accidents involving lengthy absences from campus, or extenuating circumstances, they should notify the associate dean of the school in which they are majoring (School of Professional Studies). The associate dean will notify students' instructors.

Religious Beliefs and Class Attendance (see College Catalog)

Absences due to participation in approved College activities shall be considered valid absences. The Provost and Vice President for Academic Affairs shall determine what College activities are approved as valid for students to be absent from classes.

THE MOST COMMON CAUSE OF FAILING ANY CLASS IN COLLEGE IS FAILURE TO ATTEND.

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Retaking of Courses

When a student retakes a course, all grades received will remain on his/her official transcript, but his/her cumulative average will reflect only the last grade received. The grade excluded from the cumulative totals will be annotated with an R on the transcript. Students retaking a course must file a form with the Registrar during the College's change of schedule period--the first three weeks for a semester course, the first week for quarter, summer, or modular courses in which the course is retaken. This policy does not apply if a student receives an X grade when repeating the course.

Repeated Courses and Student Financial Eligibility

Students who repeat courses for which they have earned credit (a passing grade) may not have such a course included in the calculation of full-time status for the purpose of determining financial aid eligibility. There are three conditions under which a repeated course may be included in this calculation, as follows:

1. A student may repeat a failed course.
2. A student may repeat a course in which a passing grade was earned if the grade is not acceptable in a certain curriculum.
3. A student may repeat a course if it is possible to receive credit for the course each time it is repeated (topics courses/independent studies).

Transferring in Credit After Being Accepted to Cortland

Before a student registers for any summer school courses to be taken at another college and transferred to Cortland, the student must fill out the "Permission to Transfer" form and have it signed by his/her advisor and approved by The Associate Dean of the School of Professional Studies. The form may be obtained from the records office. Please refer to www.cortland.edu/admissions/transferequivalencies.html for transfer equivalency charts for all 2-year and 4-year SUNY Schools.

Summary of Requirements For Graduation

1. Completion of the English composition requirements.
2. Completion of the both Cortland and SUNY General Education requirements.
3. Completion of the quantitative skills requirement.
4. Completion of the foreign language requirement.
5. Completion of the residence requirements (45 hours).
6. Completion of the requirements for one of the curricula listed in the Undergraduate Catalog.
7. Completion of two courses with a writing intensive (WI) component, one of which must be in the student's major.
8. Attainment of a 2.5 quality point scholarship level both overall and in the major.
9. Clearance of all financial obligations to the College or to agencies directly related to the College.
10. Submission of a degree order card to the College Registrar by **November 1 of the year before the degree is to be awarded**. For ceremony purposes, the degree card **must be filed with the Registrar's Office by March 1 of graduation year**. Students who complete graduation requirements in May, August, or December, may attend the May Commencement Ceremonies.

Pass/No Credit Option

Juniors and seniors in good academic standing may elect to take certain courses on a Pass/No Credit basis with the approval of the student's department chairperson (see the College catalog for detailed conditions). These courses must be outside the student's major, minor, and concentration and outside the General Education requirements. Forms are available in the Records Office (E-210).

Examination Policy

According to College policy, each instructor must inform students of grading procedures and examination policies during the first week of class. If you are not informed, or if you do not understand, ask your instructor for more information.

Activity class exams are usually given before final examination week. Theory class exams including quarter course theory classes that end with a semester, are given during exam week according to the schedule sent out by the Registrar. No examination, quiz, or test of any type should be given during the last week of classes prior to the published final examination week unless approved in advance by the appropriate department chairperson and school dean.

Missed and Final Examinations

Students who miss final examinations will receive E's for those courses unless they are granted an excuse for their absence by their associate dean. It is the student's responsibility to arrange with the instructor for a make-up of all examinations. Such a make-up examination must be taken after the regularly scheduled examination and will be given at the convenience of the instructor.

Academic Grievance System

(Taken from The College Handbook - 2008-2009)

- A. For the purpose of this procedure, a grievance shall be a complaint of the following:
1. A violation, misinterpretation or inequitable application of an academic rule, regulation, or policy of the College, School, or Department.
 2. Unfair or inequitable treatment by reason of any act or condition which is contrary to established policy or practice governing or affecting a present or former student of this college.
 3. Prejudiced, capricious, or manifestly unjust academic evaluation.
- B. To facilitate this procedure the following general guidelines are provided:
1. A grievance complaint must be initially presented within sixty days of the alleged grievance excluding any intersession and/or vacation.
 2. A grievance complaint must be initiated by the individual affected.
 3. Any present or former student may present a grievance complaint, subject to these guidelines.
 4. If any grievance complaint originates at the department level or higher, an informal settlement is to be attempted at that level with subsequent appeals to be made in accordance with the procedures outlined below.

The Academic Grievance Procedures

The Department Level

1. In the case of grievance a student has with an instructor, the student should attempt an informal settlement with the instructor. There may be instances when the student feels s/he needs to involve his or her adviser or department chair in a specific case.
2. If no mutually satisfactory informal settlement can be reached with the instructor, then the student may file a written statement of his or her grievance with the chair of the department in which the grievance occurred. The chair shall hold an informal meeting with the student and the instructor, and make a decision within one week after that meeting.
3. If either party is dissatisfied with the decision made by the department chair, it is the responsibility of the department chair to inform both parties of the next possible recourse, namely to appeal the decision to the dean of the school in which the department is located. Intent to appeal is to be filed, in writing, in the office of the school dean within ten days after receipt of the department chair's decision.

4. If the grievance is initially with a department chair, then the student is to attempt an informal settlement with the chair. If no mutually satisfactory decision can be reached, then the grievance is to be filed with the school dean as outlined above.

