

SECTION 1 – CONTEXT

1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards.

The Physical Education major/Teacher Certification option program at Keene State College (KSC) prepares teacher candidates to teach physical education in public schools and meets all current State of New Hampshire requirements for certification in K-12 physical education. New Hampshire is not a partnership state with NCATE and therefore does not require meeting the AAHPERD/NASPE standards for state accreditation. However, when the New Hampshire Beginning Teacher Standards for K-12 Physical Education were revised in 2002-2003, they were designed to parallel the AAHPERD/NASPE standards in effect at the time. Therefore, many New Hampshire state standards are similar to AAHPERD/NASPE standards. During the last state review in 2005 all physical education standards were met.

Candidates majoring in the Physical Education/Teacher Certification option at Keene State College are required to complete General Education requirements, the Physical Education core, the Physical Education courses in the Physical Education/Teacher Certification option, and the Teacher Education courses. They receive a Bachelor of Science degree that requires a minimum of 126 credits.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Note: The experiences described are listed in chronological order.

ESEC 150/250 – Development, Exceptionality, and Learning I, II

Candidates enrolled in these courses complete a service learning project as part of course requirements. Physical Education/Teacher Certification students are encouraged to select a physical activity site for their project. A minimum of 15 hours on-site is required. Candidates submit a Service Learning Contract/Proposal to the course instructor describing how the field experience will help them meet future professional goals. It also describes the type of setting, dates and times, the expected responsibilities, and the name of the site supervisor. Candidates keep a time log (signed by the site supervisor), a descriptive and reflective journal, and write a semester-end analysis. The service learning project is used as part of the course grade in both ESEC 150 and ESEC 250. Physical Education/Teacher Certification students are also required to place their analysis paper from ESEC 150 in their Admission to Physical Education portfolio.

PE 255 – Developmental Movement

As part of course requirements candidates participate in a 4-week directed observation experience in physical education at the K-3 level. Each observation is documented and turned in with their notebook at the end of the course. Completion of the observation experience is part of the candidate's grade for the course.

Children from a local school come to Keene State College a minimum of seven times during the semester. Candidates do their microteaching experiences with small groups of children (2-3) in

1st and/or 2nd grade. This provides the candidates with a more realistic teaching experience rather than having them do peer microteaching.

PE 360 – Teaching Physical Education

As part of course requirements candidates participate in a 3-week directed observation experience in physical education at the level of their choice (elementary, middle school, high school). There are specific topics that candidates observe for each week. These topics parallel what has been discussed in class. Each observation is documented with a description and analysis. The observation journal is turned in and evaluated as part of the candidate's grade.

PE 361 – Adapted Physical Education

As part of course requirements candidates are assigned an individual child with whom to work. Whenever possible the children selected for this project have been coded for special needs. Candidate responsibilities include assessment, development of an IEP for motor skills, program design, program implementation, and evaluation, including a letter to the parent(s). Candidates meet with their child twice a week (20-30 minutes/meeting) for a minimum of 6 weeks. The course instructor checks in periodically with the candidate and the child's teacher. The completed project is handed in at the end of the semester and accounts for 35% of the candidate's grade.

PE 375 – Practicum: Teaching-Elementary

This course is held on-site at the local elementary schools. From 1-3 candidates are assigned per school. Supervision is a shared responsibility between the cooperating teacher and college supervisor (course instructor). The cooperating teacher supervises every teaching experience. The college supervisor visits a minimum of once a week when the candidate has teaching responsibilities.

Candidates in the course complete a minimum of 5 responsibilities related to teaching each week: planning and teaching physical education to an entire class of children, assisting in physical education or the classroom, observing someone else teach a physical education lesson, documenting how a special needs child is accommodated in lessons, and meeting with both the college supervisor (course instructor) and cooperating teacher.

PE 376 – Practicum: Teaching-Secondary

This course is held on-site at the local high school and/or middle school. Candidates are involved daily for one public school period at the placement site. Each candidate is assigned a cooperating teacher. Students have opportunities to plan and teach, assist, and observe during the semester. Supervision is a shared responsibility between the cooperating teacher and the college supervisor (course instructor). The cooperating teacher supervises every teaching and assisting experience. The college supervisor visits a minimum of once a week when the candidate has teaching responsibilities. Candidates meet weekly with their cooperating teacher. Candidates meet with the college supervisor in seminar, small group, and individual conference settings.

