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Curricular Report No. 2015-16-2 from the Graduate Council to the Faculty Senate: Master of Arts/Teacher Certification in Health, Physical Education, and Health/Physical Education.

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Serial Number #15-16—14C

TO: President David Dooley
FROM: Joëlle Rollo-Koster, Chairperson of the Faculty Senate

1. The attached BILL titled, Curricular Report No. 2015-16-2 from the Graduate Council to the Faculty Senate: Master of Arts/Teacher Certification in Health, Physical Education, and Health/Physical Education, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on December 10, 2015.
3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.
4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective December 31, 2015 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.



Joëlle Rollo-Koster
Chairperson of the Faculty Senate

December 10, 2015

ENDORSEMENT

TO: Chairperson of the Faculty Senate

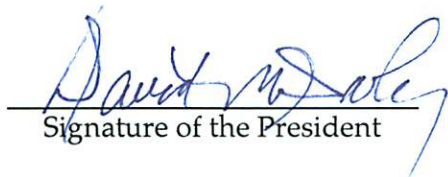
FROM: President of the University

a. Approved ____.

b. Approved subject to Notice of the Council on Postsecondary Education .

c. Disapproved ____.

Approved 7/27/16



Signature of the President

2.15.16

(date)

College of Human Science and Services

School of Education

**Notice of Change Masters of Arts/Teacher Certification Program in Health,
Physical Education, and Health/Physical Education**

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: School of Education

College: Human Science and Services

**3. Intended initiation date of program change. Include anticipated date for
granting first degrees or certificates, if appropriate.**

Initiation date: upon approval

First degree date:

4. Intended location of the program

Kingston, RI

5. Summary description of proposed program (not to exceed 2 pages)

This proposal seeks to add three sub-plan tracks, 1) Physical Education, 2) Health, and 3) Physical Education/Health, to the existing Master of Arts in Education/Teacher Certification Program (MA/TCP) with the code (EDUCAT_TCP).

The Physical Education Teacher Education-Teacher Certification Program (PETE-TCP) was deactivated in 2008 because the enrollment numbers for this program were not high enough to sustain multiple sections of KIN classes running when the undergraduate certificate track was large enough to fill a class offering. There is currently room in the undergraduate certificate track courses, the School of Education graduate courses and Kinesiology graduate courses to accommodate potential MA/TCP students.

The graduate non-degree certification program was reactivated in Spring 2014 (Faculty Senate Bill #13-14-14B), but does not lead to an MA in Education upon completion of the certification program (TCP), as was intended going forward in 2014.

This proposal asks that this program be recategorized under the degree-granting MA/TCP program (EDUCAT_TCP), as other graduate level, degree-track, certification programs are within the institution.

The recently re-activated Post Bacc. Certificate (PETE-TCP) will be inactivated again once the new sub-plans are approved. The Graduate School will then notify students currently matriculated in (PETE-TCP) and inform them about the change and give them the option to be taught out in their current program or moved to the (EDUCAT-TCP) with the appropriate Sub-plan.

The interest has risen recently for those kinesiology majors, in areas of exercise science or health studies, who want to teach in Pk-12 schools. This interest is due to the rising issue of childhood obesity. There is a new focus on the importance of health and PE in schools, and in before and after school health/fitness programming for children. Students who return to this program seek to earn their teaching credentials for PE and Health, and subsequently earn a Master's degree in education. Kinesiology HPE faculty anticipate approximately 10-12 applicants a year. Applicants will be recruited through the School of Education and the Kinesiology department.

This is a teacher certification program, which leads to a Master of Arts in Education that will be managed through the graduate school and not for undergraduate credit. Students will apply through the graduate school. This program is for students who wish to become certified as physical education/health teachers. Students cannot earn the Master of Arts degree in Education without first completing the teacher certification requirements. The program is designed for students who hold a bachelor's degree in physical education, kinesiology, or a related field. Students who do not have a physical education background will need to take additional prerequisite undergraduate courses and should consult with a HPE advisor.