Academic Dishonesty

Academic dishonesty can occur in many ways. As excerpted from the Handbook at the University of Colorado of Boulder, common forms of dishonesty include:

1. **PLAGIARISM:** Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person's ideas or language. Examples of plagiarism as it might occur in term papers, research papers, laboratory reports, and other written assignments are listed below.
 - **Failure to use quotation marks:** All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken. Failure to use the quotation marks, even if a footnote source is provided, is plagiarism.
 - **Failure to document ideas:** When a student uses one or more ideas from and/or paraphrases a source, s/he must give the exact page or pages from which the ideas or paraphrasing were taken, either in the body of the text or on the "references" page according to course guidelines. Failure to provide an exact reference is plagiarism.
 - **False documentation:** Falsifying or inventing sources or page references is plagiarism. Ideas which are part of the general fund of human knowledge (e.g. George Washington was the first president of the United States, Albert Einstein developed the theory of relativity, etc.) need not be documented in papers.
2. **CHEATING ON EXAMINATIONS AND OTHER FORMS OF ACADEMIC DISHONESTY:** Students are expected to present their own work on all examinations. Some examples of cheating as it might occur in examinations can be found in The College Handbook (Chapter 340-Academic Dishonesty).

Procedures for Handling Academic Dishonesty

1. The person reporting an instance of alleged academic dishonesty shall complete and forward to the Provost's Office the Disclosure and Notification of an Academic Dishonesty Charge form, which is available in the Provost's Office. If the filer of the notification form is a faculty member, whenever possible she/he shall discuss the incident with the student prior to forwarding the form to the Provost's Office.
2. The Provost's Office shall inform the student via certified, restricted mail that the above mentioned form has been received and instruct the student to report within five working days upon receipt of notification to the Provost's Office for the purpose of responding to the charges. Any student who signs a waiver of the certified letter will still be given five working days to respond to the charge. If a student does not report to the Provost's Office in response to this request, this will result in the student being charged with noncompliance with a reasonable request (as explained in Section 4.B3 of the Code of Student Rights and Responsibilities; copies of the Code are available from the Vice President for Student Affairs) and immediate referral of the non-compliance and academic dishonesty charges to the Academic Grievance Tribunal (AGT).

Similarly, if a student denies the charge, the Provost will refer the matter to the Academic Grievance Tribunal which shall conduct a hearing. Upon receipt of the charge, the Chairperson of the AGT shall establish a time and place for the hearing. The hearing must begin before 20 working days have elapsed

from the Chairperson's receipt of the referral except when extraordinary circumstances require a delay. Such determination should be made by the Chairperson. (See Section 340.04, Procedures No. 1 for additional information). At least five working days in advance of the hearing the student shall receive a written notice by certified, restricted mail (unless the student signs a form waiving this notice) including: 1) the time and place of the hearing, 2) a copy of the disclosure and notification form, 3) a copy of supporting evidence, and 4) a notification of his/her rights and responsibilities. (See Section 340.04). If guilt is established through either admission or a hearing, the Provost shall review the student's past academic and disciplinary records and then, in consultation with the instructor, assign a penalty. The student has the right to file an appeal of the decision and/or sanction with the President's Office within five working days after official notification. Grounds for appeal are limited to claims of bias, procedural infractions and/or new evidence. Final action on appeals will be taken by the President within 10 working days. If innocence is established, all records will be expunged.

Course Numbering System

In general, freshmen and sophomores take 100 and 200 level theory courses; juniors and seniors normally take 300 and 400 level courses. Juniors and seniors may take 500 level courses with special permission. Six hundred (600) level courses may be taken by graduate students only.

Physical Education majors should enroll only in **major** activity courses numbered 150 to 395. Physical Education majors should register for 600-section numbered courses. Activity courses with numbers lower than 150 are for non-Physical Education students.

General Information About Course Offerings

Some courses are offered only during specific semesters or specific quarters. Thus, it is essential that students plan more than one year ahead. Student teaching must be taken into consideration as well as planning according to sport seasons. Some theory courses are offered only one semester a year. A curriculum summary sheet is provided on the last page of this booklet for your convenience.

Students may wish to enroll in classes during intersession or in summer school to accelerate progress toward graduation, however, seniors planning on completing degree requirements in either session, should be aware that **there is no guarantee that a specific course will have sufficient enrollment to be offered.**

Composition Requirements

The graduation requirement consists of CPN 100: Academic Writing I; CPN 101: Academic Writing II; and six credits of Writing Intensive (WI) courses, at least three of which are in the student's major. CPN 100 and CPN 101 are offered through the English Department and each carries three semester hours of credit. Writing Intensive courses are offered in a variety of disciplines.

Transfer students who have had an equivalent six credit sequence of composition courses will be exempted from CPN 100 and CPN 101. All other students will be placed in appropriate composition courses. Students should attempt to complete the CPN 100 and CPN 101 requirement during their first year at the College.

Writing Requirements (WI)

Students must satisfy the writing requirements set forth in the current College Catalog. Six credits of Writing Intensive (WI) courses must be completed at Cortland, one of which must be in the student's major. **Currently, EDU 470, Foundations of Modern Education, meets the in-major requirement.** Writing Intensive courses are identified in the Master Schedule by the symbol WI following the course title. Students should complete CPN 100 and CPN 101 before enrolling in WI courses.

The Cortland General Education Program

The Cortland General Education Program fulfills all SUNY General Education requirements and includes additional elements specific to the Cortland degree. Students will take one course in each of the learning outcome categories (listed on the link below) with the exception of (Category 2) Natural Sciences in which they must take two courses, (Category 9) Foreign Language where the requirement depends on degree program, and (Category 10) Basic Communication in which they must complete both academic writing and presentation skills areas. Double counting, or the use of a single course to satisfy more than one category, is allowed but is subject to the following limitations: (a) no course used by an individual student to satisfy the humanities category may be used to satisfy another subject category, and (b) no single course may in any case be used to satisfy more than two General Education categories.