ESEC 465 – Student Teaching

Candidates complete one quarter (approximately 7 ½ weeks) at an elementary school placement site and one quarter at a secondary school (middle and/or high) placement site. The student teaching experience includes full-time observation, participation, and teaching five days a week under the guidance of a cooperating teaching and a college supervisor who is a member of the

physical education department. The college supervisor observes and writes a formal observation report a minimum of four times during the semester. These observation reports provide formative feedback to the candidate and serve as formal communication between the college supervisor and cooperating teacher. The cooperating teacher is responsible for the daily supervision of the student teacher. At the end of each student teaching placement, the cooperating teacher submits a Final Evaluation Report that becomes part of the candidate's permanent record. After consulting with cooperating teachers, the college supervisor completes a Final Evaluation Report and recommends the candidate pass or fail the student teaching experience.

3. Description of the criteria for admission, retention and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program

Admission to the Physical Education/Teacher Certification program

Students interested in pursuing physical education/teacher certification are assigned a pre-admission advisor from the PETC faculty and may take the recommended courses in the PETC curriculum during their first year. At the end of the first year, students submit an Admission Portfolio to the PETC Admissions Committee for application to the major.

Formal admission to the Physical Education Teacher Certification Option would normally occur at the completion of the spring semester of the freshman year. Transfer students may be eligible to apply for admission after one semester at Keene State that must include a minimum of one course from the Physical Education Core and 2 credit hours of Physical Education major skills coursework.

The admission process requires students to submit a portfolio as evidence of each of the following expectations:

- A) **Personal Identity**: Biographical information
- B) **Program Planning and Academic Progress**: 2.5 minimum GPA and "C" or better academic work in the following Physical Education courses:
 - PE 100 Foundations of Physical Education
 - HLSC 101 Health and Wellness
 - PE 260 Total Fitness
 - PE 288 Soccer/Speedball
 - PE 278 Racquet Sports
 - PE 286 Basketball
- C) **Teaching Skills**: Demonstration of basic competencies in planning, teaching, reflecting, and assessing
- D) **Professional Orientation**: Documentation of progress in professional role modeling, professional writing, and professional experiences

Students who are admitted, now referred to as candidates, (presently a maximum of 18 per year) are notified by letter during June. Admission allows them to take second year PETC courses and PE 360 – Teaching Physical Education (the methods course). Students who are not admitted are also notified by letter. Their letter describes what needs to be done to meet admission criteria. They may reapply to the major the following May but may not take second year level courses in PETC skills and PE 360.

Admission to Teacher Education

Typically candidates apply for admission to teacher education during the second semester of their sophomore year or first semester of their junior year. Candidates may not enroll in PE 375 or PE 376 until they have been admitted to teacher education. In order to be admitted to teacher education candidates must:

1. complete ESEC 100, ESEC 150, and ESEC 250 with a minimum grade of "C" in each course
2. complete a minimum of 36 credits (for transfers, at least 12 credits at KSC)
3. meet grade point requirements (2.5 or higher overall cumulative average)
4. achieve PRAXIS I scores at or above the New Hampshire state standard
5. choose a certification option and select content major (if necessary).

Note: Since physical education/teacher certification candidates have already been admitted to the physical education major before applying for admission to teacher education, they have already declared their major and simply select K-12 physical education as their certification level.

6. submit a personal reference
7. submit an updated Teacher Education Multi-Year Planning Sheet
8. submit the Basic Professional Standards Assessment (a self-evaluation of the ESEC 250 experience)
9. complete the application form and pay the application fee (currently \$30)

Admission to Student Teaching

Candidates are required to submit a letter of intent to student teach following the completion of courses leading up to and including 300 level methods and practicum courses in the specific certification program (for PETC, these are PE 360, PE 375, and PE 376). The future teacher's knowledge, skills, and dispositions are evaluated using the following criteria:

1. completion of a minimum of 90 credits
2. completion of the teacher education core courses (for PETC, these are ESEC 100, ESEC 150, ESEC 250, ESEC 387 and PE 360, PE 375, PE 376) with a minimum grade of "C" in each course and a GPA of 2.5 or better
3. completion of content major (PE) with a GPA of 2.5 or better
4. cumulative GPA equally 2.5 or better

The application to student teaching includes a review of the following:

1. application form
2. written personal and professional statements
3. documentation of academic progress (transcript, program plan)
4. achievement of grade point requirements (see 2,3, and 4 above)
5. resume
6. criminal background check

After completing Student Teaching, the required work for ESEC 450, and being cleared by the Registrar and Bursar, candidates are eligible to apply for New Hampshire State Certification.