Students will apply to the EDUCAT_TCP, (choosing the PhysEd, Health, or PhysEd/Health subplan) administered through the Graduate School, and must submit a candidate's statement, official transcripts of all previous course work, and two letters of recommendation. Details related to the admission process can be found on the School of Education and Kinesiology department websites. The NCATE statement that appears on undergraduate program completer's transcripts will also appear on the MATCP completer's transcripts.

Recommended Program: GRHSS

Recommended Academic Plan: EDUCAT_TCP '

Recommended Academic Plan Description: Education MA-TCP

Recommended Academic SubPlans: PhysEd; Health; and PhysEd/Health

Recommended Academic SubPlan Description: Physical Education; Health; Physical Education and Health

6. Signature of the President

David M. Dooley

A Proposal for a

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

School of Education in the College of Human Science and Services

3. Title of proposed program and Classification of Instructional Programs

Master's in Education/ Teacher Certification Program (MA/TCP in Health and Physical Education CIP: 13.0101

Recommended Program: GRHSS

Recommended Academic Plan: EDUCAT_TCP

Recommended Academic Plan Description: Education MA-TCP

Recommended Academic SubPlans: PhysEd; Health; and PhysEd/Health

Recommended Academic SubPlan Description: Physical Education; Health; Physical Education and Health

4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: upon approval

First degree date: upon approval

5. Intended location of the program

Kingston, RI

6. Description of institutional review and approval process

Department

College

CAC/Graduate Council

Faculty Senate

President of the University

Approval Date

12/10/2015

7. Summary description of proposed program (not to exceed 2 pages)

This proposal seeks to add three sub-plan tracks, 1) Physical Education, 2) Health, and 3) Physical Education/Health, to the existing Master of Arts in

Education/Teacher Certification Program (MA/TCP) with the code (EDUCAT_TCP).

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This proposal asks that this program be recategorized under the degree-granting MA/TCP program (EDUCAT_TCP), as other graduate level, degree-track, certification programs are within the institution. The recently re-activated Post Bacc. Certificate (PETE-TCP) will be inactivated again once the new sub-plans are approved. The Graduate School will then notify students currently matriculated in (PETE-TCP) and inform them about the change and give them the option to be taught out in their current program or moved to the (EDUCAT-TCP) with the appropriate Sub-plan.

8. Signature of the President


David M. Dooley

9. Person to contact during the proposal review

Name: Dr. David Byrd
Address: 706 Chafee Bldg
Phone: 874-5484
Email: dbyrd@uri.edu

10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

There are no agreements unique to this program. URI participates in the HELIN borrowing program for library resources. Through the HELIN system, URI students have immediate access to education resources (e.g., journals, books, films, curriculum publications) from all universities within Rhode Island. URI students also have access to WORLD CAT, the online world catalogue system through which they can research and request publications or other materials from any participating library around the world. Students in this program will have access to these resources.

B. RATIONALE: There should be a demonstrable need for the program.

- 1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.**

The interest has risen recently for those kinesiology majors, in areas of exercise science or health studies, who want to teach in Pk-12 schools. This interest is due to the rising issue of childhood obesity. There is a new focus on the importance of health and PE in schools, and in before and after school health/fitness programming for children. Students who return to this program seek to earn their teaching credentials for PE and Health, and subsequently earn a Master's degree in education. Kinesiology HPE faculty anticipate approximately 10-12 applicants a year. Applicants will be recruited through the School of Education and the Kinesiology department.

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

- 1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.**

This is a teacher certification program, which leads to a Master of Arts in Education that will be managed through the graduate school and not for undergraduate credit. Students will apply through the graduate school. This program is for students who wish to become certified as physical education/health teachers. Students cannot earn the Master of Arts degree in Education without first completing the teacher certification requirements. The program is designed for students who hold a bachelor's degree in physical education, kinesiology, or a related field. Students who do not have a physical education background will need to take additional prerequisite undergraduate courses and should consult with a HPE advisor.