1. Quantitative Skills	8. The Arts
2. Natural Sciences (two courses see category 13)	9. Foreign Language (refer to degree program)
3. Social Sciences	10. Basic Communication: Academic Writing and Presentation Skills
4. United States History and Society	11. Prejudice and Discrimination
5. Western Civilization	12. Science, Technology, Values and Society
6. Contrasting Cultures	13. Natural Science (second science course)
7. Humanities	

Transfer courses:

Any approved SUNY General Education course taken at another institution will be accepted into the related Cortland General Education category. Courses from non-SUNY institutions and courses for Cortland categories 11 (Prejudice and Discrimination) and 12 (Science, Technology, Values and Society) may also be transferred, providing that they meet the learning outcomes of these categories. Natural sciences courses that provide a survey of a traditional discipline with a laboratory will be accepted into category 13; all others will be accepted into category 2.

Transfer students may be granted up to three waivers that can be applied toward meeting the requirements in Category 11, Category 12, and one of the Natural Science course requirements reflected in Category 13. Transfer students may be eligible for waivers based on the number of transfer credits posted at the time of entry to SUNY Cortland according to the following criteria:

20 - 34.5 credits -- students entering SUNY Cortland will be eligible for one (1) waiver.

35 - 49.5 credits -- students entering SUNY Cortland will be eligible for two (2) waivers.

50 or more credits -- students entering SUNY Cortland will be eligible for three (3) waivers.

Math Skills Requirement

As part of the Cortland General Education program, students must demonstrate the ability to use quantitative skills by passing one of the following courses or having equivalent credit by transfer: Any course with the MAT prefix; COM 230: Statistical Methods; ECO 221: Economic Statistics; ECO 322: Mathematical Economics; GRY 400: Geographical Analysis, **PED 434 Statistics and Assessment in Physical Education**; POL 312: Research Methods in Political Science; PSY 201: Statistical Methods; SOC/ANT 494: Methods of Social Research 2.

Foreign Language Requirement

As part of the graduation requirements, Physical Education students (B.S.E.) at Cortland must complete a one-semester college-level foreign language course or its equivalent (e.g., CLEP Exam) or score an 85 or higher on the New York State Regents in a foreign language.

The forms listed here are ones pertinent to the advisement process. The chart will attempt to clarify the functions and procedures for each form.

FORM	PURPOSE	OBTAINED FROM	SIGNED/APPROVED BY	PROCEDURE
CHANGE OF MAJOR/MINOR	To declare/change major or declare/delete a minor	Department of new major or minor [P.E. Records Office, Park E210]	Student Chair of new department	Student submits form to department chair for signature and processing
CHANGE OF SCHEDULE (Drop/Add Form)	To drop or add courses from or to the student=s official schedule of classes	P.E. Records Office (Park E210) Registrar (Miller 223)	Student Dept. offering course (School Assoc. Dean if more than 18 hours)	After obtaining signatures, student delivers copies to the Registrar, the advisor and retains the last copy
LEAVE OF ABSENCE	An approved absence from campus for academic, personal or medical reasons which eliminates the need to be readmitted	School Dean=s Office (Studio West 156)	Student School Associate Dean	Student must be cleared financially before departure in order for request to be honored
PERMISSION TO TRANSFER CREDIT FROM ANOTHER INSTITUTION	To insure that credit for courses taken elsewhere will be accepted by Cortland	P.E. Records Office (Park E210) School Dean=s Office (Studio West 156) Registrar (Miller 223)	Advisor School Associate Dean	Student must have a 2.0 cumulative average in order to be granted permission (limit of 64 hours transfer credit)
Please refer to www.cortland.edu/admissions/transferequivalencies.html for transfer equivalency charts for all 2-year and 4-year SUNY schools.				
FORM	PURPOSE	OBTAINED FROM	SIGNED/APPROVED BY	PROCEDURE
REGISTRATION PERMIT/PIN # (FULL-TIME	To be officially registered for semester or quarter courses	Advisor	School Assoc Dean (if more than 18 hours)	On-Line Registration

UNDERGRADUATE)				
RETAKING OF COURSE	Permits retaking of course (only last grade received is calculated in cumulative average)	P.E. Records Office (Park E210) Registrar (Miller 223)	Student only	Student secures and completes form, submits to Registrar=s Office and delivers copy to student=s department file
See department of course being retaken to secure permission to register.				
WITHDRAWAL FROM COURSE AFTER OFFICIAL DEADLINE	To withdraw from a semester or quarter course after the end of the official drop period	P.E. Records Office (Park E210) School Dean=s Office (Studio West 156)	Advisor Instructor School Dean	Student secures advisor=s and instructor=s signatures and takes form to the school dean=s office
Students can withdraw from a course by November 15 th for the Fall Semester or by April 15 th for the Spring Semester without penalty.				
WITHDRAWAL FROM COLLEGE	To withdraw officially from college	School Dean=s Office (Studio West 156)	Student Dean or Associate Dean Other signatures as required by form	Student should secure form and necessary signatures and be interviewed by Dean or Associate Dean