4. Description of the relationship of the program to the unit's conceptual framework

The vision of the Teacher Education program at Keene State College is to graduate professionals in the field of education who will be advocates for social justice and equity, who possess intellectual and personal integrity, and who are responsive to the needs of students in a changing, multicultural world.

The mission of the Teacher Education program at Keene State College is to prepare competent, reflective classroom teachers and other professional school personnel who utilize effective teaching practices and who create developmentally appropriate educational environments for diverse learners.

In keeping with the vision and mission, the Keene State College Teacher Education conceptual framework, developed by the Teacher Education faculty in conjunction with our professional contacts in the field, identifies four themes that weave through the curriculum to support the preparation of education professionals who:

1. understand the world from multiple perspectives
Most of the students at KSC are from small, typically white, New England towns and have limited experience with different perspectives and diverse populations. We are committed to helping our students move beyond their 'home town' perspectives and develop an understanding and respect for the peoples of the world and for the impact of globalization on our cultures and on our educational systems.
2. explore the dynamic nature of the teaching and learning process
In a multicultural world, teaching and learning occur in many settings and are influenced by developmental, social, linguistic, and personality variables. The ability to create meaningful learning experiences using thoughtful planning, multiple instructional strategies, and authentic assessment approaches contribute to the success of the teaching and learning process. Teachers need to see themselves as life-long learners who engage in the reflective process and can institute changes that address the needs of their students.
3. demonstrate professional and ethical behaviors that meet high expectations and standards
In a world dominated by corporate scandal, political corruption, and individual dishonesty, it is incumbent upon education professionals to model the highest professional and ethical standards in their professional and personal lives. Society has high expectations for its educators, and scrutinizes their behavior both in and out of the classroom setting. Analysis of professional expectations and codes of ethics becomes a vehicle for reflection and personal growth.
4. contribute to a just and equitable world
Teachers and other school personnel have significant impact on their P-12 students, and must acknowledge that role in the education community as well as in the larger society. By emphasizing the importance of embracing the political nature of education, developing a sense of service to the community, and working to become advocates for all learners and their families, we empower education professionals to see themselves as citizens of the global world and as change agents.

These themes form the basis of the conceptual framework and provide the foundation for the knowledge, skills, and dispositions that the teacher education program strives to instill in teacher

candidates. They reflect the beliefs and values of the faculty, staff, and cooperating professionals who collaborate to educate future teachers and other school personnel.

The Physical Education/Teacher Certification program is aligned with the unit conceptual framework through the sequence of courses taken that explore teaching, learning, exceptionality, and diversity and the opportunities to participate in and reflect upon learning opportunities as part of class assignments and beyond.

In addition, the Physical Education Department at KSC recognizes the profound contribution that involvement in physical activity can make to the well-being of individuals and is committed to promoting an understanding of the benefits of involvement and participation in physical activity of part of their lifestyle. In order to optimize the likelihood that individuals will make participation in physical activity part of their lifestyle throughout their life span, children and youth have the following needs: to feel competent in their abilities to participate, to understand and value the contributions which participation can make to their well-being and to the prevention of diseases, and to have the opportunities to participate.

Therefore, physical educators must be prepared to provide successful experiences for children and youth in motor settings that will enable them to: develop motor competence; understand, appreciate, and develop fitness; value themselves as worthy, capable individuals; and value and encourage the participation of others. Acknowledging the tradition of Keene State College to provide special instruction in the preparation of teachers, the physical education teacher certification option is designed to prepare candidates to plan, implement, and evaluate physical education programs toward these goals using the four themes in the unit conceptual framework as the foundation.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.

The Physical Education/Teacher Certification program has developed many unique program assessments based on state and AAHPERD/NASPE standards. However, the program does use the unit assessment designed for admission to teacher education and admission to student teaching. In addition the unit has identified Charlotte Danielson's model from *Enhancing Professional Practice: A Framework for Teaching* (1996) as a key component for assessing teacher candidates in field placements. The PETC program has tailored it to fit the physical education setting, and versions are used in practicum and student teaching placements.

2005-2006 Catalog KEENE STATE COLLEGE

Bachelor of Science

PHYSICAL EDUCATION

Teacher Certification Option

Note: For advising support only.
See catalog for full degree requirements.