Students will apply to the EDUCAT_TCP, (choosing the PhysEd, Health, or PhysEd/Health subplan) administered through the Graduate School, and must submit a candidate's statement, official transcripts of all previous course work, and two letters of recommendation. Details related to the admission process can be found on the School of Education and Kinesiology department websites. The NCATE statement that appears on undergraduate program completer's transcripts will also appear on the MATCP completer's transcripts.

D. INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education*)

[www.ribghe.org/publicreg.htm] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

- 1. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.**

Presently, Rhode Island College (RIC) does not offer an MA/TCP in Health and Physical Education concurrently. RIC only offers both these programs at the undergraduate level. The M.Ed. Degree in Health Education at RIC provides advanced academic skills for individuals employed or planning to seek employment as health educators in school, clinical, worksite, community, wellness, federal, state, and corporate settings.

The program will serve students nationally and internationally. This wide range of students will promote a unique synergy of new and differing points of view among the cohort of students. URI's program will also focus on returning adults, returning to earn a teaching license in Health and/or Physical Education at the initial certification level. These students will also have the opportunity to finish out the master's degree portion of the program upon completion of the certification requirements in health, physical education, or both health and physical education.

- 2. Using the format prescribed by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also either submit a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable. (See *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs*, which can be found at www.ribghe.org/publicreg.htm.)**

Because this is a graduate program, transfer agreements would not apply. The rule for transferring in graduate courses in general at URI will be applied. Students will only be able to transfer 6 graduate credits from another university, as approved by a faculty member in the program.

- 3. Describe any cooperative arrangements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**

N/A

- 4. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**

For those students seeking certification, the program will require four field placements in school districts. The Office of Teacher Education has letters of agreement for all participating school districts. These provide an indication of intent to accept student

teachers. Once acceptable classrooms have been identified, the Office of Teacher Education will solicit letters of agreement from the school district, if they are not already on file.

5. **Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

This program will not be available to students under NEBHE's RSP.

- E. **PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

1. **Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:**

- a. **Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog. In keeping with each institution's timetable for completion of student outcomes assessment, each institution should provide an assessment plan detailing what a student should know and be able to do at of the program and how the skills and knowledge will be assessed. For example, if a department brings forth a new program proposal but that department is not slated to have its student outcomes assessment completed until 2008, the program could be approved but with the provision that the department return no later than 2008 and present to the Academic and Student Affairs Committee its student outcomes for that particular program.**
- b. **Required courses in area of specialization and options, if any.**
SEE MA/TCP CURRICULUM SHEET BELOW
- c. **Course distribution requirements, if any, within program, and general education requirements.**
SEE MA/TCP CURRICULUM SHEET BELOW
- d. **Total number of free electives available after specialization and general education requirements are satisfied.**
SEE MA/TCP CURRICULUM SHEET BELOW
- e. **Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**
SEE MA/TCP CURRICULUM SHEET BELOW
- f. **Identify any courses that will be delivered or received by way of distance learning. (Refer to *www.ribghe.org/publicreg.htm* for the *Standards for Distance Learning in the Rhode Island System of Public Higher Education*.)**
SEE MA/TCP CURRICULUM SHEET BELOW

MA/TCP CURRICULUM SHEET

Health and Physical Education (HPE) MATCP Teacher Education Curriculum Planning Sheet

TEACHING COGNATE (18 credits)

EDC 502 or EDC 503 Foundations of Education	(3)	_____
EDC 512 Education Psychology/ Classroom Learning	(3)	_____
Research in Education: EDC 529	(3)	_____
Research in Education: EDC 575 (6) <u>or</u> EDC 599 (6)	(6)	_____
KIN 400 level elective	(3)	_____

PHYSICAL EDUCATION COGNATE (15 credits)

