



**Manchester**  
University

Department of Exercise and Sport Sciences

**PHYSICAL EDUCATION  
TEACHER EDUCATION  
STUDENT HANDBOOK  
2014-2015**



**Adapted  
Physical Education**



**Health  
Education**



**Physical  
Education**

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# What You Should Know About the Physical Education Teacher Education Program



**WELCOME** to the Department of Exercise and Sport Sciences (ESS) at Manchester University. We offer four main areas of study: Athletic Training, Exercise Science and Fitness, **Physical Education Teacher Education (PETE)**, and Sport Management. Within these areas, there are opportunities for multiple majors and minors to meet your career goals.

This handbook was developed to introduce you to Manchester University and the Physical Education Teacher Education program. In addition to this competitive program in teacher education, students will receive a well-rounded education with Manchester's liberal arts program of study. Manchester helps students to become lifelong learners who strive to be the best in their chosen fields. The faculty is invested in helping you succeed and reach your fullest potential. At Manchester you will be challenged to learn and develop as well as being rewarded for your hard work. We believe that our program will allow you to develop the necessary skills and abilities to thrive in the job market or in graduate school.

## OVERVIEW OF THE PROGRAM

The Physical Education Teacher Education program is housed in the Physical Education and Recreation Center (PERC) in the Department of Exercise and Sport Sciences. Manchester University has been preparing teachers of ability and conviction since 1888, so you are joining a long line of people who have come here to learn to serve through teaching. Our teacher education graduates have become superintendents, principals, other educational administrators, and teachers of preschool children through college-age students.

In recent years, the Indiana State Department of Education moved from course-based to performance-based licensing, with fewer and broader teaching licenses. State changes require local changes at the University. In addition, advances in technology and in knowledge about how individuals learn require other updates in the Physical Education Teacher Education Program. ESS faculty solicit ideas for change from research and best practices, from new standards published by professional organizations, from current education practitioners, as well as from our own students. It is an exciting time, full of new possibilities.

The PETE program is nationally accredited, includes both classroom and clinical, "hands on" experiences, and emphasizes a liberal arts education. Teacher candidates preparing to teach students physical education may choose to specialize in one or more of three teaching areas:

- The **Adapted Physical Education** major allows the graduate to teach students with and without disabilities in preschool through grade 12. The specialist is in high demand and can either teach in one school or serve as an itinerant, teaching students at several schools, and/or school corporations.
- The **Health and Physical Education** major provides a P-12 license to teach students in the health classroom, as well as in the physical education setting. This "double major" program makes the graduate very marketable since he/she can teach two subject areas.

- The **Physical Education** major prepares the graduate to teach fitness, fundamental movements, aquatics, dance, and individual and team activities to elementary school, junior high/middle school, and high school students. Students studying athletic training, exercise science, and other academic majors can choose this as a second major for future career preparation.

## ACCREDITATION

Manchester University has had continuous accreditation for teacher preparation by the State of Indiana since 1907, regional accreditation by the North Central Association of Colleges and Secondary Schools since 1932, and accreditation by the National Council for Accreditation of Teacher Education since 1963.

Membership in the North Central Association of Colleges and Secondary Schools assures the acceptance of credits for students who wish to transfer to another regionally accredited institution. Approval by the National Council for Accreditation of Teacher Education provides Physical Education Teacher Education graduates with assurance that entry level licenses can be obtained in many other states without further coursework. The Indiana Office of Educator Licensing and Development maintains standards which universities must meet if their graduates are to teach in Indiana. This approval also facilitates the teacher candidates' eligibility for entry level licenses in states because of reciprocal agreements.

Manchester University holds institutional membership in the American Association of Colleges for Teacher Education, the Indiana Association of Colleges for Teacher Education, and the Association of Independent Liberal Arts Colleges for Teacher Education. In addition, faculty members of the Physical Education Teacher Education program actively participate in the American Alliance of Health, Physical Education, Recreation, and Dance, the Indiana Association of Health, Physical Education, Recreation, and Dance, and a variety of other professional organizations.

## MISSION AND VALUES STATEMENTS

### Mission Statement

Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

### Values Statement

As a primary undergraduate, residential, liberal arts community rooted in the tradition of the Church of the Brethren, Manchester University values:

- **Learning**, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive, and principled lives;

- **Faith**, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of agape (selfless love), tikkun olam (repairing a broken world), and salam (peace);
- **Service**, because committing self in service to others connects faith with action and abilities with convictions;
- **Integrity**, because honesty and trust are the foundations of teaching and learning, enriching, enduring relationships, and strong communities;
- **Diversity**, because understanding differences develops respect for ethnic, cultural and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
- **Community**, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

## PROGRAM STANDARDS

Successful teachers of physical education reflect on the processes of teaching and learning. To operationalize the program, a set of standards were adopted by the Indiana State Department of Education that defines what a beginning physical educator should know and be able to do. Teacher candidates in physical education are required to verify they understand and meet the following standards:

### 1. **Content Knowledge**

The physical education teacher understands physical education content and disciplinary concepts related to the development of physically educated persons with and without disabilities.