Name: _____

ID#: _____

GENERAL EDUCATION (minimum 43 credits)

ENGLISH LANGUAGE COMPETENCE: (4 credits)

- English 101-Essay Writing is required of all students.

Write in courses / credits:

☐ ENG 101 _____ / 4

ARTS & HUMANITIES:

A minimum of **15** credits, as follows:

- One course in Literature
(Any 200- or 300-level English course except 202, 203, 204, 208, 301, 302, 303, 304, 308, 312; FR 303 and SP 303 may also be used to fulfill this requirement)
- One course in History. (For teacher certification, a US History course is required)
- One course in Art, Film, Music or Theatre & Dance.
- Additional credits from Arts & Humanities: AMST, ART, COMM, ENG, FILM, FR, GER, HIST, JRN, ML, MU, PHIL, SP, TAD or an approved interdisciplinary course (WS 201* or IDAH).

☐ _____ / ____

☐ US HIST _____ / ____

☐ _____ / ____

☐ _____ / ____

☐ _____ / ____

SOCIAL SCIENCES:

A minimum of **12** credits in **three** or more Social Sciences disciplines: ANTH, ECON, GEOG, POSC, PSYC, SOC or an approved interdisciplinary course (WS 201* or IDSS).

(For teacher certification, a Geography course is required)

☐ GEOG _____ / ____

☐ _____ / ____

☐ _____ / ____

☐ _____ / ____

SCIENCES/MATHEMATICS:

A minimum of **12** credits, as follows:

- One course in Biology.
- One course in Physical Science (ASTR, CHEM, GEOL, MET, PHYS)
- Additional credits from Sciences/Mathematics:

ASTR, BIO, CHEM, CS, ENST, GEOL, MATH, MET, PHYS or an approved interdisciplinary courses (IDSM).

(BIO 230/231-Anatomy & Physiology I w/Lab, BIO 232/233-Anatomy & Physiology II w/Lab, and CHEM 100-Introduction to Chemistry are required for the major)

☐ BIO 230/231 _____ / ____

☐ CHEM 100 _____ / ____

☐ BIO 232/233 _____ / ____

☐ _____ / ____

*WS 201 may be used once, to fulfill either an Arts & Humanities or a Social Sciences requirement.

All students majoring in PE must demonstrate math competency at the level of Applied Algebra & Trigonometry or take MATH 120 during the first year (see catalog).

MAJOR REQUIREMENTS: 76 credits

See catalog for admission criteria and complete degree requirements.

PHYSICAL EDUCATION CORE: 18 credits

- ☐ PE 100: Foundations of Physical Education
- ☐ HLSC 101: Health and Wellness: Trends and Issues
- ☐ PE 200: Applied Kinesiology
- ☐ PE 201: Physiology of Exercise
- ☐ PE 240: Advanced First Aid
- ☐ PE 460: Measurement and Evaluation in Physical Education

PHYSICAL EDUCATION COURSES: 33 credits**Skills and Techniques:** (Year/Semester: F=Fall; S=Spring)

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- | | |
|---|---|
| <input type="checkbox"/> PE 260: Total Fitness and Conditioning (1/F) | <input type="checkbox"/> PE 261: Fitness Curriculum for K-12 Learners (2/S) |
| <input type="checkbox"/> PE 288: Soccer/Speedball (1/F) | <input type="checkbox"/> PE 283: Gymnastics (2/S) |
| <input type="checkbox"/> PE 278: Racquet Sports (1/S) | <input type="checkbox"/> PE 265: Secondary Activities (3/F) |
| <input type="checkbox"/> PE 286: Basketball (1/S) | <input type="checkbox"/> PE 282: Track and Field (3/F) |
| <input type="checkbox"/> PE 255: Developmental Movement (2/F) | <input type="checkbox"/> PE 256: Rhythms (3/S) |
| <input type="checkbox"/> PE 285: Volleyball (2/F) | <input type="checkbox"/> PE 268: Outdoor Skills (3/S) |
| <input type="checkbox"/> PE 287: Softball (2/F) | |
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See attached grid for proper sequencing of the following classes:

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- | | |
|--|---|
| <input type="checkbox"/> PE 360: Teaching Physical Education | <input type="checkbox"/> PE 375: Practicum: Teaching-Elementary |
| <input type="checkbox"/> PE 361: Adapted Physical Education | <input type="checkbox"/> PE 376: Practicum: Teaching-Secondary |
| <input type="checkbox"/> PE 362: Admin. of Physical Education Programs | |
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TEACHER EDUCATION COURSES: 25 credits

See catalog for admission criteria and specific education program requirements.