KIN 116 Teaching Individual Sports Activities	(1)	_____
KIN 117 Teaching Team Sports Activities	(1)	_____
KIN 118 Teaching Lifetime Physical Activities	(1)	_____
KIN 121 Principles of Youth Fitness	(1)	_____
KIN 304 Methods in Teaching PE – Elementary	(3)	_____ (Pre: concurrent enrollment in 305)
KIN 305 Supervised Experience – Elementary	(1)	_____ (Pre: concurrent enrollment in 304)
KIN 314 Methods of Teaching PE - Secondary	(3)	_____ (Pre: concurrent enrollment in 315)
KIN 315 Supervised Experience— Secondary	(1)	_____ (Pre: concurrent enrollment in 314)
KIN 368 Assessment in PE and Health	(3)	_____

HEALTH COGNATE (10 credits):

KIN 123 Foundations of Health	(3)	_____
KIN 307 Methods of School Health Instruction	(3)	_____ (Pre: concurrent enrollment in 309)
KIN 309 Supervised Health Ed Experience	(1)	_____ (Pre: concurrent enrollment in 307)
KIN 401 Current Issues in Health Education	(3)	_____

ADAPTED PHYSICAL EDUCATION COGNATE (9 credits)

Required:

KIN 410 Adapted Physical Education	(3)	_____ (Pre: credit or concurrent enrollment 304 or 314)
EDC 402 Students with Special Needs	(3)	_____
KIN 585 Disability Sports	(3)	_____

STUDENT TEACHING (15 credits)

EDC 485 Seminar in Teaching	(3)	_____
EDC 486/487 Student Teaching	(12)	_____

BASIC AND SOCIAL SCIENCE COGNATE (6 or 10 credits): (For students without science/KIN degree)

BIO 121 Human Anatomy	(4)	_____
BIO 242 Physiology	(3)	_____ (Pre: BIO 121)
KIN 300 Physiology of Exercise	(3)	_____ (Pre: BIO 121, BIO 242, KIN 122)

or

KIN 122 Human Anatomy and Physiology	(3)	_____
KIN 300 Physiology of Exercise	(3)	_____ (Pre: BIO 121, BIO 242, KIN 122)

Total Credits: 73 credits all areas

YEAR 1

Fall 1 (15)

EDC 502/503
EDC 512
KIN 123
KIN 122
EDC 529/530

Spring 1 (16)

KIN 304
KIN 305
KIN 307
KIN 309
KIN 121
KIN 116
KIN 300
KIN Graduate Elective

Summer (6)

EDC 402
KIN 585

YEAR 2

Fall 2 (15)

KIN 314
KIN 315
KIN 368
KIN 410
KIN 117
KIN 118
EDC 575 or EDC 599

Spring 2 (18)

EDC 485
EDC 486
EDC 487
EDC 575 or EDC 599

- 2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

The following are the RI state requirements for teacher education programs. These are subject to change at any time during the program:

- Students must have a 3.0 or pass all 3 sections of the CORE Exams or have a composite reading and math SAT score of 1150 to be eligible to apply for the Health and Physical Education(HPE) program.
- Students in the HPE program must take and pass the Praxis II: PLT Test, the P-12 Physical Education Content Knowledge test, and the P-12 Health Education Content Knowledge Test to be eligible to student teach.

- 3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.**

Based on the professional standards of NASPE and AAHE (the accrediting organizations for Health and Physical Education in K-12) the goals of the program are to...

Standard I: Candidates assess individual and community needs for health education.

Key Element A: Candidates obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students.

Key Element B: Candidates distinguish between behaviors that foster and those that hinder well-being.

Key Element C: Candidates determine health education needs based on observed and obtained data.

Standard II: Candidates plan effective health education programs.

Key Element A: Candidates recruit school and community representatives to support and assist in program planning.

Key Element B: Candidates develop a logical scope and sequence plan for a health education program.

Key Element C: Candidates formulate appropriate and measurable learner objectives.

Key Element D: Candidates design educational strategies consistent with specified learner objectives.

Standard III: Candidates implement health education programs.

Key Element A: Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs).

Key Element B: Candidates select resources and media best suited to implement program plans for diverse learners.

Key Element C: Candidates exhibit competence in carrying out planned programs.

Key Element D: Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary.

