

GRADUATE PHYSICAL EDUCATION

ACADEMIC ADVISEMENT MANUAL



SUNY Cortland

2023-2024

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[Graduate Advising Q&A Document](#)

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WELCOME

Welcome to SUNY Cortland and, specifically, to the Physical Education Department's Master's Degree Program. Our programs are designed to meet the master's degree component of the NY State requirement for professional certification and to provide you with the skills necessary to be a successful graduate student and beginning scholar. We are pleased that you have selected us and are hopeful that you will find your program to be challenging and rewarding, as well as a basis for future intellectual and professional endeavors.

There is no doubt that you will have many questions about the program during your pursuit of a master's degree. Although there are many places you can go for answers, we suggest that you rely on three (3) specific sources:

1. **This Advisement Manual**
The department's advisement manual has been assembled to answer common questions, and to help assure that students know what is expected of them. Please read it in its entirety as soon as possible, and please consult it before calling your advisor.
2. **The College Catalog**
The catalog in effect the year you were admitted to the program is the "official document" listing the requirements for your degree.
3. **Your advisor**
Your advisor, [Dr. Helena Baert](#), is available to answer questions that are not answered in this advisement manual or the College Catalog.

The faculty of the Department of Physical Education wish you success as you pursue your graduate degree.¹

¹ *We would like to thank the Department of Recreation and Leisure Studies and the Education Department for sharing their graduate advisement manuals with us.*

THE PHYSICAL EDUCATION PROGRAM AT CORTLAND

Our Mission

Our mission is to prepare physical educators who will make a difference in their communities and the lives of their students.

Our Vision

The department envisions schools where physical education and physical activity are valued, integral facets of the curriculum. The department will prepare candidates to be the leaders and catalysts needed to conduct quality physical education programs for all learners. Candidates will graduate with the knowledge and skills necessary to implement a wellness-based curriculum model, perform as highly effective teachers and coaches, and to serve as the physical activity expert in a school setting.² The department's programs will be highly regarded and visible on campus as well as recognized as an exemplar of physical education teacher preparation within the profession.

Our Values³

Focus on Candidates

All decisions, plans, and actions revolve around candidates' academic, personal, social, and cultural development and wellness.

Integrity

Dedication to honesty, hard work, high personal and professional standards, and respect for people, perspectives, and the environment.

Intellectual Life

Commitment to inquiry, academic rigor, creativity, lifelong learning and contribution to the discipline, profession, and the greater good.

Meaning in Movement

Appreciation of movement for health, enjoyment, challenge, self-expression, and social interaction to support lifelong physical activity.⁴

Our Priorities

Diversity

Infuse diversity of all types throughout the program.

Research

Encourage research on best pedagogical practices as well as dissemination and application of the findings.

² A comprehensive school physical activity program is based on a quality physical education program and includes interscholastic sports, intramural sports, and physical activity-based clubs, before- and- after school programs, physical activity integrated into classroom learning, physical activity breaks, recess, and walk- and bike-to-school programs.

³ The first three are excerpted and modified from the SUNY Cortland Strategic Plan.

⁴ Modified from National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education*. Reston, VA: Author.

Leadership

Provide leadership to the profession through scholarship and service as well as the mentoring of candidates and other emerging leaders.

Technology

Apply technology to support teaching and learning.

Active Schools – Active Communities

Prepare candidates for an expanded role as a physical activity expert in the school/community.

Our Heritage

Physical education has a long history at the College.⁵ Beginning in 1890, all Cortland students were required to participate in “physical culture” for 15 minutes each day and in 1895, the College hired its first instructor of physical training.⁶ In 1916, the State of New York passed legislation that required all pupils in public schools to engage in physical training for 20 minutes each day, but it lacked trained teachers to implement the new law. President DeGroat and Bessie Park, who was hired in 1915 as the Director of Physical Training, developed a proposal to provide the necessary training to schools and subsequently became one of the first State-approved programs to do so. The program was an invaluable service to the State and proved to be quite popular with area schools. In 1923, again with Bessie Park’s guidance, physical education became an approved major at the College.

Since that time, our program has fostered many notable leaders in physical education and athletics, including Katherine Ley, President of AAHPER (1974) and Robert Weber, AAHPERD Vice President, Men’s Division of Athletics (1965). In 2011, Alumna Judith Rink (’65) was the recipient of the AAHPERD *Luther H. Gulick Award*, which is the highest recognition for professional achievement given by AAHPERD. Today, our Physical Education faculty and alumni provide exceptional leadership and service to the profession by serving as officers and board/committee members in organizations such as SHAPE America, NCPERID, NAFAPA, EDA-AHPERD and NYSAHPERD. They are the recipients of numerous awards in professional service, teaching and scholarship. In addition, our adapted physical education program received the AAPAR/APAC *Outstanding Program in Adapted Physical Activity Award* (2008). This heritage of professional excellence continues to be a hallmark of the Physical Education Department at Cortland.

We expect you to continue the tradition of excellence for which our program is known.

Professional Organizations and Affiliations

Since you are planning to be a Physical Education major, you should become acquainted with the organizations of your profession. We encourage you to become an active member in the Alliance of Physical Education Majors (APEM). APEM provides numerous opportunities to develop professional leadership skills through planning and organizing the annual South Central Zone 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.

⁵ See Ralston, L. F. (1991). *Cortland College: An illustrated history*. Cortland, NY: Alumni Association of Cortland College and Park, B. L. (1960). *Cortland ~ Our alma mater: A history of Cortland Normal School and State University of New York Teachers College at Cortland*. Ithaca, NY: Cayuga Press.

⁶ Physical culture and physical training were terms used in the early years of the field of physical education.

As a teacher candidate in the field of physical education, you should consider joining the New York State Association of Health, Physical Education, Recreation and Dance (NYS-AHPERD). Graduate 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. Students should also join the Society for Health and Physical Educators (SHAPE America), 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.shapeamerica.org for more information.

THE GRADUATE DEGREE IN PHYSICAL EDUCATION

Department Requirements

The Physical Education Department offers two degrees, a **Masters of Science in Education (MSED)** and a **Masters of Science in Teaching (MST)**.

The MSED program is open only to those students who hold a New York State Initial Teacher Certification in Physical Education. This degree meets one of the New York State requirements for professional certification.

The MST program is open to those students who obtained a bachelor's degree but do not hold an initial teaching certificate in physical education. This program has two strands: a strand for individuals without a teaching certificate and a strand for individuals with a teaching certificate in a different field than physical education. The MST program prepares graduate students to obtain a NYS initial certification in physical education.

Graduate students who possess a teaching certificate issued by a state other than New York must show proof of completion of the Child Abuse Recognition and Reporting (CARR) workshop, the Safe Schools Against Violence in Education (SAVE) workshop, and the Dignity for All Students (DASA) (anti-bullying) workshop. Students in the MST program will complete these certifications during their program. All students must maintain a current First Aid/CPR/AED Certificate throughout the program.

In addition, all graduate students in the program must show completion of a course on working with students with disabilities. If this course was not part of the bachelors' degree program and/or initial certification, it must be successfully completed in order to be eligible for the MSED Degree, MST degree and NYS certification.

Major Codes & Status

The major code for the Physical Education Leadership program is **MSED_PEL**. The major code for the master's in science in Teaching is **MST_PHE**.

In some cases, students are admitted to the department conditionally, which means the student appeared to meet the criteria for admission but evidence of one or more items was not presented. Within the MSED program, this happens when students have completed their bachelor's degree and wants to begin their graduate programs but has not yet received verification of their initial teaching certificate. It may also happen when a student from another state has not yet taken the workshops required in NYS or a student earned initial certification in NY prior to the implementation of DASA. This conditional admittance is signified by the addition of a "W" to the major code. Students may not be able to register for certain classes or be approved for graduation if a "W" appears on their major code.

The MST program has two **required** pre-requisite classes; BIO 301 and BIO 302. A conditional admittance code of "**PRGR**" or pre-grad can be assigned, which would allow the students to be accepted into the MST program after the pre-requisite classes have been completed successfully.

Students should apply for a change of status as soon as they can provide the necessary evidence (teaching certificate, completion of workshops or pre-requisites, etc.). Access the Change of Status form on the Registrar's of Graduate Admissions home page.

College Requirements

Students must meet several all-college requirements in addition to the program requirements, for completion of their degree program.

1. Total Credit Hours

MSED program requires a minimum of 30 credit hours to be earned for graduation. Up to six of these hours may be earned at other accredited institutions and may be transferred with approval. At least 12 hours must be at the 600 level and 9 hours could be taken outside the Physical Education Department. The MST program A track (those not previously certified) required 55 graduate credit hours and the MST Track B (those with teaching certification) requires 43 graduate credit hours. The MST program also requires 11 undergraduate physical activity credit hours and 9 undergraduate exercise science credit hours. Undergraduate credit hours can be transferred from other institutions and can be taken concurrently with the graduate work.