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- | | |
|---|--|
| <input type="checkbox"/> ESEC 100: Introduction to Teaching | <input type="checkbox"/> ESEC 450: Seminar: Educational Principles |
| <input type="checkbox"/> ESEC 150: Dev., Exceptionality & Learning I | <input type="checkbox"/> ESEC 465: Student Teaching: Elementary |
| <input type="checkbox"/> ESEC 250: Dev., Exceptionality & Learning II | <input type="checkbox"/> ESEC 465: Student Teaching: Secondary |
| <input type="checkbox"/> ESEC 387: Creating Social Context for Learning | |
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ELECTIVES: Select additional courses of your choice to bring total number of credits earned to 126.

KEENE STATE COLLEGE
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION: TEACHER CERTIFICATION OPTION

FRESHMAN				SOPHOMORE				JUNIOR				SENIOR	
FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
GEN. ED. Humanities (ENG 101)		GEN. ED. Humanities (US History)	GEN. ED. Humanities (Literature)	MAJOR PE 201 (Physiology of Exercise)	GEN. ED. Social Science (Elective)	TEACHER ED CORE ESEC 450 (Student Teaching Seminar 3 credits)	GEN. ED. Humanities (Elective)						
GEN. ED. Physical Science CHEM 100 (Intro to Chemistry)	GEN. ED. Science/Math BIO 230/231 (Human A&P I)	GEN. ED. Science/Math BIO 232/233 (Human A&P II)	GEN. ED. Social Science (Geography)	MAJOR PE 361 (Adapted PE)	GEN. ED. Humanities (ART, COMM. FILM, MU, or TAD)	TEACHER ED CORE ESEC 465 Elementary – 6 cr.	GEN. ED. Social Science (Elective)						
	GEN ED Science/Math (Math 120 recommended)			MAJOR PE 460 (Measurement & Evaluation) <i>Recommend-Fall Jr. yr.</i>	MAJOR PE 362 (Administration of PE Programs)	TEACHER ED CORE ESEC 465 Secondary – 6 cr.	GEN. ED. Humanities (Elective)						
MAJOR PE 100 (Foundations of PE)	GEN. ED. Social Science (Elective)	Major PE 240 (Advanced First Aid)	MAJOR PE 200 (Applied Kinesiology)	MAJOR PE 282 (Track & Field – 1 credit)	MAJOR PE 268 (Outdoor Skills – 1 credit)		Electives (total 4-6 credits)						
MAJOR HLSC 101 (Health & Wellness)		MAJOR PE 255 (Developmental Movement – 2 credits)		MAJOR PE 265 (Secondary Activities – 1 credit)	MAJOR PE 256 (Rhythms – 2 credits)								
MAJOR PE 260 (Total Fitness -2credits)	MAJOR PE 278 (Racquet Sports –2 credits)	MAJOR PE 285 (Volleyball – 1 credit)	MAJOR PE 283 (Gymnastics –2 credits)	MAJOR PE 375 OR 376 (Elementary or Secondary Practicum)									
MAJOR PE 288 (Soccer -1 credit)	MAJOR PE 286 (Basketball – 1 credit)	MAJOR PE 287 (Softball – 1 credit)	MAJOR PE 261 (Fitness Curriculum K-12, 1 credit)	TEACHER ED. CORE ESEC 387 (Creating Social Contexts for Learning) -taken concurrently with first practicum	MAJOR PE 375 OR 376 (Elementary or Secondary Practicum)								
TEACHER ED. CORE ESEC 100 (Introduction to Teaching – 1 credit	TEACHER ED CORE ESEC 150 (Development, Exceptionality, & Learning I)	TEACHER ED. CORE ESEC 250 (Development, Exceptionality, & Learning II)	MAJOR PE 360 (Teaching PE)	Recommended Elective: PE 242 – 1 credit Management of Cardiac and Respiratory Emergencies	MAJOR PE 375 OR 376 (Elementary or Secondary Practicum)								
17 credits	16 credits	17 credits	16 credits	18 credits	15 credits	15 credits	13-15 credits						

TOTAL CREDITS = 126-128

Recommended Electives: PE 150-155:Aquatics PE 162: Tension control PE 181: Tennis PE 243: Resistance Trg.