Forms may also be found online at <http://www.cortland.edu/registrar/forms.html>

DEPARTMENT OF PHYSICAL EDUCATION

**Program Requirements for Teacher Candidates*
Major Code PEC - B.S. in Education (BSE)**

First year 1st semester	Title	Credits
COR 101	Cortland Experience	1.0
CPN 100	Academic Writing I	3.0
EXS 197	History and Philosophy of Physical Education and Sport	3.0
General Education	Selected to meet SUNY/Cortland requirements	6.0
PED 181	Adventure Activities	1.0
PED 182	Health-Related Fitness	1.0
2nd semester		
CPN 101	Academic Writing II	3.0
PSY 101	Introduction to Psychology	3.0
General Education	Selected to meet SUNY/Cortland requirements	7.0
PED 187	Track and Field	1.0
PED 189	Aquatics	1.0
Total		30.0
Sophomore 3rd semester	Title	Credits
BIO 301	Human Anatomy and Physiology I	3.0
EXS option	Choose from one course from the social, psychological areas EXS 287, 290, 345, 346, 410, 420	3.0
HLH 110	Personal and Community Health	3.0
General Education	Selected to meet SUNY/Cortland requirements	6.0
PED 283	Racket Activities	1.0
PED 284	Self-Defense and Martial Arts	1.0
4th semester		
BIO 302	Human Anatomy and Physiology II	3.0
PSY 332	Educational Psychology	3.0
PED 201	Motor Development	3.0
General Education	Selected to meet SUNY/Cortland requirements	6.0
PED 285	Gymnastics Activities	1.0
PED 288	Rhythms & Dance	1.0
Total		34.0

**Once students have entered the block sequence in the major, they are referred to as teacher candidates.*

Junior Year 5th semester	Title	Credits
EDU 255	Basics of Effective Instruction in Physical Education	3.0
EDU 256	Seminar for Field Experience	1.0
PED 434	Statistics and Assessment in Physical Education	3.0
EXS 297	Motor Behavior	3.0
General Education	Selected to meet SUNY/Cortland requirements	3.0
PED 380	Skill Acquisition Concepts of Team Sports	1.0
PED 366	Basketball	0.5
PED 368	Football	0.5
6th semester		
EDU 355	The Physical Education Curriculum: Planning and Practice	3.0
EXS 387	Biomechanics	3.0
Free elective	Student choice	2.0
PED 356	Adapted Physical Education and Sport	3.0
General Education	LAS elective	3.0
PED 381	Tactical Concepts of Team Sports	1.0
PED 371	Soccer	0.5
Total		30.5
Summer	Title	Credits
PED 308	Outdoor Adventure Education for Teachers	3
Summer total		3
Senior Year 7th semester	Title	Credits
EDU 470	Foundations and Organization of Modern Education (WI)	3.0
EXS 397	Exercise Physiology	3.0
Free Elective	Student choice	3.0
EDU 454	Pre-Student Teaching Conference in Physical Education	0.5
HLH 120	Responding to Emergencies	2.0
General Education	Foreign Language	3.0
PED 372	Softball	0.5
PED elective	Activity course (s)	1.0
8th semester		
EDU 455	Student Teaching Seminar in Physical Education	0.5
EDU 456	Student Teaching in Physical Education	14.0
Total		30.5
Program Total		128.0

THIS IS A RECOMMENDED PATTERN--OBVIOUSLY THERE IS SOME FLEXIBILITY WITHIN THIS SEQUENCE, BUT TEACHER CANDIDATES SHOULD PLAN CAREFULLY WITH THEIR ADVISORS ANYTIME THEY MAKE CHANGES IN THIS PLAN.

Use the Advisement Planning worksheet at the back of this manual to map out your course sequence.

***Exceeding the minimum number of hours will require teacher candidates to complete more than 128 hours for graduation.**

Notes:

- 1. Maximum of 15 hours of activity classes may count toward graduation. Exceeding 15 hours of activity classes will result in more than 128 credit hours for graduation.**
2. A minimum of 36 hours of PED/EXS prefixes are required for graduation.
3. PED 308 Outdoor Education: must be completed before student teaching. Outdoor Adventure Education Practicum is an experiential based course designed to train future educators toward incorporating methods of outdoor adventure education into the physical education curriculum. The course is a two week intensive session which normally occurs in the summer between the teacher candidate's junior & senior year. It is conducted approximately 150 miles from the main campus at Cortland College's outdoor education facility at Raquette Lake in the heart of the Adirondack mountains. A fee is charged for instruction and room & board. Any questions should be directed toward your advisor or the current Outdoor Education Practicum Director.
4. Candidates for New York State teaching certification also must meet minimal performance standards on the New York State Teaching Certification Examination and complete both SAVE and Child Abuse workshops.
5. Successful completion of fingerprinting and background check is required prior to any field experience.
6. Teacher candidates must complete both the Cortland and SUNY GE programs. This includes one semester of a college-level foreign language and history course or its equivalent (e.g., CLEP Exam) or score an 85 or higher on the New York State Regents in a foreign language and American History. Statistics and Assessment in P.E. (PED 434) currently meets both the SUNY Math (SUNY GE 1) and the Cortland Quantitative Skills requirements.

**Physical Education Bachelor of Science in Education (B.S.Ed.)
Teacher Preparation Methodology Sequence**

All physical education teacher candidates should be aware that progression through the entire teacher preparation program is dependent upon the teacher candidate meeting and then maintaining a number of criteria. These criteria are assessed upon entry into each of the four teacher preparation blocks.