2. Cumulative Grade Point Average (GPA)

The master's degree is awarded to students who have an overall 3.0 grade point average. All students enrolled in a master's degree are required to maintain a minimum 2.8 cumulative grade point average in graduate work. Students whose cumulative grade point average remains below 2.8 for two consecutive terms of enrollment may be dismissed from the College. At the end of the first semester during which the students' grade point average falls below 2.8, they are notified that they are in danger of dismissal. The associate dean will notify the student of dismissal in writing. No grade below "C-" will be counted toward a master's degree.

3. Time to Complete

- a. All degree requirements must be completed within five years of first enrollment in courses required for a degree program, even if such enrollment is on a non-matriculated basis.
- b. According to New York State Education Department regulations, all graduate degree requirements leading to the professional teaching certificate must be completed within five years of receipt of the initial teaching certificate.

4. Full-time Graduate Status

Students qualify academically as full-time graduate students if they satisfy one of the following:

- a. They are registered for nine credit hours (*see note below*) or more of course work.
- b. They have been awarded a graduate assistantship and are registered for six credit hours or more.
- c. They are registered for and working full-time on a thesis or independent study.

Note: The full-time definition above does not apply to any student accounts or financial aid issues such as tuition/fee charges, federal financial aid (including student loans), state financial aid, veteran's benefits or scholarships. The minimum full-time definition for all financial purposes is 12 credit hours per semester.

5. Culminating Activity

In addition to the requirements listed above, all students must complete a culminating activity, which are specified in each program/concentration.

6. Continuous Enrollment Policy for Culminating Activity

Students who do not complete a culminating activity such as a thesis, project or comprehensive examination by the end of the initial semester of registration for the experience but who are making satisfactory progress on the culminating activity will receive an incomplete and must register for PED 697: Extension of Graduate Culminating Activity (prefix according to program) each subsequent semester until completion of the culminating activity. Extension of Graduate Culminating Activity will be a one-credit-hour course with an S, U grading mode. Repeatability of Extension of Graduate

Culminating Activity and extensions of incompletes are governed by existing College policies regarding degree completion at the graduate level.

7. Completion of a Degree or Certificate Program

Students nearing completion of a graduate degree or certificate program must complete an *Application for Graduation* form on-line. This form is located on the student tab of myRedDragon and is only activated when the student is near the number credits needed for degree completion.

While the College has established three graduation dates for both undergraduate and graduate students in May, August and December, formal commencement ceremonies are conducted only in May. Students graduating in August or December of a given year are eligible to participate in Commencement held in May of that year.

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 Disability Resources Office located in Van Hoesen Hall, Room C-17 or call (607) 753-2967 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 <https://www2.cortland.edu/offices/disability-resources/>

Class Attendance Policy

It is the policy of the College that regular class attendance is a basic requirement of all courses. However, if 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.

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.

Both MSED and MST programs include online courses that may not require synchronize virtual attendance. Please refer to the syllabus for those classes for attendance requirements.

Non-attendance 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 [Academic Policies P.07]

<https://catalog.cortland.edu/content.php?catoid=42&navoid=5538#p-07>

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

Retaking of Courses

Students may retake a particular graduate course only once, and the cumulative average will reflect only the last grade received (Graduate Catalogue N.11). The grade excluded from the cumulative totals will be annotated with an E on the transcript. The grade included in the cumulative totals will be annotated with an I. The retaken course, which is defined by the same title, course prefix and course number, must be repeated at SUNY Cortland under the same grading system to be eligible for this policy.

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 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 an "E" 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

See College Catalog [350.01]

<https://www2.cortland.edu/offices/publications/handbook/part-three/#chapter350>

The Academic Grievance Procedures

See College Catalog [350.02]

<https://www2.cortland.edu/offices/publications/handbook/part-three/#chapter350>

Academic Integrity

See College Catalog [340.02, 340.03, 340.04]

<https://www2.cortland.edu/offices/publications/handbook/part-three/#chapter340>

Computing Grade Point Average (GPA)

Quality points for various grades:

Grade	1 credit	2 credits	3 credits	4 credits	12 credits	13 credits	14 credits	15 credits	16 credits
A	4.0	8.0	12.0	16.0	48	52	56	60	64
A -	3.7	7.4	11.1	14.8	44.4	48.1	51.8	55.5	59.2
B +	3.3	6.6	9.9	13.2	39.6	42.9	46.2	49.5	52.8
B	3.0	6.0	9.0	12.0	36	39	42	45	48
B -	2.7	5.4	8.1	10.8	32.2	35.1	37.8	40.5	43.2
C +	2.3	4.6	6.9	9.2	27.6	29.9	32.2	34.5	36.8
C	2.0	4.0	6.0	8.0	24	26	28	30	32
C -	1.7	3.4	5.1	6.8	20.4	22.1	23.8	25.5	27.2
D +	1.3	2.6	3.9	5.2	15.6	16.9	18.2	19.5	20.8
D	1.0	2.0	3.0	4.0	12	13	14	15	16
D -	0.7	1.4	2.1	2.8	8.4	9.1	9.8	10.5	11.2
E	0	0	0	0	0	0	0	0	0

GPA is determined by the following equation:

$$\text{Total \# quality points earned} \div \text{Total \# credits taken} = \text{GPA}$$

Example: If you took one four-credit class, three 3-credit classes and three 1-credit activities, then the total credits taken would be **16 credits**.

4-credit course grade was C+ = 9.2 quality points

3-credit course grade was B- = 8.1 quality points

3-credit course grade was B = 9.0 quality points

3-credit course grade was B = 9.0 quality points

1-credit course grade was A = 4.0 quality points

1-credit course grade was B = 3.0 quality points

1-credit course grade was C = 2.0 quality points

16 Total Credits

44.3 Total Quality Points

$$44.3 \text{ total quality points earned} \div 16 \text{ total credits} = 2.76875 \text{ GPA}$$

If you need to improve your GPA, you can use the GPA Repair Kit in *Appendix E* to calculate what grades you need to get the GPA you want.

Course Numbering System

Graduate students take 500 level courses and 600 level courses. Undergraduate classes related to the MST program are 100, 200, 300 level courses.

Some courses may require special permission which are designated as a 500 section. Approval must be obtained by the Graduate Coordinator as additional requirements may be needed (i.e., PED 651 Section 501)

Transfer Courses

Within the MST program, students may choose to transfer in the Undergraduate course requirements. Only courses that reflect a “C-” or above on transcript will be accepted. Course equivalency charts are available through the Advisement and Transition office.

<https://www2.cortland.edu/offices/advisement-and-transition/transfer-credit-services/transfer-equivalencies/>

PROGRAM REQUIREMENTS

Physical Education Leadership (MSED) - Online

This program prepares master teachers who will take a leadership role in developing and implementing progressive physical education curricula and advocating for quality physical education programs.

Starting Summer 2024, there are two tracks available:

- Track A: Physical Education Leadership Track for students who eventually wish to move into administration or leadership positions.
- Track B: Adapted Physical Education for students who would like to specialize in adapted physical education.

Within the leadership program, students will study research on teaching effectiveness, curriculum models, fitness programming, and leadership techniques and apply them in school-based field experiences that will include working with diverse populations and applying various technologies to enhance student learning.

Expected learning outcomes for advanced candidates

Advanced Candidates:

- Locate, interpret, and synthesize research in physical education.
- Conduct research that enhances teaching and learning.
- Apply content knowledge and pedagogical content knowledge for effective instruction.
- Integrate research findings to enhance student learning.
- Initiate program improvement activities, such as curriculum development and program evaluation, to enhance to student learning.

Contribute to the professional development of others in the school, community and/or profession

Program Delivery

The program is offered asynchrony online, with courses offered every term. Students may enroll as full-time or part-time students.

Track A: Physical Education Leadership

Summer 1 Courses

- PED 610: Readings in Physical Education [3 cr.]
- PED 611: Research Methods in Physical Education [3 cr.]
- PED 644: School-Based Leadership in Physical Education [3 cr.]

Fall 1 Courses

- PED 515: Technology in Physical Education [3 cr.]
- PED 526: Fitness Programming and Curriculum for Schools [3 cr.]

Spring 1 Courses

- PED 622: Research on Teaching Effectiveness in Phys. Education [3 cr.]
- PED 660: Physical Education Practicum I [3 cr.]

Summer 2 Courses

- PED 661: Physical Education Practicum II [3 cr.]

- PED 621: Curriculum Construction in Physical Education [3 cr.]
- PED 602: Research Project in Physical Education* [3 cr.]

^Physical Education Core

**Culminating experience for Physical Education Leadership*

Track B: Adapted Physical Education - Starting Summer 2024!

Summer 1 Courses

- PED 610: Readings in Physical Education [3 cr.]
- PED 644: School-Based Leadership in Physical Education [3 cr.]
- Elective [3 cr.]

Fall 1 Courses

- PED 611: Research Methods in Physical Education [3 cr.]
- PED 635: Instructional Strategies in Adapted Physical Education [3 cr.]
- Elective [3 cr.]