PE 161: Strength Trg. PE 177: Golf PE 210: Intro Coaching PE 371: Coaching Pract.

Recommended Electives that may apply toward certification in health at another college: courses in chemical dependency, human sexuality, and nutrition.

KEENE STATE COLLEGE
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION: TEACHER CERTIFICATION OPTION

FRESHMAN					JUNIOR			SENIOR	
FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
GEN. ED. Humanities (ENG 101)		GEN. ED. Humanities (US History)	GEN. ED. Humanities (Literature)	GEN. ED. Humanities (ART, COMM. FILM, MU, or TAD)	GEN. ED. Social Science (Elective)	GEN. ED. Humanities (Elective)	TEACHER ED CORE ESEC 450 (Student Teaching Seminar 3 credits)		
GEN. ED. Physical Science CHEM 100 (Intro to Chemistry)	GEN. ED. Science/Math BIO 230/231 (Human A&P I)	GEN. ED. Science/Math BIO 232/233 (Human A&P II)	GEN. ED. Social Science (Geography)	MAJOR PE 201 (Physiology of Exercise)		GEN. ED. Social Science (Elective)	TEACHER ED CORE ESEC 465 Elementary – 6 cr.		
	GEN ED Science/Math (Math 120 recommended)			MAJOR PE 361 (Adapted PE)	MAJOR PE 362 (Administration of PE Programs)	GEN. ED. Humanities (Elective)	TEACHER ED CORE ESEC 465 Secondary – 6 cr.		
MAJOR PE 100 (Foundations of PE)	GEN. ED. Social Science (Elective)	Major PE 240 (Advanced First Aid)	MAJOR PE 200 (Applied Kinesiology)	MAJOR PE 460 (Measurement & Evaluation) <i>Recommend-Fall Jr. yr.</i>	MAJOR PE 268 (Outdoor Skills – 1 credit)	Electives (2-3 credits) <i>Recommended: PE 242 – 1 credit</i>			
MAJOR HLSC 101 (Health & Wellness)		MAJOR PE 255 (Developmental Movement – 2 credits)		Electives (2-3 credits) <i>Recommended:: PE242 – 1 credit</i>	MAJOR PE256 (Rhythms – 2 credits)				
MAJOR PE 260 (Total Fitness -2credits)	MAJOR PE 278 (Racquet Sports –2 credits)	MAJOR PE 285 (Volleyball –1 credit)	MAJOR PE 283 (Gymnastics –2 credits)	MAJOR PE 282 (Track & Field – 1 credit)	MAJOR PE 375 OR 376 (Elementary or Secondary Practicum)	MAJOR PE 375 OR 376 (Elementary or Secondary Practicum)			
MAJOR PE 288 (Soccer -1 credit)	MAJOR PE 286 (Basketball –1 credit)	MAJOR PE 287 (Softball – 1 credit)	MAJOR PE 261 (Fitness Curriculum K-12, 1 credit)	MAJOR PE 265 (Secondary Activities – 1 credit)					
TEACHER ED. CORE ESEC 100 (Introduction to Teaching – 1 credit	TEACHER ED CORE ESEC 150 (Development, Exceptionality, & Learning I)	TEACHER ED. CORE ESEC 250 (Development, Exceptionality, & Learning II)	MAJOR PE 360 (Teaching PE)		TEACHER ED. CORE ESEC 387 (Creating Social Contexts for Learning) -taken concurrently with first practicum				
17 credits	16 credits	17 credits	16 credits	16-17 credits	15 credits	14-15 credits	15 credits		

TOTAL CREDITS = 126-128

Recommended Electives:

PE 150-155:Aquatics

PE 162: Tension control

PE 181: Tennis

PE 243: Resistance Trg.

PE 161: Strength Trg.

PE 177: Golf

PE 210: Intro Coaching

PE 371: Coaching Pract.

Recommended Electives that may apply toward certification in health at another college: courses in chemical dependency, human sexuality, and nutrition.