	Credit	Course Name	Field Hours	Entry Criteria
Teacher prep Block A ↓	3	PED 201 Motor Development	10	- 2.5 Overall GPA - EXS 197
Teacher prep Block B ↓	3 1	EDU 255 Basics of Effective Instruction EDU 256 Seminar for Field Experience (EDU 255 & 256 are “paired” courses)	60 Middle/ Secondary	- successful completion of PED 201 Motor Development - 2.5 Overall GPA
Teacher prep Block C ↓	3 3	EDU 355 P.E. Curriculum Planning & Practice PED 356 Adapted Physical Education & Sport	18 12	- successful completion of EDU 255 - successful completion of the EDU 256 Field Experience - 2.5 overall GPA
Teacher prep Block D ↓	0.5 14	Note: All 100 hours of Field Experience must be completed prior to student teaching. EDU 455 Student Teaching Seminar EDU 456 Student Teaching		-successful completion of PED 308 Outdoor Adventure Education for Teachers - successful completion of EDU 355 - successful completion of PED 356 -successful completion of EDU 454 Pre-Student Teaching Conference in PE - 2.5 overall GPA - grade of C- or better in PED 201, EDU 255, EDU 355 and PED 356

NOTE: EDU 256 Seminar for Field Study (60 hours) must be completed outside

Special Notes for Transfer Students

Students who come to Cortland from other institutions are in a unique situation in that they must complete specific requirements for graduation in relation to courses already taken. An evaluation of the official transcript from the other college(s) must be completed as soon as possible and preferably before the student enters Cortland. According to college policy, transfer credit is limited as follows:

1. Transfers from two-year institutions may transfer no more than 64 credit hours.
2. All students must complete a minimum of 45 credit hours at Cortland and also meet specific course requirements for the chosen major.

Transfers should begin their careers at Cortland by examining their curriculum records to see what courses/credits have been transferred, what required courses must be completed, and what elective credits are available. If a student feels his/her transcript needs a re-evaluation, s/he should meet with his/her advisor to request the approval of any transfer credit adjustment.

Steps for Transfer Students to Follow to Meet Cortland Graduation Requirements

- 1) Record all transfer credits on the advisement planning sheet on the last page of this manual.
- 2) Make certain required courses are scheduled in an appropriate sequence to meet all prerequisites, particularly:
 - a) PED 201 must precede EDU 255 and EDU 256
 - b) EDU 255 and EDU 256 must precede EDU 355 and PED 356
 - c) BIO 301 must precede EXS 387 (Biomechanics)
 - d) BIO 301 and BIO 302 must precede EXS 397 (Exercise physiology)
 - e) EDU 355, PED 356, EDU 454, and PED 308 must precede EDU 455 (Student Teaching)
- 3) Complete as many of the required activity classes as possible.
- 4) Select elective courses in areas of particular interest.
 - a) Some transfer students will have sufficient elective hours to pursue a minor or concentration.
 - b) It is sometimes possible to schedule an extra course or two, or plan a summer session, to complete a concentration area.

THOROUGH AND CAREFUL PLANNING WILL ENHANCE YOUR PREPAREDNESS AND STREAMLINE YOUR PROGRESS TOWARD GRADUATION.

**Recommended Sequence for
Transfer Students Entering with 64+ Credits
Major Code PEC or PECW - B.S. in Education (B.S.Ed.)**

Transfer students should have completed most or all General Education requirements plus BIO 301, 302, EXS 197, HLH 110, PED 182, 187, 189, 283, plus 1 credit of elective activity before beginning the program. See notes for four year students (previous 2 pages).

1st and 2nd Semesters (Junior Year)

PED 201	3.0	EXS 387 (preq. Bio 301)	3.0
EXS option	3.0	EDU 255, 256 (preq. PED 201)	4.0
EXS 297	3.0	PED 434 (preq. or co-requisite EDU 255)	3.0
PSY 332	3.0	PED Activities 285, 288, 380,381	3.0
PED Activities 187, 189, 284	<u>3.0</u>	ED Activity Free Elective	<u>1.0</u>
	15.0		15.0
		TOTAL	30.0
*PED 308 (Prereq. PED 189)	3.0	TOTAL	33.0
2 weeks in May, June or August			
Must be completed before student teaching			

3rd & 4th Semesters (Senior Year)

EDU 355 (Prereq. EDU 255/256)	3.0	EDU 455 (Prereq. EDU 355/356, PED 308, EDU 454)	0.5
EDU 470 WI (Prereq. EDU 255/256)	3.0	EDU 456 (Prereq. PED 308, EDU 454)	<u>14.0</u>
EXS 397 (Prereq. BIO 301 & 302)	3.0		14.5
PED 356 (Prereq. EDU 255/256)	3.0		
PED Activities 366, 368, 371, 372	2.0		
EDU 454	0.5		
(Prereq. EDU 355, PED 356, 2.5 GPA)			
HLH 120	<u>2.0</u>		
	15.5	TOTAL	31.0
		Two Year TOTAL	64.0

*PED 308 - Outdoor Adventure Education Practicum is an experiential based course designed to train future educators toward incorporating methods of outdoor adventure education into the physical education curriculum. The course is a two week intensive session which normally occurs in the summer between the student's junior & senior year. It is conducted approximately 150 miles from the main campus at Cortland College's outdoor education facility at Raquette Lake in the heart of the Adirondack mountains. A fee is charged for instruction and room & board. Any questions should be directed toward your advisor or the current Outdoor Education Practicum Director.

Course Descriptions – See College Catalog: <http://catalog.cortland.edu/>

Accommodation Policy

The Office of Student Disability Services is a resource for all types of disabilities, but most frequently deals with disabilities as they impact academic performance. Due to the additional physical demands of the physical education program, teacher candidates can sometimes encounter a different type of challenge to their educational and professional progress. Some teacher candidates may develop or enter the program with a permanent disability while some others may experience a temporary impairment. These situations are dealt with on an individual basis, using the principles and guidelines described in the following paragraphs:

The Physical Education Department supports and follows the NASPE Initial Physical Education Teacher Education Standards (2008). Of particular note with regard to physical performance is **Standard 2: Skill and Fitness Based Competence**. This standards states that *“physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards*. Accordingly, teacher candidates will *(2.1) demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns; (2.2) achieve and maintain a health-enhancing level of fitness throughout the program; and (2.3) demonstrate performance concepts related to skillful movement in a variety of physical activities*.