Spring 1 Courses

- PED 636: Student and Program Evaluation in APE [3 cr.]
- PED 638: Positive Behavior Management in Physical Education [3 cr.]
- Elective [3 cr.]

Summer 2 Courses

- PED 650: Master's Thesis [3-6 cr.]
- PED 663: Adapted Physical Education Practicum [3 cr.]
- PED 697: Extension of Graduate Culminating Activity [1 cr.] :

Track B PEL APE Electives:

Adapted PE Specialty Electives [at least 3 cr.]

- PED 530 - Research in Adapted Physical Activity [3 cr.]
- PED 531 - Inclusive Outdoor Education [3 cr.]
- PED 533 - Autism Spectrum Disorder and Physical Education [3 cr.]
- PED 534 - Interdisciplinary Collaboration for Children with Multiple Disabilities [3 cr.]
- PED 600 - Individual Physical Education Problems [1-3 cr.]
- PED 633 - Inclusive Coaching Methods and Programs [3 cr.]

Additional Electives [at least 3 cr.]

- PED 515 - Technology in Physical Education [3 cr.]
- PED 526 - Physical Activity and Fitness Programming for Schools [3 cr.]
- PED 621 - Curriculum Construction In Physical Education [3 cr.]
- PED 622 - Research on Teaching Effectiveness in Physical Education [3 cr.]
- EXS 612 - Advanced Statistical Applications in Exercise Science [3 cr.] Course may be offered in-person

Advanced Candidate Expectations

The PEL program promotes the use of advanced content knowledge, pedagogical knowledge and skills, and leadership development. Graduate students are considered to be advanced candidates for teacher licensure and as such, must exhibit the dispositions expected for teacher candidates at SUNY Cortland. (See Appendix G). **Dispositions will be formally assessed in PED 611, and PED 622.**

Masters of Science in Teaching (MST) Physical Education - On Campus

The Master of Science in Teaching has two tracks:

Track A: MST Physical Education for those not previously certified

Track B: MST Physical Education for those previously certified in another subject area

The Master of Science for Teachers in Physical Education program is designed for those who do not possess a teaching certificate in physical education. Beyond the graduate-level core courses in physical education, you'll explore topics that provide the knowledge and skills that integrate physical education theory with hands-on practice. Join our winning team by becoming a part of one of the best and most highly regarded physical education programs in the nation.

Program Delivery:

The MST program is offered mainly on-campus during the Fall and Spring semesters. Pre-requisites and undergraduate course requirements can be transferred in from other colleges. Check with the graduate coordinator to find out if courses transfer. The MST program is a program with 4 semesters of coursework (Track A and B) and one semester of student teaching for Track A. All undergraduate coursework, except for BIO 301 & BIO 302, or BIO 206, can be taken concurrently with graduate work and must be completed prior to student teaching (Track A). Graduate classes are delivered in the evening.

Prerequisite Requirements:

- BIO 301 Anatomy & Physiology I and
- BIO 302 Anatomy & Physiology II
- or BIO 206 (SUNY Cortland)

Undergraduate coursework (may be taken concurrently with graduate work): 9 credits

- EXS 380 Motor Behavior (3 cr. hr.)
- EXS 387 Biomechanics (3 cr. hr.)
- EXS 397 Exercise Physiology I (3 cr. hr.)

Activity courses (may be taken concurrently with graduate work): 11 credits

- PED 180 Team Sport Methods (1 cr. hr.)
- PED 181 Adventure Activities (1 cr. hr.)
- PED 187 Track and Field (0.5 cr. hr.)
- PED 189 Aquatics (1 cr. hr.)
- PED 253 Inclusive Activities in Physical Education (0.5 cr. hr.)
- PED 257 Lifetime Activities in Physical Education (1 cr. hr.)
- PED 282 Health-Related Physical Fitness (1 cr. hr.)
- PED 283 Racquet Activities (1 cr. hr.)
- PED 381 Sport Models in Physical Education (1 cr. hr.)
- PED 384 Self-Defense (1 cr. hr.)
- PED 385 Gymnastic Activities for School Settings (1 cr. hr.)
- PED 388 Rhythms and Dance (1 cr. hr.)

Physical Education Master's Degree Core: 6 credit hours

- PED 610 - Professional Literature Analysis (3 cr. hr.)
- PED 611 - Research Methods in Physical Activity (3 cr. hr.)

Certificate Track A: 49 credit hours: initial certification track (not previously certified).

- PED 515 - Technology in Physical Education (3 cr. hr.) (*online*)
- PED 526 - Physical Activity and Fitness Programming for Schools (3 cr. hr.) (*online*)
- PED 527 - Models and Theories of Adventure Learning (3 cr. hr.)
- PED 530 - Research in Adapted Physical Activity (4 cr. hr.)
- PED 621 - Curriculum Construction in Physical Education (3 cr. hr.) (*online*)
- PED 622 - Research on Teaching Effectiveness in Physical Education (3 cr. hr.) (*online*)
- PED 625 - Lifespan Motor Development (3 cr. hr.)
- PED 636 - Student and Program Evaluation in Adapted Physical Education (4 cr. hr.)
- PED 638 - Positive Behavior Management and Discipline in Physical Education (3 cr. hr.)
- PED 651 - Comprehensive Examination Seminar (3 cr. hr.)
- PED 655 - Instructional Strategies in Physical Education (3 cr. hr.)
- PED 656 - Elementary Physical Education Field Experience (1 cr. hr.)
- PED 657 - Secondary Physical Education Field Experience (1 cr. hr.)
- PED 658 - Graduate Student Teaching and Seminar in Physical Education I (6 cr. hr.)
- PED 659 - Graduate Student Teaching and Seminar in Physical Education II (6 cr. hr.)

Certificate Track B: 37 credit hours: Take this track if previously certified in another subject area.

- All courses from Track A except for PED 658 and PED 659 (student teaching)

Additional Requirements

- First Aid and CPR/AED Certification
- Fingerprinting
- CARR
- SAVE
- DASA

Student Learning Outcomes

Our Student Learning Outcomes are the SHAPE America SPA Standards and Components (2017), which define the essential knowledge, skills, and dispositions required for successful teacher candidates.

Standard 1: Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Components – Candidates will:

- 1.a** Describe and apply common content knowledge for teaching PreK-12 physical education.
- 1.b** Describe and apply specialized content knowledge for teaching PreK-12 physical education.
- 1.c** Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness for PreK-12 students.
- 1.d** Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity, and fitness for PreK-12 students.
- 1.e** Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for PreK-12 students.
- 1.f** Describe historical, philosophical, and social perspectives of physical education issues and legislation.

Standard 2: Skillfulness and Health-Related Fitness*

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Components – Candidates will:

- 2.a** Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 2.b** Achieve and maintain a health-enhancing level of fitness throughout the program.

^ Skillful: A person's ability to employ techniques, tactics, strategies, rules, and etiquette effectively in the context of the activity.

** To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight programs, exercise logs).*

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology, and metacognitive strategies to address the diverse needs of all students.

Components – Candidates will:

- 3.a** Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or *SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education*.
- 3.b** Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c** Plan for and manage resources to provide active, fair, and equitable learning experiences.
- 3.d** Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e** Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f** Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4: Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Components – Candidates will:

- 4.a** Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines, and positive behavior management to create and maintain a safe, supportive, and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) to provide specific, congruent feedback to enhance student learning.

Standard 5: Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Components – Candidates will:

- 5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6: Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components – Candidates will:

- 6.a Engage in behavior that reflects professional ethics, practice, and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Advisement/Registration

It is important that you meet with the graduate advisor to preregister for courses for the upcoming semester. Your advisor will assist you in planning your remaining semesters and may offer suggestions regarding specific courses and the sequence in which you take them. Your advisor can also help you with much more than your schedule. Your advisor is a great resource for offering advice about concentrations, certification exams, workshops, graduate school, career questions, and general guidance about your progress at Cortland. You can find information about the sequence of courses you should be taking in this manual under ***Recommended MST Sequence***.

Full-time students in physical education generally take at least 12 credits every semester. If you wish to take more than 14 credits, you must complete a *Permission to Overload Form*.

Graduate students receive priority in registration (*up to 2 days prior to undergrad students*). It is important for MST students to register for any undergraduate classes during this priority time to successfully secure a seat in the course.