ATTACHMENT A

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Physical Education Teacher Certification		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹
2005-2006	58	14
2004-2005	46	11
2003-2004	49	14

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

¹ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B
Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & Universityⁱ	Assignment: Indicate the role of the faculty memberⁱⁱ	Faculty Rankⁱⁱⁱ	Tenure Track (Yes/No)	Scholarship,^{iv} Leadership in Professional Associations, and Service: ^v List up to 3 major contributions in the past 3 years^{vi}	Teaching or other professional experience in P-12 schools^{vii}
Beach, Charles	Ph.D. Education/Physical Education Kinesiology/Physiology of Exercise Michigan State University	Faculty	Associate Professor	Yes	National Fastpitch Coaches Association Guest speaker to Athletic Training seminars	15+ years teaching softball camps and pitching clinics to 8- 18 years olds.
Boucher, Keith	M.P.E. Education/Athletic Administration	Faculty	Adjunct faculty	No	Member Womens' Basketball Coaches Organization and NCAA	7 years experience in K-6 and 7-12 PE ending in 1986
Feldmann, Joel	M.Ed. Health Education Plymouth State University M.Ed Physical Education Wayne State University	Faculty Clinical supervisor	Adjunct faculty	No	-Organized 3 workshops per year for area teachers (for Tri-State Physical Education Professional Development Partnership -Volunteer teacher for American Red Cross (taught challenge courses in Lifeguarding and CPR).	-NH certified in K-12 Physical Education and K-12 Health Education -Supervision of Student teachers K-12 S-06, S05 -Supervision of Secondary Practicum at Keene High School (9-12) F04 -Student Teaching at Keene High School 9- 12 for Health Education F05
King, Beverly	Ed.D., Human Movement Boston University	Faculty Clinical supervisor	Assistant Professor	Yes	-Secretary of NHAHPERD 1988-present -Reviewer for NCATE/NASPE for initial Physical Education programs 2005-present -NH K-12 Curriculum Guidelines (2003- 2005) and Assessment (2005-present) Committees.	-NH certified in K-12 Physical Education -Taught K-5 PE at Wheelock School (KSC Lab School) 1976-2003

Faculty Member Name	Highest Degree, Field, & Universityⁱ	Assignment: Indicate the role of the faculty memberⁱⁱ	Faculty Rankⁱⁱⁱ	Tenure Track (Yes/No)	Scholarship,^{iv} Leadership in Professional Associations, and Service: ^v List up to 3 major contributions in the past 3 years^{vi}	Teaching or other professional experience in P-12 schools^{vii}
Manning, Phylis	B.S. Individual Major Pre-Physical Therapy Univ. of MA, Amherst	Instructor	Adjunct faculty	No	-President of the Board of the Marlborough/Harrisville Ambulance Squad -Serves on the State of New Hampshire Department of Safety Division of EMS (EMS Protocol Sub-committee) -President of Manning Emergency Educators Inc.	-Grades 11-12 High School Emergency Medical Technician course for the last 6 years. -Licensed as the New Hampshire Emergency Medical Services Instructor/Coordinator for the last 3 years
Millard, Linda	D.P.E., Physical Education Springfield College	Faculty Clinical supervisor	Professor	Yes	-Article published in <u>Strategies</u> -Regular contributor to <u>Writing Task Force Newsletter</u> (Keene State College) -Served on Faculty Evaluation Advisory Committee (FEAC)	-Student Teacher -College Supervisor for K-12 Physical Education -Pedagogy presentation for private school -Physical Education faculty in grades 9-12.
Smyth, Donna	Ed.D. Physical Education/Teacher Education, Univ. of MA, Amherst	Faculty Clinical supervisor	Professor	Yes	-Article published in <i>SnowSports Industries of America</i> -Article published in <u>New England Runner</u> -Commencement Speaker, Holyoke High School, Holyoke, MA	Supervision of Secondary Practicum at Keene High School (9-12)
Timmer, Jeffrey	Ph.D. Exercise Physiology University of Pittsburgh Note: BA Physical Education / Teacher Certification Calvin College	Faculty	Assistant Professor	Yes	-Secondary Author Article in Print, <u>Journal of Strength and Conditioning Research</u> -Presentation at 50 th Annual Meeting of the American College of Sports Medicine, San Francisco, CA -Secondary Author, Article in <u>Dynamic Medicine</u>	Outside Reviewer, K-12 Physical Education at Whitinsville Christian School, Whitinsville, MA

ⁱ e.g., PhD in Curriculum & Instruction, University of Nebraska

ⁱⁱ e.g., faculty, clinical supervisor, department chair, administrator

ⁱⁱⁱ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

^{iv} *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

^v *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

^{vi} e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

^{vii} Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.