Standard IV: Candidates evaluate the effectiveness of coordinated school health programs.

Key Element A: Candidates develop plans to assess student achievement of program objectives.

Key Element B: Candidates carry out evaluation plans.

Key Element C: Candidates interpret results of program evaluation.

Key Element D: Candidates infer implications of evaluation findings for future program planning.

Standard V: Candidates coordinate provision of health education programs and services.

Key Element A: Candidates develop a plan for coordinating health education with other components of a school health program.

Key Element B: Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff.

Key Element C: Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals.

Key Element D: Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.

Standard VI: Candidates act as a resource person in health education.

Key Element A: Candidates utilize computerized health information retrieval systems effectively.

Key Element B: Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems.

Key Element C: Candidates interpret and respond to requests for health information.

Key Element D: Candidates select effective educational resource materials for dissemination.

Standard VII: Candidates communicate health and health education needs, concerns, and resources.

Key Element A: Candidates interpret concepts, purposes, and theories of health education.

Key Element B: Candidates predict the impact of societal value systems on health education programs.

Key Element C: Candidates select a variety of communication methods and techniques in providing health information.

Key Element D: Candidates foster communication between health care providers and consumers.

SHAPE America's National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

Course	Task	Task Description	Knowledge, Skills, and Dispositions'			
			CK	PCK	PPK	D
			Rhode Island Professional Teacher Standards' Indicators			
Initial Level						
Pre-Admission						
KIN 123 Foundations of Health	Article Review	Candidates will select two articles to review. Written article reviews will be submitted, and findings will be discussed in small groups.	1.1	2.1		
KIN 116 Teaching Individual Sports Activities KIN 117 Teaching Team Sports Activities KIN 118 Teaching Lifetime	Lesson Plan Lesson Plan Lesson Plan	Candidates will create a lesson plan and present it to their peers. Candidates will create a lesson plan and present it to their peers. Candidates will create a lesson plan and present it to their peers.	1.1	5.1	3.1	7.1

Course	Task	Task Description	Knowledge, Skills, and Dispositions'			
			CK	PCK	PPK	D
			Rhode Island Professional Teacher Standards' Indicators			
Physical Activities KIN 121 Principles of Youth Fitness	Lesson Plan	Candidates will create a lesson plan and present it to their peers.				
EDC 503- Education in Contemporary Society	Context Statement	Candidates critically explore and discuss information relevant school performance. They examine relevant social, political, and institutional factors and how they influence the nature of education in our schools. Candidates create a detailed description /interpretation of a community and its educational system. (NASPE 1,3,8,9)	1.1		4.2	1.3
	Log and Reflection				7.4	7.4
		Candidates are introduced to the Professional Teacher Standards and learn to recognize them in the practice of their field- based teacher. Through reflecting on the learning experiences of diverse students, candidates begin to recognize and understand the implication for students whose education experiences are significantly different from their own. (NASPE 8, 9)	1.2	5.2	3.1	9.1
			1.3	5.3	4.2	9.4
					7.1	10.
					7.3	3
					9.1	
					9.4	
					10.3	
EDC 512 Psychology of Learning	Lesson Plan for Diverse Classroom	Candidates create a simulation in which they prepare and deliver a lesson for a classroom that is cultural and learner diversity. The task exposes candidates to the components of lesson planning used throughout the program. Candidates demonstrate that they understand how to build on the strengths of cultural diversity and to plan standards based instruction with modification for students with	2.1- 2.7	5.1- 5.5	3.1 3.2 3.3 4.1 4.2 4.3 7.1- 7.4 8.1- 8.4	6.1 - 6.7 9.1 - 9.5 10. 1- 10. 5