Recommended MST Sequence

FALL 1: 13 credits

PED 530 – Research in Adapted Physical Activity
PED 610 – Readings in Physical Education
PED 638 – Positive Behavior Management and Discipline in PE
PED 655 – Instructional Strategies in Physical Education
CAR, SAV, and DASA workshops + First Aid/CPR/AED certification

WINTER:

Undergraduate Requirements

SPRING 1: 10 credits

PED 527 – Models and Theories of Adventure Learning
PED 622 – Research on Teaching Effectiveness in Physical Education
PED 625 – Lifespan Motor Development
PED 656 – Elementary Physical Education Field Experience * 50hrs in schools –
Prerequisites: PED 655, CAR, SAVE workshop

SUMMER:

Undergraduate Requirements

FALL 2: 10 credits

PED 515 – Technology in Physical Education
PED 526 – Fitness Programming and Curriculum for Schools
PED 621 – Curriculum Construction in Physical Education
Prerequisites: PED 610
PED 657 – Secondary Physical Education Field Experience
Prerequisites: PED 656 (with permission PED 657 can be taken before 656)

SPRING 2: 10 credits

PED 611 – Research Methods in Physical Education
PED 636 – Student and Program Evaluation in Adapted Physical Education
PED 651 – Comprehensive Examination Seminar
**Special permission Flag required – MUST have ALL prerequisites & Workshops completed prior to registration. By the end of PED 651, ALL undergraduate and Graduate coursework must be completed.*

FALL 3: 12 credits

**Tracking A ONLY

PED 658 - Student Teaching and Seminar I
PED 659 - Student Teaching and Seminar II
Prerequisites: Completion of all program requirements, 3.0 cumulative GPA, CARR, SAVE and DASA workshops, First Aid and CPR/AED certification

Schedule Builder is a useful tool for scheduling classes during the registration period.

If you are considering registering for a Winter term course(s), you will do that at the same time as Spring registration. For Summer course(s), you will register at the same time as your Fall registration.

Any time you want to take an undergraduate course at another institution, you must have it pre-approved by the graduate coordinator. Once approved, you need to register at the other institution.

Once you have completed a course at another institution, it is your responsibility to request that the grade (transcript) be sent to the graduate coordinator via Watermark, assuming you have earned a C – or better.

While your advisor assists you in making prudent decisions, **YOU ARE ULTIMATELY RESPONSIBLE FOR KNOWING, PLANNING, AND MEETING ALL GRADUATION REQUIREMENTS.**

Physical Education Department Professional Expectations

Students who have been accepted into the SUNY Cortland MST Program are pre-professionals for whom Department faculty have lofty expectations. In addition to academic achievement, these expectations include exemplary professional behavior and appearance. Students must represent themselves, their faculty, their program, and the College with honor in all social, academic, athletic, and field experience settings.

These expectations will be closely scrutinized and students who choose not to adhere to them will experience commensurate consequences. Examples of consequences include written dispositions, candidate consultations, removal from field placement and/or dismissal from the major, depending on the severity of the breach of conduct. Students should also consider that failure to uphold professional standards may impact their ability to obtain good references as well as potential employment opportunities.

Professional behaviors expected of all teacher candidates at the College are detailed in the *Teacher Candidate Dispositions Form (See Appendix)*. In addition, the following policies apply within the department:

ALWAYS REMEMBER, your behavior is a reflection on you, our department, and the College.

Communication

All communication should be conducted in a respectful and civil manner. Communication may be written, oral, electronic, or conveyed by body language. It can be conducted in class or outside of class; with peers or employees (professors, supervisors, or staff); or with public school personnel or students.

- **Email etiquette:** Professionalism should be shown in person AND online. Proper spelling and capitalization should be used. Do not use texting abbreviations. This online guide will help you to write a professional email to your professor or other professional. <http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor>
- Remember, your professor is **NOT** your Facebook friend.

Professional Dress

Activity Classes

Activity courses are an important part of professional preparation in physical education and students should dress in a manner that reflects positively on their professional aspirations. Clothing should be modest; permit unrestricted and safe movement; be appropriate to the demands of the activity; and appear neat, clean and free of stains/tears. Footwear should match the characteristics of the surface/activity. Instructors will communicate specific clothing and footwear characteristics of the activity. Some activities will have additional needs due to playing surface or weather conditions.

Examples:

- “Reflecting positively on professional aspirations” means that clothing that promotes unhealthy lifestyle habits (e.g., smoking, drinking, and drugs), contains sexual innuendo, or uses inappropriate language about groups is not permitted. Wearing a hat indoors or wearing jeans or jean shorts is not permitted. Chewing gum in class is considered inappropriate.
- “Modest” clothing covers the torso and shoulders. Tank tops, sleeveless tops, crop tops, and very short shorts would not meet this criterion.
- “Unrestricted and safe movement” means that clothing should neither be so loose or so tight that interferes with participation or clarity of demonstration. Clothing that does not fit properly may lead to injury (e.g., warm-up pants too long, cargo shorts too baggy, loose jewelry).

Dress Policy for Courses with Teaching Labs

Teacher candidates are preparing for a field where dress is relatively conservative, and they should dress accordingly in their role as pre-service teachers. When teaching labs in physical education classes, collared shirts with shorts or pants (e.g., golf type or Dockers) or a professional-looking warm-up are considered appropriate. Clothing should fit comfortably to allow for movement and demonstrations. Clothing should be clean and neat in appearance. Logos or printing on clothing should not be distracting and any message in the print should be suitable for children. Sweatpants, street shoes, jeans, cut-off shorts, and T-shirts are not appropriate for teaching.

Field Experiences

Field experiences are a critical component of your professional preparation. You will have multiple opportunities to practice your teaching skills with diverse groups of students. Some of these experiences may require you to travel some distance from the College and you may need to provide your own transportation to these sites.

During your field experiences, you must exhibit the highest levels of professionalism. Your communication, professional behaviors (including grooming and dress), and ability to maintain professional boundaries will be closely scrutinized.

Professional boundaries are the lines you do not cross while in the role of a teacher. You must maintain some professional distance with students – they cannot be your friends. While involved in field experiences, you should **NOT**:

- Allow students to call you by your first name
- Phone, text, or email students
- Engage in social media with students (unless required for a class). Do NOT “friend” students on Facebook
- Hold individual meetings behind closed doors with students
- Hold meetings with students outside of the school day
- Interact with students in a personal or romantic manner (flirting and any inappropriate suggestive behavior toward any student is off limits)
- School computers are only to be used for professional purposes

If you need to contact students outside of school, consult your host teacher and communicate with the parents instead of the student.

Technology Policy

- **Technology issues:** Problems with technology are not an acceptable excuse for late submission of your assignments. You MUST assume that technology will fail you at some point. You cannot and should not assume that everything will go smoothly when it comes to the internet, e-learning course management tools, and computers. It is incumbent upon you to PLAN AHEAD and not leave your projects for the last possible moment.
- **Cellphone and other media/devices in class:**
 - Ask permission (different professors have different policies)
 - Don't use phones or other devices unless professor has directed you to do so.
 - Keep devices OFF (not on vibrate for phones) when not in use.
 - Using devices to create an audio, video, or photographic recording without permission and sharing of information for non-instructional purposes is prohibited.
 - Screens should not display any material that may be distracting or offensive to other students.
 - Using technology for cheating, threatening, or harassing purposes will be reported for SUNY Cortland Code of Conduct Violations.

Words of Caution

- **Your email address or voicemail message:** This reflects you, so make sure it is professional. Email addresses such as “partygirl@gmail.com” or voicemail messages that are entertaining to your friends may send the wrong message to college employees or public-school personnel.
- **Using social media sites (i.e., Facebook):** You are leaving your digital signature on the Internet right now. Consider how your comments would be perceived before you post them and always think about logic above emotion. Most importantly, think about maintaining a certain level of professionalism, since people can use whatever, you make “permanent” on these sites against you. As a rule of thumb, before you hit “post,” realize that this will be a permanent reflection of your identity and that it may never be erased even if you remove it. It may even be used against you in job applications or interviews.
- **Uploading video files:** if you are taking video of children (for edTPA), you may only upload it to authorized applications (Watermark, Pearson, etc.). In no circumstances should it be shared on any social media sites (e.g., Facebook, YouTube).

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. Candidates 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.

Accommodation Policy

The Physical Education Department follows the guidance provided by the Disability Resources Office when teacher candidates with documented disabilities request some form of accommodation or modification in their physical education classes.

According to the policy (<http://www2.cortland.edu/offices/disability-resources/policy-and-procedures.dot>), 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 their request. Submitted documentation must be from an appropriate, qualified professional. Teacher candidates with disabilities should contact the Disability Resources Office in Van Hoesen Hall to learn what services are available to them. In accordance with federal and state regulations, disability related information will be treated in a confidential manner by SUNY Cortland.

The Disability Resources Office 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 SHAPE America Initial Physical Education Teacher Education Standards (2017). Of note regarding physical performance is Standard 2: Skillfulness and Health-Related Fitness, which states “physical education teacher education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.”

Accordingly, teacher candidates will (2.a) demonstrate competency in all fundamental motor-skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities) and (2.b) achieve and maintain a health-enhancing level of fitness throughout the program.

“To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight programs, exercise logs).”

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

Teacher candidates who experience temporary impairments in their ability to perform required physical activities should discuss the nature of the impairment with the instructor so that the best course of action may be determined. Decisions will be made on an individual basis using the following guidelines:

- a. If the teacher candidate becomes injured/ill after the course is in progress and they will not be able to complete the physical requirements, the instructor informs the teacher candidate of the options of withdrawing, taking an incomplete, or continuing in the course with modifications. The later in the semester the injury/illness occurs, the more appropriate the options of an incomplete or continuing with modifications are.
- b. If a teacher candidate is injured/ill at the start of the semester, the instructor will advise them of the options considering the likelihood that the teacher candidate’s injury/illness will be resolved in time to complete the requirements of the course without modification.