The demonstration of competent movement performance and health enhancing fitness must be done *“without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight programs, exercise logs, etc.)”*

Teacher candidates who develop or enter the program with a permanent disability are strongly encouraged to disclose that disability to the Office of Student Disability Services and/or the Department Chair for Physical Education. Only by disclosing can the teacher candidate be assured of receiving appropriate accommodations. After disclosure to the Department Chair, an effort will be made to assign a faculty advisor who is knowledgeable in this area. That faculty advisor will fulfill the role of advisor for the teacher candidate as well as serve as a resource for faculty in the department. Following student registration, the advisor will notify the faculty assigned to the courses the teacher candidate has enrolled in if some accommodation may be required. The advisor will assist the faculty member with planning appropriate modifications as necessary.

Participation Credit

Credit for participation on varsity sports teams may be available. Varsity team members may earn one credit per season. However, only two hours of credit per sport may be applied to the B.S.Ed. degree program. Participation credit grades are Honors/Satisfactory/Unsatisfactory; they are credited toward graduation, but are not used in determining grade point average.

Progress within the Major: Overall GPA

In order to enter and continue to move through the following professional block sequence (PED 201, 356, EDU 255, 256, 355, 454, 455 and 456), teacher candidates must have and must maintain at least

a 2.5 grade point average. Failure to maintain the minimum 2.5 GPA after entering the professional block sequence will result in teacher candidates being placed in a probationary status within the major. Teacher candidates placed in a probationary status will not be allowed to enroll in further professional block courses until the GPA requirement is met. Teacher candidates who fall below the 2.5 minimum GPA for a second semester will be subject to dismissal from the major.

Progress within the Major: Grades in Block Courses

Teacher candidates must earn a "C-" or better in PED 201, EDU 255, EDU 355 and PED 356 in order to be eligible to student teach. Teacher candidates must be eligible at the time of application; if ineligible, they must reapply for student teaching when eligibility is achieved. This will ensure that teacher candidates have acquired at least an acceptable level of knowledge and skill in our block classes prior to student teaching. These block classes are considered critical to the development of pedagogical and content knowledge in the field.

Books

In general, every major class has a textbook. The instructor will inform each class regarding the text and any additional books recommended for supplementary reading. Majors are encouraged to build professional libraries by buying and keeping books required for major courses. Having your own book is an advantage in preparing daily assignments.

Professional Portfolio

Teacher candidates will be required to develop a professional portfolio as they proceed through the following courses:

PED 201	Motor Development
EDU 255	Basics of Effective Instruction
EDU 256	Seminar for Field Experience
EDU 355	Physical Education Curriculum: Planning & Practice
PED 356	Adapted Physical Education and Sport
EDU 470	Foundations of Modern Education

EDU 456 Student Teaching - For Teacher Candidates in Physical Education

Those teacher candidates who plan to become certified to teach must complete a student teaching experience. Student teaching is a fourteen credit-hour, full semester course taken during the 1st or 2nd semester of the senior year. The teacher candidate who wishes to enroll in student teaching must also enroll in Student Teaching Seminar (EDU 455) and must first obtain approval of his/her "Professional Portfolio," have a minimum cumulative grade point average of at least 2.5, and a C- or better in PED 201, EDU 255, EDU 355, and PED 356.

NOTE 1: A student is ineligible for student teaching if his/her G.P.A. is below a 2.5 or if there are any IN(complete) grades on his/her academic record. Students on any form of academic probation are also ineligible to student teach.

NOTE 2: Candidates for New York State teaching certificates must also meet minimal performance on the Assessment of Teaching Skills - Written (ATS-W), Liberal Arts & Science Test (L.A.S.T.), and Content Specialty Test (C.S.T.) in Physical Education.

- NOTE 3: Candidates for New York State teaching certificates must complete a minimum of two class hours of instruction regarding the identification and reporting of child abuse and mistreatment, before student teaching.
- NOTE 4: Candidates for New York State teaching certificates must complete a workshop of instruction regarding Safe Schools Against Violence in Education (SAVE) before student teaching.
- NOTE 5: Teacher candidates must be able to provide documentation that First Aid, CPR, and Automatic External Defibrillation certifications will be current during the semester of student teaching (HLH 120).

It is strongly suggested that those wishing to enroll in student teaching complete all of the required activity courses prior to the experience. In some instances this may not be possible within the confines of the teacher candidate's schedule and the offerings by the department.

Teacher Education Candidacy

Dispositions: Teacher candidates have a special responsibility to be positive role models. SUNY Cortland physical education teacher education candidates are expected to develop and reflect the dispositions that are delineated in our professional, state, and institutional standards. Compulsory character dispositions include: honesty; integrity; caring and empathy for others; work ethic; diligence; personal and social responsibility; and accountability. Professional dispositions include the following essential traits: collegiality; dedication to profession; leadership; change agent; cooperation and collaboration; respect and value for education; confidentiality; and professional conduct that includes demonstrating good moral character and ethical behavior (Source: SUNY Cortland Student Teaching Handbook). Dispositions of teacher candidates are assessed by the Physical Education Faculty each semester.

Judicial Checks: Physical education teacher education candidates' judicial records are checked upon application for admission to the Teacher Education program (occurs in PED 201) and then again just prior to student teaching. Students who have been convicted of a felony, a misdemeanor, a violation, or have had a dishonorable discharge from the armed services, or have been found in violation of the SUNY Cortland Code of Student Conduct, may be accepted, conditionally accepted, or denied acceptance and/or continuance in the teacher education program.

Self-Reporting Between Checkpoints: If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School's associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

Teacher Education Program

If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School's associate dean (Dr. Eileen Gravani, 156 Studio West) at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges.