Course	Task	Task Description	Knowledge, Skills, and Dispositions'						
			CK	PCK	PPK	D			
			Rhode Island Professional Teacher Standards' Indicators						
		diverse learning needs. (NASPE 2)							
Pre-Student Teaching									
KIN 304/ 305 Methods in Elementary Physical Education	Journal and Reflection Case Study Lesson Plan	Assignments included in these courses are: practice teaching of introductory and fitness activities; portions of skill practice and games, preparation of lesson plans, weekly seminars, regular reflections through journaling, and writing of case studies. Cooperating teachers are asked to evaluate the student in the early field experience and provide recommendations for further development in teaching. (NASPE 5, 6, 7, 9)	1.1 1.2 2.1	2.2 2.3 5.5	3.1 3.2 3.3				
KIN 307/309 Methods in Health Education	Unit Plan	Students will learn the current trends in health education, educational theory, elements of school health education, appropriate instructional strategies that contribute to the successful implementation of a wide range of health education activities. Students will gain deeper understanding of health education through a variety of hands on experiences including peer teaching and structured field observations.	2.2 5.1	2.3 5.5	2.4 8.1	3.3 8.5			
KIN 314/ 315 Methods in Secondary Physical Education/ Practicum in Secondary School Physical Education	Unit planning, Lesson planning, Micro teaching, Reflective journals, and Peer Teaching Labs	Assignments included are: practice of teaching of introductory and fitness activities; portions of skill practice and games, preparation of lesson plans, weekly seminars, regular reflections through e-journaling, and writing of case studies. Cooperating teachers are asked to evaluate the student in this early field experience and provide recommendations for further development in teaching (NASPE 1,2, 3, 5, 6, 7,8,9)	1.1 1.2 2.1	2.2 2.3 5.5	3.1 3.2 3.3				
KIN 368	Assessment	This course describes elementary	1.1	9.1	9.3	9.2			

Course	Task	Task Description	Knowledge, Skills, and Dispositions			
			CK	PCK	PPK	D
			Rhode Island Professional Teacher Standards' Indicators			
Assessment in PE & Health	strategies, Measurements, and comprehensive project	statistical methods and evaluation techniques applied to physical education, and provides students the opportunity to apply these techniques in a project of their own design.				
KIN 401 Current Issues in Health Education	Health Fair Project Interview w/ Professional Literature Review	This course is designed to examine important and timely current issues and concerns in health education and to discuss how these issues and concerns will affect students as health educators. Emphasis will be placed on exploring, interpreting, and evaluating educational experiences. Insight and analysis will be used to design, explore, and conduct research into the issues and concerns of health education today.	1.1 10.1	1.3	1.4	7.3
EDC 402 Students with Special Needs	Lesson Plan that includes planning and accommodating for students with disabilities in an inclusive teaching environment	Students apply the theory of multiple intelligences, co-teaching and curricular accommodations and modifications by developing a co-taught HEALTH lesson plan for a group of students, including some who have disabilities. (CEC 3, 4, 5, 7, 8, 10)	2	3 4 6 10	9 11	
KIN 410 Adapted Physical Education	10 hours of practicum with students with disabilities, reaction paper, building piece of adaptive equipment, writing IEP and case studies.	Students work with the Adapted Physical Education teacher to assist with the regular physical education experiences of children with disabilities. The students reflect on these experiences through journaling and case based reflections with the faculty member. (NASPE 2, 3, 4, 5,6,9)		2	3 4 6 10	9 11
KIN 430 Adapted Aquatics	Assessment Report, IEP, Weekly	???	2	3 4 6	9 11	

Course	Task	Task Description	Knowledge, Skills, and Dispositions ¹			
			CK	PCK	PPK	D
			Rhode Island Professional Teacher Standards' Indicators			
	Evaluations and Communication Board		10			
KIN 585 Disability Sports	Disability Sports Handbook, IEP, Weekly Evaluations	???	2	3 4 6 10	9 11	
EDC 485- Seminar in Teaching EDC 486/487- Student Teaching in Physical Education	Bulletin Board Advocacy/ Communication assignment Case Study on Management Lesson plans Unit plans Daily journaling Daily teaching Assessments Synthesis paper	Seminar associated with student teaching. Classroom issues, resource materials, and teaching models are addressed. Course work from throughout the undergraduate program and student teaching is integrated into a professional portfolio Under selected and approved critic teachers, students participate in classroom teaching and other school activities for a period determined by credit to be earned. (NASPE 1, 2, 3, 4, 5, 6, 7, 8, 9)	1	2 3 5 8	4 6 7 10	11 9

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions.