The teacher candidate may be required to provide medical documentation regarding the nature of the impairment and the expected duration. The instructor must complete a Physical Education Teacher Candidate

Course Accommodation Form (*see Appendix*) that indicates the nature of the impairment and the decision that was made regarding accommodations. This form will be submitted to the Department Chair's Office.

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 (see Appendix).

Judicial Checks: Physical education teacher education candidates' judicial records are checked upon application for admission to the Teacher Education program (occurs in PED 655) 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.

Teacher Education Candidacy and Self-Disclosure Statement:

You are required to disclose any violation of the *Code of Student Conduct* and/or Academic Integrity Policy. In addition, you are required to disclose all incidents for which you have been convicted and found guilty of violating federal, state, and/or local laws (this would include incidents which have been "adjourned in contemplation of dismissal" (ACD or ACOD). Disclosures must be made to the Associate Dean of the School of Professional Studies.

If you have been charged with driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault, you must report these charges to the Associate Dean within five business days of the charges being made. Due to the egregiousness of these charges the TECRC will delay field experience or student teaching if it is determined your behavior would damage the reputation of SUNY Cortland's teacher preparation programs and/or be a risk to faculty, staff, and students in public schools.

Failure to disclose within five business days may result in removal from or delay of fieldwork, removal from or delay of student teaching.

Professional Portfolio

Teacher candidates will be required to develop a professional portfolio as they proceed through the program. The portfolio will be evaluated in PED 651 Comprehensive Exam Seminar. Teacher candidates will also be required to pass an exit interview in the course. Those teacher candidates who create superior portfolios will be invited to display their work for other students, faculty, and administrators in the department portfolio showcase.

PED 658 / PED 659 Student Teaching Eligibility (*TRACK A ONLY)

Student teaching happens during one semester during the MST program and is split between two 6-credit hour courses. Where one focuses on elementary and the other on secondary teaching.

Candidates must meet **all** prerequisites successfully including completion of all undergraduate and graduate requirements. See *Physical Education Student Teacher Handbook* for further details.

NOTE 1: A candidate is ineligible for student teaching if their G.P.A. is below a 3.0 or if there are any INCOMPLETE grades on his/her academic record. Students on any form of academic probation are also ineligible to student teach.

NOTE 2: A candidate must have completed a minimum of two class hours of instruction regarding the identification and reporting of child abuse and mistreatment (CARR), before student teaching.

NOTE 3: Candidates must have completed a workshop of instruction regarding Safe Schools Against Violence in Education (SAVE) before student teaching.

NOTE 4: Candidates must have provided documentation that First Aid, CPR, and Automatic External Defibrillation certifications will be current throughout the semester of student teaching. This will be checked prior to registering for PED 651.

NOTE 5: Candidates must have completed a workshop of instruction on the Dignity for All Students Act (DASA).

NOTE 6: Candidates must have completed and cleared the fingerprinting process approved by the State.

NOTE 7: Candidates must have met GPA eligibility requirements in the semester prior (Fall or Spring) to student teaching. The Winter term prior to Spring student teaching, and the Summer term prior to Fall student teaching, are not considered for GPA eligibility.

It is strongly suggested that those wishing to enroll in student teaching complete all 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.

Disclosure:

During student teaching, you must disclose any charge of an alleged violation of the *Code of Student Conduct*, Academic Integrity Policy, and/or any arrest to the Associate Dean within five (5) business days.

Student teaching and intercollegiate athletics: It is College policy that teacher candidates are not permitted to participate in college activities such as intercollegiate athletics while student teaching or completing an internship. Exceptions to this policy may occur only with the written permission of the Dean based upon the recommendation of the program/department coordinator. If the teacher candidate participates in a varsity sport during student teaching or an internship experience without the Dean's permission, the teacher candidate will be removed from this academic experience. If, in the judgment of the cooperating teachers or supervisors, the athletic participation is interfering with the quality of the student teaching or internship experience, the teacher candidate can be required to cease their athletic participation at any time.

Student teaching and working or taking classes: Substitute teaching during the student teaching experience is not allowed. Teacher candidates are advised not to be employed during student teaching for the primary focus to be on the student teaching experience. Furthermore, teacher candidates may not be enrolled in any course work unrelated to student teaching (at SUNY Cortland or at any other institution) during the semester of student teaching, unless the teacher candidate's program/department permits enrollment in the department's weekend workshop(s).

Student Teaching Placements: Early field experiences have priority over student teaching in assigning local placements. Exceptions will be made on a case-by-case basis. Students will not be placed in schools where they have worked, family works, and where they have attended K-12 classes. It is our goal to provide diverse field placements to all our students to create a safe and positive work environment.

NEW YORK STATE PROFESSIONAL CERTIFICATION

All teachers employed by NYS public schools must obtain a professional certificate within 5 years of the effective date of their initial certificate. Your professional certificate is continuously valid with completion of required professional development hours on a five-year professional development cycle (NYSED).

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Requirements:

1. Three years of teaching experience
 - a. “Classroom teaching experience includes experience earned in a public or approved nonpublic preschool or elementary, middle, or secondary school. Claimed experience may be in any grade or subject. Experience that is not full time may be credited on a prorated basis. Teaching assistant experience is not applicable to this requirement. Teachers working as substitutes in numerous districts may wish to have each district verify the experience by providing a short letter on district letterhead” (NYSED).
2. One year of mentored teaching experience
 - a. According to NYSED, “Mentored experience” refers to the guidance and professional support that experienced, certified teachers provide to new teachers in their first year of teaching in a public school. Documentation of the mentored experience must be provided by the superintendent of the employing school district.
3. Master’s degree
 - a. Master’s degree in the initial certificate content
 - b. Master’s degree in a related field to the initial certificate content
Related fields: Athletic Leadership, Dance, Health, Sports Administration, Safety Education, Sports Management, Sports Medicine, Sport Psychology, Sports Science, Recreation
 - c. Master’s degree in a program that leads to a certificate

If the master’s degree does not meet one of the above criteria, twelve additional graduate credits must be completed in the content or related area of the initial certificate.

Certification overview: Physical Education MST Program

1. Initial v. Professional Certification:
 - a. Initial- entry level teaching certificate, valid for 5 years.
 - b. Professional- advanced level certificate, see information below about process.

2. TEACH Account:
 - a. [TEACH Authorization Form](#):
 - i. Gives Cortland Permission to Release Academic Information- complete when apply for degree conferral. This information that goes into your TEACH account is called a College Recommendation.
 - ii. You are recommended for BOTH an initial and a professional certificate since it is a master's level program.
 - b. Fingerprinting
 - i. Check to see if they are their in TEACH; "Account Information", "Fingerprinting"
 - ii. You should see "Your DCJS and FBI Results Have Been Received" in a blue box. If you see more text than that, they are not there. If you know you got them done, please feel free to reach out to Career Services to ask what to do.
 - c. Workshops:
 - i. CARR, SAVE, DASA- if you complete them at Cortland, they will not show up in your TEACH account, only on transcript. Register like you do for classes.
 - ii. If you take them outside of Cortland, please be sure the provider DOES put them into TEACH.
 - d. Applying- \$50 per application
 - i. You will need a [program code](#) to identify your program to NYSED.

3. Exams:
 - a. Educating All Students (EAS)- Test 201: Pedagogy Focus
 - i. Focuses on Diverse Student Populations, English Language Learners, Students with Disabilities and Other Special Learning Needs, Teacher Responsibilities, and School-Home Relationships.
 - ii. Register Through NYSTCE
 - iii. 2 hours, 15 min- Computer Based Test, \$92
 - iv. Safety Net- Pass Score Lowered to 500
 - b. Content Specialty Tests (CST)
 - i. Physical Education (Test 076)
 - ii. 3 hours, 15 min test time; 90 multiple choices, 1 constructed response
 - iii. \$134
 - iv. Register Through NYSTCE
 - c. TPA- Teacher Performance Assessment
 - i. To be completed during the program

4. Thinking About Professional Certification:
 - a. 5 Years: Effective Dates are 2/1 or 9/1 EACH Year

- b. 3 Years Paid Professional Work Experience IN TITLE; Public, Private, or Charter Schools OR Out of State
- c. Your Master's degree requirement will be met!