TO BECOME PROVISIONALLY CERTIFIED AS A PHYSICAL EDUCATION TEACHER IN NEW YORK STATE, ALL TEACHER CANDIDATES MUST SUCCESSFULLY PASS THE NEW YORK STATE CERTIFYING EXAMS. Teacher candidates are encouraged to take these exams as soon as they have completed the relevant coursework. By doing so, they will have earned passing scores in time to search for a position and they will also have opportunities to repeat the exam if necessary.

- **ASSESSMENT OF TEACHING SKILLS - WRITTEN (ATS-W):** Teacher candidates may take either the elementary or secondary version of this exam. This exam may be taken after completion of EDU 255, but many teacher candidates take this exam during student teaching.
- **LIBERAL ARTS & SCIENCES TEST (L.A.S.T.):** Teacher candidates should take the exam once they have completed or nearly completed the General Education requirements.
- **CONTENT SPECIALTY TEST (C.S.T.):** Teacher candidates should take this exam near the end of the program and after they have taken EXS 397.

(Find more information at <http://www.nystce.nesinc.com>)

In New York State, teachers are required to earn a master’s degree within 5 years of completing their initial certification. This graduate degree, in combination with teaching experience, leads to a professional certificate.

Options for Physical Education Teacher Candidates
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Study Abroad

SUNY Cortland physical education majors may study physical education and sport for a semester at the University of Ballarat, Australia or may student teach at the University of the Sunshine Coast, Australia. Any activity credits completed in a study abroad program may be substituted for PED 366, 368, 371, 372 and the one hour of elective credit. Teacher candidates interested in studying abroad in Australia should contact Dr. Jeff Walkuski (E309 Park Center). Teacher candidates interested in student teaching at the University of the Sunshine Coast in Australia should contact Dr. JoEllen Bailey (E308 Park Center).

Coaching Clinics

Clinics are designed to prepare teacher candidates to coach specific activities and are offered as **theory** credit. Before enrolling, teacher candidates must have commensurate knowledge regarding the sport as determined by the instructor. Coaching clinics are 2 credit theory courses and do not count as activity credits.

Course Offerings	Semester Offered
PED 404 Baseball	Fall
PED 405 Basketball	Fall and Spring
PED 406 Field Hockey	Fall
PED 407 Football	Fall
PED 412 Lacrosse	Spring
PED 414 Soccer	Fall
PED 415 Softball	Fall
PED 417 Track & Field	Spring

Dual Majors

Teacher candidates may choose to complete a program of study leading to a dual major (i.e. physical education and biology; physical education and psychology; etc.). Teacher candidates must complete the degree requirements for both programs as indicated in the college catalog. Health and Athletic Training are examples of other majors that might be attractive to physical education majors. However, because there so many requirements in these programs, adding a major will most likely require additional semesters of coursework. The Health Department offers a 4 + 1 program in which physical education majors can begin taking health courses as undergraduates and then enter an accelerated master's degree in Health. One of the advantages to this program is dual certification, however, teacher candidates must apply to enter this program. For more information, contact the Health Department.

Master's Program Leading to Initial and Professional Certification in Health Education (M.S.T. HEA_PCRT)

Limited to those physical education students who have an initial certificate and who were accepted into the 4+1 Health Education MST program

Track C: For those physical education students who have an initial certificate and who were accepted into the 4+1 Health Education MST program.

Professional Education Coursework (7 credits)

- EDU 631 Curriculum Construction in Health Education (3)**
- EDU 632 Seminar in Health Education (3)**
- EDU 664 Advanced Field Experience in Health Education (1)**

Health Coursework (23 credits)

- HLH 509 Drug Education for Teachers (3)**
- HLH 530 Family Life Education for the Classroom Teacher (3)**
- OR**
- HLH 630 Human Sexuality***
- HLH 601 Research Methods in Health Education (3) (*Statistics Prerequisite*)**
- HLH 635 School Health Program (3)**
- HLH 641 Graduate Readings in Health (2)**
- HLH 694 Assessment and Evaluation in Health Education and Health Promotion (3)**
- HLH ___ Health Free Elective (3)**
- HLH ___ Health Free Elective (3)**

**Student may take both HLH 530 and HLH 630, but must take at least one of these courses.*

Culminating Activity (1-6 credits)

- | | |
|---|--------------------|
| HLH 651: Research Problems in Health Education | (3 credits) |
| HLH 652: Master's Thesis | (6 credits) |
| HLH 653: Comprehensive Examination in Health Education | (1 credit) |

**Note: "Health Free Electives" may be used to meet all of Master's Project or Thesis credit requirements*

Total	31-36 Credits
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Undergraduate 4+1 Health Requirements

HLH 110 Personal and Community Health	(3 credits)
HLH 120 Responding to Emergencies or HLH 220 Safety Ed. And Emergency Response	(2-3 credits)
HLH 314 Mental Health and Counseling	(3 credits)
HLH 232 Nutrition	(3 credits)
HLH 302 Human Sexuality Education or HLH 345 Parenting Education	(3 credits)

Minors & Concentrations

Minors as well as majors can be indicated on the official records of students. A minor is an approved program of study not leading to a degree. Minors require specific courses and are described in detail in the Cortland Catalog. Concentrations are also available on a limited basis. The Physical Education Department offers one in Adapted Physical Education (12 cr. hrs. minimum) along with an Emphasis, which requires fewer hours (6 cr. hrs. minimum).