Faculty Member	Degree	Rank	Status	FTE	Existing/New
Dr. Emily Clapham	Ed.D.	Associate Professor	Tenured	1.00	Existing

Dr. Furong Xu	PhD	Associate Professor	Tenured	1.00	Existing
Dr. Lori Ciccomascolo	Ed.D	Associate Professor/Interim Dean of CHSS	Tenured	0.00	Existing
Karie Orendorff	M.A	Lecturer	Non-Tenure	1.00	Existing

G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.

Many students holding B.S. degrees in Kinesiology wish to return to school and teach physical education, health education and adapted physical education in PK-12 schools. This program will enable these students to return to URI and take the required coursework necessary to earn their teaching certification in physical education, health education and adapted physical education. Students with a degree in another area can still complete this certificate program. These students need to fulfill the necessary science courses as well as the certification courses. In the past few years, Dr. Emily Clapham has received many phone calls from individuals wishing to change their career and pursue Kinesiology with a focus in PHETE (physical education, health education, teacher education).

L. EVALUATION: Appropriate criteria for evaluating the success of a program should be development and used.

1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

Admissions Description: In order to ensure candidate qualifications and maximize likelihood of success in the program, the PHETE team analyzes each candidate's academic record to ensure the requisite level of ability and knowledge. Criteria for academic requirements come from common practice in teacher education across institutions (minimum 2.5 GPA – higher than the URI minimum 2.0), and RI state requirements (minimum passing scores for Praxis I). Potential applicants who do not meet the minimum GPA or Praxis score requirements at the time of application are ineligible for application to the program. In order to maximize the potential for success in practicum teaching, candidates are evaluated through portfolio and

interview (using standard SOE rubrics) on their academic knowledge base, interpersonal and communication skills, experience working with children and/or adolescents (in academic and/or non-academic settings), and experience with diverse populations.

Prior to Student Teaching Description: In the period prior to student teaching, the program focuses on candidate development of pedagogical content knowledge and skills, assessment techniques, and structured/guided implementation of knowledge and strategies from methods courses and practicum. Methods courses include developing skills in teaching the content area, as well as practice in assessment, cultural diversity, teaching students with special needs, and classroom management. Each semester prior to student teaching, candidates spend time weekly in classroom practica that are coordinated by URI supervisors (in conjunction with OTE), and supervised by URI personnel and cooperating teachers. RIPTS-based rubrics, observations forms, and candidate evaluation forms are used for all critical assignments and performance assessments. Candidates are also required to meet the state minimum passing scores on the Praxis II assessments prior to their final semester in the program. Program faculty to determine candidates' eligibility for student teaching uses data from these tools.

Prior to Licensure Description: During the final, student teaching semester, candidate experiences are focused almost entirely on development/refinement of their skills in assigned classrooms. EDC 485, a 3-hour seminar for student teachers, is the only URI-based course that candidates take. The critical performance task completed in this course (the Informal and Formal Assessment of Student Learning) is based entirely on student academic data collected and analyzed in the student teaching classroom. Candidates are full-time student teachers. Observations by the URI supervisor and cooperating teacher—accompanied by support, monitoring, feedback, and remediation—provide an informed and empirical decision on candidate recommendation for licensure. The increased amount of time and focus on the student teaching experience leads to the development of a more intensive relationship among the candidate, the URI supervisor, and the cooperating teacher, which provides a much broader perspective and diversity of data that the URI supervisor can call on when making recommendations for licensure. Observations during the student teaching semester are structured by the formal observation form, and both the midterm and final evaluation of student teachers (completed by and shared among the candidate, supervisor and cooperating teacher). These assessment/evaluation tools thus enable the URI supervisor to make recommendations for licensure that are grounded in the RIPTS.