5. Applying for Professional Certification:

- a. You will use the same [program code](#) to identify your program to NYSED; \$50
- b. Verify your experience- ask for a Superintendent Statement if NY or have district [fill out form](#)
- c. Send transcripts to NYSED with the last four digits of your social security number, date of birth, and name as it matches TEACH

6. Additional Certificates:

- a. Once you have a valid certificate in NYS, getting additional certificates can become a little easier. NYS has a series of what is called Pathways, meaning sets of circumstances to meet NYS certification requirements. To get an additional certificate, you would go through the "Additional Classroom Teaching Certificate (Must Hold a Valid Certificate)" pathway. See the NYS Office of Teaching Initiatives website for all options.
- b. Often, PE graduates ask about health specifically. Here's what you would need in addition to a valid cert.:
 - i. 30 credit hours of health content core. Content core is from 3 different disciplines, with no more than 12 credit hours per discipline (see here for [specific examples](#)). These disciplines include:
 - 1. Personal Health and Fitness (Can include up to 6 credit hours of anatomy/physiology)
 - 2. Safe and Healthy Environment
 - 3. Health-Related Resources and Skills
 - ii. CST for Health (073)
- c. Courses can be completed at any time. They can be completed at a community college if the courses lead to a degree or at a 4-year institution with health programs
- d. You would all need to send transcripts to NYSED

** Note: This Information is current as of 6/18/2023.

Certification overview: Physical Education MSED Programs

1. Initial v. Professional Certification:
 - a. Initial- entry level teaching certificate, valid for 5 years.
 - b. Professional- advanced level certificate, see information below about process.

2. TEACH Account:
 - a. [TEACH Authorization Form](#):
 - i. Gives Cortland Permission to Release Academic Information- complete when apply for degree conferral. This information that goes into your TEACH account is called a College Recommendation.
 - ii. You are recommended for a professional certificate since it is a master's level program.
 - b. Workshops:
 - i. CARR, SAVE, DASA- if you complete them at Cortland, they will not show up in your TEACH account, only on transcript. Register like you do for classes.
 - ii. If you take them outside of Cortland, please be sure the provider DOES put them into TEACH OR make sure that y
 - c. Applying- \$50 per application
 - i. You will need a [program code](#) to identify your program to NYSED.

3. Experience Verification:
 - a. 3 Years Paid Professional Work Experience IN TITLE; Public, Private, or Charter Schools OR Out of State
 - b. Verify your experience- ask for a Superintendent Statement if NY or have district [fill out form](#)
 - c. Send transcripts to NYSED with the last four digits of your social security number, date of birth, and name as it matches TEACH

4. Additional Certificates:
 - a. Once you have a valid certificate in NYS, getting additional certificates can become a little easier. NYS has a series of what is called Pathways, meaning sets of circumstances to meet NYS certification requirements. To get an additional certificate, you would go through the "Additional Classroom Teaching Certificate (Must Hold a Valid Certificate)" pathway. See the NYS Office of Teaching Initiatives website for all options.
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 1. Personal Health and Fitness (Can include up to 6 credit hours of anatomy/physiology)
 2. Safe and Healthy Environment
 3. Health-Related Resources and Skills
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 - c. Courses can be completed at any time. They can be completed at a community college if the courses lead to a degree or at a 4-year institution with health programs

d. You would all need to send transcripts to NYSED

** Note- This Information is current as of 6/18/2023

GRADUATE ASSISTANTSHIPS/LAB INSTRUCTORS

A list of all graduate assistantships and application on campus can be found at <https://www2.cortland.edu/admissions/graduate/assistantships.dot>

The department offers lab instructors and graduate assistant positions to support graduate study. Graduate students must have NYS certification in order to be eligible for these positions. These assistantships offer a stipend, a tuition waiver, and excellent professional experience.

LAB INSTRUCTOR'S QUALIFICATIONS:

REQUIRED: B.S.E. in Physical Education (undergraduate) and enrollment in a graduate program in Physical Education or Related Field at SUNY Cortland.

DESIRED: Enrollment in a Physical Education program as an undergraduate.

RESPONSIBILITIES

Lab Instructors: Lab instructors in adapted physical education supervise undergraduate students in PED 356 (Adapted Physical Education and Sport) in two types of lab settings – gymnasium and pool. Lab instructors as well as faculty assigned to teach the labs, teach and supervise the children with disabilities in the labs to ensure the safety of all participants involved.

Supervision of undergraduate students may include assessment of lessons and lesson plans and taking attendance. Lab Instructors also contact and recruit program participants and manage the participant database. They are responsible for managing adapted equipment and assessment tools. Lab Instructors may also assist with weekend workshops at Raquette Lake and have other duties as assigned.

SALARY: \$4,000 /Semester plus 3 credit hours, tuition waiver through UUP, if approved.

GRADUATE ASSISTANTS:

School-Based Teaching/Community Agency Partnership Positions: The School Based Teaching and Community Agency partnerships within Physical Education/Adapted Physical Education have a long history at Cortland. Through the partnership model, graduate students are hired to provide physical education/adapted physical education services to area school districts/agencies. School and agency partnerships enter into a contract through the SUNY Cortland Foundations Office. Selected graduate students provide contractually described services (up to .5 position or 20 hours per week) in exchange for tuition waiver/payment up to \$15,000 per year (depending on school district).

Interested students must meet the aforementioned criteria and be willing to commit to the public-school calendar year. In addition, students will submit a letter of intent, resume, and documentation of the completion of licensure in physical education to be eligible for partnership positions. Selected graduate students will be interviewed by school district/agency personnel for final selections.

SALARY: \$15,000 (yearly) plus 3 credit hours of in-state tuition per semester.

CHECKLIST OF IMPORTANT TASKS

To assure completion of your degree, you must complete all of the important tasks listed below. Keep this list handy and write in the dates for every item when it has been completed.

- _____ Review program requirements in the college catalog <http://www2.cortland.edu/academics/catalogs.dot>. This will also allow you to access to course descriptions.

- _____ Apply for admission into the program. Be certain to include proof of teacher certification. Applications for admission must be submitted on-line to the Admissions Office. Fall deadline is July 1; Spring deadline is December 1; and Summer deadline is April 1.

- _____ Seek approval for the transfer of courses you completed at other institutions while you are being admitted to graduate study at Cortland. You must fill out a transfer of credit approval form and make certain that official transcripts are on file in the SRRS Office Room 223, Miller Building.

- _____ Once you enroll for your first semester of study at Cortland you have five years to complete your degree.

- _____ Complete two clock-hour Child Abuse Recognition and Reporting (CARR) workshop (for certification purposes, submit proof to SRRS office, Room 223, Miller Building if you have not already done so). If you are certified in NYS, you have already completed this workshop. Check your DegreeWorks to ensure the Registrar has recorded it.

- _____ Complete two clock-hour Safe Schools Against Violence in Education (SAVE) workshop (for certification purposes, submit proof to SRRS Office, Room 223, Miller Building if you have not already done so). If you are certified in NYS, you have already completed this workshop. Check your DegreeWorks to ensure the Registrar has recorded it.

- _____ Complete six-hour Dignity for All Students Act (DASA) workshop (for certification purposes, submit proof to SRRS office, Room 223, Miller Building if you have not already done so). If you are certified in NYS, you have already completed this workshop. Check your DegreeWorks to ensure the Registrar has recorded it.

- _____ If you did not take a course on working with students with disabilities as part of your bachelor's degree and/or initial certification, be sure that you successfully complete an approved course before filing for graduation.

- _____ File for graduation through MyRedDragon and State Professional Certification through your TEACH account. Deadlines: 3/1 for May graduation; 6/1 for August graduation; 11/1 for December graduation.

FAQ'S

Course Work

Q. Where do I get the forms I need related to my coursework?

A. Most forms you need while enrolled at SUNY Cortland are available on the SRRS webpage:
<http://www2.cortland.edu/offices/srrs/>

Q. I've been admitted into a program, but I'd like to change to a different one. How do I handle this?

A. Use the form on the SRRS home page at: <http://www2.cortland.edu/dotAsset/289444.pdf>.

Q. I've been admitted into a program, but I really don't know what courses I need to take, or which electives are best for me. How do I know which courses to take?

A. Review the program requirements, then draft a plan of action and be sure to discuss your plan with your advisor.

Q. I'm in a course now, but because of extenuating circumstances, I have to drop it. How do I drop a course?

A. If you are dropping/adding a course *before* the end of the official drop/add period, login to MyRedDragon to drop or add the course. If you are using non-web registration, go to the Registrar's webpage for the appropriate form. If you are dropping a course *after* the end of the drop/add period, obtain a Withdrawal form and follow the instructions. Carefully consider your decision to drop the course in terms of what it will do to your timeline and your financial situation.

Q. When may I transfer a course from an accredited institution?

A. You should transfer in completed work as soon as possible after you are admitted to the program. **NOTE:** For courses taken prior to admission, use the "Request for Acceptance of Graduate Transfer Credit" form on the SRRS webpage. For courses that you will be taking after admission to a Cortland program, you should seek prior approval, using the same form.

Q. How many graduate credits may I transfer into my program?

A. You may transfer no more than six credit hours.

Q. How old may the transfer courses be?

A. The courses may not be any older than five years from your matriculation date at Cortland. Limitations on Number of Hours Per Semester

Q. What is considered a maximum course load per semester?

A. A full-time graduate student is one who takes 12 hours during the Fall and Spring semesters. (Note: If you are receiving financial aid as a full-time student, you may be required to register for 12 hours.) During the two Summer sessions, six hours is the maximum for each session.