Concentration in Adapted Physical Education (APE)

Credit hours: Concentration = 12

Course	Credit Hour
<i>Theory and Leadership: (4 credits) - Prerequisite PED 356</i>	
PED 447 Adapted Physical Activity and Individual Differences	3
PED 444 Lab Assistant (Adapted Phys. Ed.) (w/above classes) – One of these labs: M, F 12:40-1:45; M 6-7, 7-8; T 6-7, 7-8	1
<i>Activity: (2 credits)</i>	
PED 302 Disability Sports and Games- Spring, 4 th quarter	1
PED 303 Fitness across the Lifespan and Disability – Spring, 3 rd quarter	1
PED 305 Dance and Individuals with Disabilities –Spring, weekend workshop	1
PED 306 Adapted Aquatics	1
PED 307 Introduction to Inclusive Outdoor Education	1
PED 499 Special Study in Physical Education	1-2
<i>Recommended Electives: (must select a minimum of 6 hours)</i>	
ASL 101 American Sign Language	3
PED 321 Movement Education	3
PED 499 Special Study in Physical Education - see Dr. Davis for Project LEAPE (Leadership and Education in Adapted Physical Education)	1-3
PSY 331 Psychology of Exceptional Children	3
PSY 431 Psychology for Mental Retardation	3
PSY 432 Psychology of Learning Disabilities - Fall on-line course	3
PSY 433 Behavioral Disorders in Educational Settings	3
REC 330 Introduction to Therapeutic Recreation	3
REC 393 Diversity and Inclusive Recreation	3
SPE 270 Introduction to Special Education	3
SPM 450 Disability and Sport	3

**Emphasis in Adapted Physical Education
(6 credits minimum)**

Course	Credit Hour
<i>Theory and Leadership: (4 credits) - Prerequisite PED 356</i>	
PED 447 Adapted Physical Activity and Individual Differences	3
PED 444 Lab Assistant (Adapted Phys. Ed.) (w/above classes)- One of these labs: M, F 12:40-1:45; M 6-7, 7-8; T 6-7, 7-8	1
<i>Activity: (2 credits)</i>	
PED 302 Disability Sports and Games- Spring, 4 th quarter	1
PED 303 Fitness across the Lifespan and Disability – Spring, 3 rd quarter	1
PED 305 Dance and Individuals with Disabilities –Spring, weekend workshop	1
PED 306 Adapted Aquatics	1
PED 307 Introduction to Inclusive Outdoor Education	1-2
PED 499 Special Study in Physical Education	1

Teacher candidates interested in a concentration or emphasis in Adapted Physical Education should meet with their advisors or adapted faculty members early to plan a sequence of courses.

Physical Education Department Awards

Dorothy Arnsdorff Award

Presented to a senior female physical education major for academic excellence and who demonstrates potential for professional development and leadership.

T. Fred Holloway Award

Presented to the senior male athlete majoring in physical education for high skill achievement, promise of scholarship beyond the B.S.E. and high potential for leadership in teaching and coaching.

Francis J. Moench '16 Award

Presented to a senior male majoring in physical education having the highest grade point average while completing undergraduate work at SUNY Cortland.

Bessie L. Park 1901 Award

Presented to a female physical education major for outstanding efforts and contributions to the campus, community and the profession.

Spina-Friedgen '71 Scholarship

Presented to a senior who is majoring in Physical Education with a minimum 3.0 GPA and demonstrated financial need.

Robert E. Vogel '54 Scholarship

Presented to help junior and senior-level undergraduate students majoring in physical education, who have demonstrated financial need, with first preference for those students from Erie County, or if none qualify, then from the entire Western New York Region.

ADVISEMENT PLANNING FOR PHYSICAL EDUCATION MAJORS

Student: _____ C00				Total Activity Credits _____ Total Credits _____ (red ink=potential grad credit shortage)					Notes
Fall 200	cr	Winter	cr	Spring 200	cr	SS I	SS II	cr	
Fall 200	cr	Winter	cr	Spring 200	cr	SS I	SS II	cr	

Workshops

CAR
 SAVE
Tchr Cert. Exams
www.nystce.nesinc.com
 LAST
 CST
 ATS-W

Activity Program Check-List

PED 181	Adventure Activities	1.0	_____
PED 182	Health-Related Fitness	1.0	_____
PED 187	Track & Field	1.0	_____
PED 189	Aquatics	1.0	_____
PED 283	Racket Sports	1.0	_____
PED 284	Self Defense	1.0	_____
PED 285	Gymnastics	1.0	_____
PED 288	Dance	1.0	_____
PED 380	Skill Acquisition	1.0	_____
PED 381	Team Sport Tactics	1.0	_____
PED 366	Basketball	.5	_____
PED 369	Football	.5	_____
PED 371	Soccer	.5	_____
PED 372	Softball	.5	_____
PED Elective			_____
PED Elective			_____

CERTIFICATION/GRADUATION CHECKS

When viewing CAPP on the web, all requirements should appear green and indicate “met.”

Did I meet the Liberal Arts Requirement? (60 hours)

Did I meet the Cortland GE Requirement?

Did I meet the SUNY GE Requirement?

Did I take 2 writing intensive courses? (EDU 470 + one other WI course?)

Did I meet the foreign language requirement?

I did not count more than 15 cr. hrs. of physical activity courses toward graduation.

I did not count more than 2 cr. hrs. of athletic team participation toward graduation.

Did I complete the Child Abuse Workshop?

Register for Pre-Student Teaching Conference (EDU 454)

Did I complete SAVE? (School Violence Workshop)

Did I complete Fingerprinting?

Did I take the New York State Teaching Certification Examinations?

Minimum Credits Needed for Graduation	<u>Needed</u>	<u>I Took</u>
Liberal Arts	60	_____
Required PED/EXS Theory	18	_____
Professional Education	39	_____
Activities	13	_____
Free Electives Enough to bring my total to 128	—	_____
		Minimum Need = 128 My Total _____