Q. May I take more than the maximum allowable hours?

A. Yes, but you MUST receive prior approval from the Associate Dean of Professional Studies.
Minimum Grade Point Average (GPA)

Q. What are the regulations for GPA for matriculated students?

A. Graduation (3.0); Probation (2.8-2.99); Dismissal (below 2.8).

Five-Year Rule -- State vs. College (For MSED/Teacher Certification Students)

Q. What's the difference between the State five-year rule and the College five-year rule?

- A. In accordance with State regulations, you have five years to complete your master's degree from the time you complete your initial teaching certificate. Any questions that you have concerning this deadline must be discussed with the State Education Department, or you could contact the Certification Officer at your local BOCES - that person is the official spokesperson for the State.

The College's five-year rule has nothing to do with that of the State's. The College policy is that you have five years from the semester in which you took your first graduate course to complete all requirements. (The exception to the above is if you took a graduate course for certification purposes, since those courses do not apply to your master's program.)

If you need to request an extension to the College's five-year rule, you must explain your situation, in writing, to the Associate Dean of Professional Studies. You must include how long you need to complete your graduate studies (e.g., one or two semesters) and the circumstances behind your request. Your timeline must be confirmed by your advisor or graduate coordinator in writing. You will then receive a response from the Associate Dean.

I've Been Lost!

Q. I haven't been receiving notifications from the College. What's been going on?

- A. There could be several reasons for not receiving items from the College. The first reason could be that you are not matriculated (admitted to the program). Another reason could be that you moved and neglected to inform the College of your new address. **A third reason is that you failed to check your Cortland.edu email address.** This is the official email address for all college communications.

Class Cancellations

Q. If it's snowing outside, and the roads are treacherous, whom do I call to see if classes have been canceled?

- A. **NO ONE!** If you call the department, all you will find out is that the office assistants do not know, and with the hundreds of calls, they are unable to do any work. The procedure is as follows: A college administrator determines whether or not classes will be held. As soon as the decision is made, the announcement is posted on the Cortland webpage and area radio and television stations are notified. It should be noted that rarely does the Cortland campus close.

Complaints

Q. What if I have a problem with an instructor, my advisor or my grade?

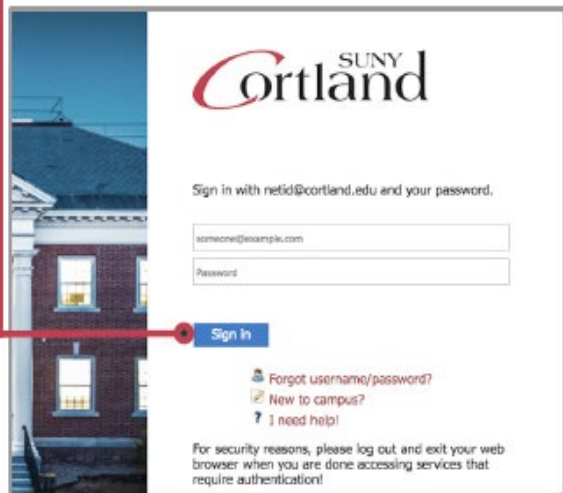
- A. The first step is to discuss the issue directly with the individual. If your issue is not resolved, you may file a written complaint with the Chair of the Department. The Chair of the Department will then set up a meeting to discuss this further. For detailed information, see the College Handbook <http://www2.cortland.edu/offices/publications/handbook/index.dot>.

"I'm Finished"

- Q. I've finished all of my course work and my culminating activity (or I should be finished with everything by the end of the semester). What do I have to do?**
- A. Apply for graduation through MyRedDragon.

Student Schedule Builder

1 Log Into myRedDragon
Go to myreddragon.cortland.edu
Log In



2 Launch Schedule Builder
Navigate to Online Registration
Click on Create Your Schedule



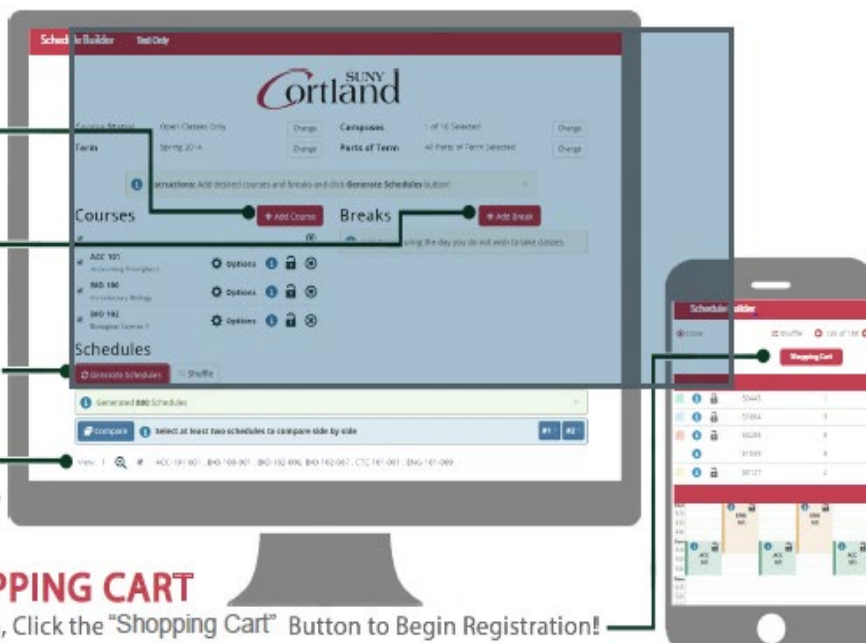
3 ADD COURSES
To Take Next Term

4 ADD BREAKS
To Block Off Times
For No Class

5 GENERATE
All Possible Schedules

6 VIEW
To See Each Schedule

7 SEND TO SHOPPING CART
From the "View" Screen, Click the "Shopping Cart" Button to Begin Registration!



Appendix B: MST Student Teaching Eligibility Requirements

MST Physical Education Eligibility Requirements for Student Teaching

To be eligible for student teaching, I understand that I must:

- * Have been accepted into the SUNY Cortland Teacher Education Program and maintained acceptance throughout student teaching,
- * Hold and maintain a cumulative GPA of 3.0 by the third Friday of the semester prior to student teaching,
- * Be in good academic standing with at least a 3.0 GPA immediately prior to the student teaching semester,
- * Successfully completed all graduate courses with a grade no lower than a C- by the semester prior to student teaching,
- * Complete EXS 380, EXS 387, EXS 397, PED 180, PED 181, PED 187, PED 189, PED 253, PED 257, PED 282, PED 283, PED 381, PED 384, PED 385, PED 388 by the semester/session prior to student teaching,
- * Successfully complete the NYS Education Department mandate of 100 hours of pre-student teaching field experiences by the semester prior to student teaching,
- * Complete the CARR (Child Abuse Recognition and Reporting), SAVE (Safe Schools Against Violence in Education), and DASA (Dignity for All Students Act) workshops by the semester prior to student teaching. If taken off-campus, verification must be provided to the Registrar Office.
- * Complete the fingerprint process to receive and maintain full clearance through NYS by the semester prior to student teaching.
- * Possess current certifications in first aid, CPR, and AED during the **inclusive** dates of student teaching.

I also understand that:

- * I may not use winter or summer session coursework to improve my GPA,
- * I may not student teach while on disciplinary or academic probation,
- * I may not student teach with any incompletes,
- * I may not student teach with any outstanding campus fines or fees on my records,
- * I may not substitute teach during student teaching.
- * I may not student teach in the same school I work at or have family working.
- * I am responsible for my own transportation to and from student teaching.
- * I may not enroll in any college courses while student teaching (exception: student teachers may enroll in the Physical Education Department's adapted physical education weekend courses),
- * I may not participate in any co-curricular activities sponsored by the university (exception: student teachers may participate in intercollegiate athletics with written approval by the Dean of the School of Professional Studies, though every effort must be made to student teach in the non-traditional season),
- * I must disclose to the Associate Dean within five business days **any charges** of DWI, drug possession, crimes against a child, or physical assault. I may be removed from or delayed in completion of student teaching.
- * Use and maintain Watermark throughout student teaching PED 657/658.
- * My student teaching placements may be cancelled if I fail to comply with all eligibility requirements as stated on this document.

Professional and Academic Integrity Statement

The fundamental basis and integrity of professional practice rests upon proper ethical conduct such as honesty, truthfulness, and respect for self, others and the law. The Society for Health and Physical Educators (SHAPE) endorses the Code of Ethics of the National Education Association (NEA) which states, in part, *“The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.”*

When substantial evidence is presented by a school administrator, via written correspondence and/or telephone communications, to the Associate Dean of the School of Professional Studies, Director of Field Studies, the Physical Education Department’s Chairperson, the Department’s Field Experience Coordinator, the Office of Judicial Affairs, and/or a College Supervisor relevant to a breach of professional integrity by a physical education student teacher, a decision will be made regarding the continuation of student teaching.

A meeting of relevant academic officials may be needed to determine an appropriate course of action and to address these concerns, which may include administrative withdrawal from student teaching. Any letter of reprimand from a cooperating school district’s administrator will be placed in the student’s academic file.

I have read and understand the contents of this document.

Your Name (please print) _____

Your Signature _____ Date _____

Appendix C: Accommodation Form

Physical Education Teacher Candidate Course Accommodation Form For Courses with Exit Competencies

Name of student _____ Date _____

Name of Instructor _____ Course # _____

Teacher candidates who experience temporary impairments in their ability to perform required physical activities should discuss the nature of the impairment with the instructor so that the best course of action may be determined. The teacher candidate may be required to provide medical documentation regarding the nature of the impairment and the expected duration. This form must be used to document the discussion and it must then be submitted to the Physical Education Department Office. Decisions regarding accommodations will be made on an individual basis using the following guidelines:

- a. If the teacher candidate becomes injured/ill after the course is in progress and s/he will not be able to complete the physical requirements, the instructor will inform the teacher candidate of the options of withdrawing, taking an incomplete, or continuing in the course with modifications. The later in the semester the injury/illness occurs, the more appropriate the options of an incomplete or continuing with modifications, are.
- b. If a teacher candidate is injured/ill at the start of the semester, the instructor will advise him/her of the options considering the likelihood that the teacher candidate's injury/illness will be resolved in time to complete the requirements of the course.

Type of impairment: _____

Expected duration: _____

Documentation provided? Circle one: Yes No

Instructor recommendation:

_____ Teacher candidate decided to withdraw

_____ Teacher candidate will take an incomplete.

_____ Teacher candidate will continue with modifications. Describe modifications, including any alteration to grading system, below.

Signature of student _____ Date _____

Signature of instructor _____ Date _____

For office use only: received on _____

Appendix D: PED 602 Rubric

Candidate Name: _____

Semester: _____

SUNY Cortland Physical Education Department

MSED in Physical Education

PED 602 Research Project Manuscript

ADVANCED PROGRAM SCORING GUIDE FOR CULMINATING ACTIVITY

Elements	Unacceptable	Developing	Proficient	Exemplary
Knowledge of Subject Matter (NBPTS STAND II)	Ideas do not closely follow conventional concepts with very little expansion and development of new directions. Section is missing or not submitted.	Ideas presented closely follow conventional concepts with little expansion and development of new directions. Ideas and concepts are generally and satisfactorily presented although lapses in logic are apparent. Theory is minimally applied to the context of the question.	Response is organized, carefully focused and clearly outlines the major points related to the question. Ideas are logically arranged to present a sound scholarly argument. Depth of understanding related to learning and teaching in physical education is evident and related to movement and pedagogy. Theory is accurately applied contextually to the question.	The paper excels in the organization and representation of ideas related to the question. Depth of understanding is apparent and clearly related to the teaching of physical education. The response synthesizes theoretical concepts related to learning and teaching in physical education and coherently applies them to the question's specific context in movement and pedagogy.
Understanding of Educational Theory (NBPTS STAND II)	The candidate includes a partial to little summary of the theory of educational theory. Section is missing or not submitted	The candidate includes a partial summary of the research and policy in physical education. The gaps in current knowledge and approaches that fill these gaps are not identified.	The candidate presents a credible summary of the research and policy in physical education. The gaps in current knowledge are identified and directions and approaches that fill these gaps are identified.	The candidate effectively summarizes important research and policy in physical education. Important issues or ideas from the research/policy are raised. The gaps in current knowledge of the field are clearly identified and logical suggestions for addressing these gaps are offered.
Analysis and Application of Research Findings (NBPTS STAND II)	The candidate does not analyze and evaluate the research findings. Section is missing or not submitted.	The candidate struggles to analyze and evaluate the research and theory in the field. The candidate has difficulty critiquing, synthesizing, and applying the research findings to learning and teaching in the area of certification.	The candidate provides an adequate analysis and evaluation of research and theory in the field. The candidate demonstrates ability to critique, synthesize, and apply some research findings and theory to learning and teaching in certification.	The candidate presents a critical analysis and evaluation of research and theory in the field. The candidate is able to effectively critique, synthesize, and apply research findings and theory to the learning and teaching in the area of certification.
Style & Format	Multiple formatting errors and difficult to follow, detracting from the comprehensibility of the manuscript. Very few credible sources are listed in the reference list. Sources are inaccurately written.	The APA style and format are broadly followed, but inconsistencies are apparent. There is a selection of less suitable scientific sources (non-peer reviewed literature, web information). The style may be difficult to follow, detracting from the comprehensibility of the manuscript. Very few credible sources are listed in the reference list. Sources may be inaccurately written.	While there may be minor errors, conventions for APA style and format are used consistently throughout the manuscript. Documentation of sources is done thoroughly and competently. The reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the manuscript and suitably models our discipline's overall journalistic style. Credible sources are accurately written in the reference list.	The manuscript consistently models the APA language and conventions used in the scholarly/professional literature appropriate to physical education. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal. An extensive number of credible sources are accurately written in the reference list.
Mechanics	Grammatical errors are consistent and apparent. There is poor use of transitions to keep the reader	Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor use of transitions to keep the reader on track within the topic.	While there may be minor errors, the manuscript follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions are effectively used which help the reader move from one point to another.	The manuscript is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another and leads the reader through an orderly discussion of the topic. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic. on track within the topic.

Appendix E: Professional Disposition Rubric

SUNY Cortland Initial Teacher Education Programs
(Including B.A., B.S., B.S. Ed., M.A.T. and M.S.T.)
TEACHER CANDIDATE DISPOSITIONS ASSESSMENT

DISPOSITIONS	TARGET	ACCEPTABLE	UNACCEPTABLE	RATING
<i>Integrity</i>	Exhibits exceptional character through honesty, trustworthiness, transparency, and responsible behavior. Is always dependable in follow-through and honoring commitments. Maintains confidentiality. Displays a lack of bias in interacting with others.	Exhibits character through honesty, trustworthiness, transparency, and responsible behavior. Is dependable in follow-through and honoring commitments. Maintains confidentiality and strives to remain unbiased in interacting with others.	Displays dishonesty and/or unlawful behavior as may be evidenced by a TECRC review. Fails to follow-through, honor commitments, or maintain confidentiality.	
<i>Emotional Maturity</i>	Expresses an awareness of self and acknowledges personal strengths and limitations. Maintains self-control. Accepts responsibility for own actions, is open to different ideas, and interacts well with others.	Expresses an awareness of self and usually acknowledges personal strengths and limitations. Maintains self-control. Is developing an increased sense of responsibility for own actions. Is open to suggestions, and interacts with others.	Fails to recognize personal limitations. Is unable to maintain self-control. Displays behavior that is disrespectful to others.	
<i>Work Ethic</i>	Is consistently well organized, prepared, punctual, and reliable. Produces work that is complete, timely and evident of detailed planning. Works above and beyond expectations.	Demonstrates genuine and sustained effort. Produces work that is correct. Is organized, prepared, punctual and reliable, though may need minor improvement in planning and/or time management.	Is not prepared for class and/or late to class. Produces work that is characterized by errors and/or is late or missing.	
<i>Fairness and Empathy</i>	Understands all opinions and perspectives, makes reasoned decisions, and shows empathy and concern for others. Supports, encourages, and advocates for all individuals in an unbiased manner, demonstrating a commitment to diversity.	Listens to all opinions and perspectives, makes reasoned decisions, and generally shows empathy and concern for others. Demonstrates an awareness of diversity and usually supports, encourages, and advocates for others in an unbiased manner.	Displays inability to listen to all opinions and perspectives, and lacks the ability to make reasoned decisions and to demonstrate empathy and concern for others. Rarely supports, encourages, and advocates for others in an unbiased manner.	
<i>Collegiality</i>	Consistently models courtesy communication and works well with all members of the learning community. Excels in forming positive relationships through sharing ideas and knowledge discussing issues, and managing conflict.	Models courtesy in communications and works well with all members of the learning community. Is making acceptable progress in forming positive relationships through sharing ideas and knowledge, discussing issues, and managing conflict.	Demonstrates discourteous communication and does not work well with members of the learning community. Has not formed positive relationships w/colleagues. Does not share ideas or knowledge, fails to assist others, and lacks conflict management skills.	
<i>Respect for Policies and Procedures</i>	Routinely demonstrates behavior consistent with policies AND/OR can easily describe and explain college/school policies relevant to stakeholders (e.g., students, teachers, administrators, parents, community members).	Seeks clarification of policies as needed AND/OR can describe and explain basic college/school policies and regularly makes an effort to comply. Seeks clarification of policies as needed.	Expects policies to be waived AND/OR displays lack of awareness of basic college/school policies and/or violates those policies	

Comments:

C# _____ Candidate's Name (print) _____ Signature _____ Date _____

Instructor's Name (print) _____ Signature _____ Date _____