### 2. **Growth and Development**

The physical education teacher understands how individuals, with and without disabilities, learn and develop, and provides opportunities that support physical, cognitive, social and emotional development.

### 3. **Diverse Learners**

The physical education teacher understands how individuals, with or without disabilities, differ in their approaches to learning and creates appropriate instruction adapted to these differences.

### 4. **Management and Motivation**

The physical education teacher uses and has an understanding of individual and group motivation and behavior to create a safe learning environment that encourages both positive and social interaction, active engagement in learning, and self-motivation for individuals with and without disabilities.

### 5. **Communication**

The physical education teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings for students with and without disabilities.

### 6. **Planning and Instruction**

The physical education teacher understands the importance of planning developmentally appropriate instructional units, which are based on relevant and appropriate assessments, to foster the development of a physically educated person, with or without a disability.

## 7. Student Assessment

The physical education teacher understands and uses varied types of assessment for program continuity, appropriate student placement and the development of the physical, cognitive, social, and emotional domains for students with and without disabilities.

## 8. Reflection

The physical education teacher understands the importance of being a reflective practitioner and its contribution to overall professional development and actively seeks opportunities to sustain professional growth.

## 9. Technology

The physical education teacher uses information technology to enhance learning and for the personal and professional productivity for students with and without disabilities.

## 10. Collaboration

The physical education teacher understands the necessity of fostering collaborative relationships with colleagues, administrators, OTs, PTs, TRs, parents/guardians, and community agencies to support the development of a physically educated person.

## PROGRAM GOALS AND OBJECTIVES



The Teacher Education Program objectives have been grouped into four broad goals: **C**urriculum, **A**ssessment, **R**elationships, and **E**nvironment. The first letters of these goals form the acronym “CARE,” which reflects our program motto, “Preparing Teachers of Ability and Conviction.” The teacher candidate will demonstrate knowledge of...

**Curriculum:** Constructing and delivering appropriate curriculum for students

- C1. Plans informative, developmentally appropriate lessons and/or units
- C2. Teaches subject matter accurately to insure that students can meet academic standards
- C3. Uses interdisciplinary instruction as appropriate
- C4. Addresses subject matter from various points of view
- C5. Teaches students to use critical thinking and problem solving strategies
- C6. Uses effective questioning strategies

**Assessment:** Assessing students’ learning and development with a variety of measures to aid in appropriate and effective instructional planning

- A1. Develops appropriate tools to assess learning
- A2. Assesses learning through standardized and/or teacher-constructed tests to drive future instruction
- A3. Assesses learning through appropriate alternative measures to drive future instruction
- A4. Uses a variety of appropriate, authentic assessment tools and methods

**Relationships:** Establishing professional and reciprocal relationships with others invested in students’ learning

- R1. Demonstrates sensitivity for diversity with students, colleagues, parents, university faculty, and/or community agencies
- R2. Demonstrates full awareness of ethical and legal responsibilities of teachers
- R3. Values lifelong learning, personal/professional development, and/or service orientation
- R4. Models appropriate oral communication skills
- R5. Models appropriate written communication skills
- R6. Motivates students to learn individually, collaboratively, and cooperatively
- R7. Plans lessons in collaborative teams

**Environment:** Creating positive and caring environments for student development and learning

- E1. Differentiates learning opportunities that respond to individual learning styles and learning challenges
- E2. Uses a variety of teaching methods and materials
- E3. Uses a variety of appropriate media and technology
- E4. Keeps records to monitor, document, and report student progress
- E5. Manages student behavior in positive, safe ways
- E6. Models conflict resolution skills
- E7. Engages in research and reflection on best practices in teaching strategies

## **CURRICULUM**

The curriculum leading to the degree in Physical Education Teacher Education requires a combination of *Manchester Core* general education courses, physical education courses, professional education courses, and electives. Students are encouraged to refer to the *University Catalog* for their specific incoming year for graduation requirements. Courses should be selected in consultation with the academic advisor.

### **The *Manchester Core* Courses**

Building upon foundational skills of written and oral communication, quantitative, and physical activity and wellness skills, candidates take a variety of courses in categories labeled Integration into the World, Ways of Knowing, and Synthesis and Critical Thinking. The *Manchester Core* courses are outlined in the *University Catalog*.

### **Physical Education Courses**

While the student is completing courses in the *Manchester Core* component, concurrent enrollment includes courses which meet the physical education requirements of the initial standard teaching license. These courses provide the content base for P-12 instruction in the public schools and prepare future teachers to work with a wide variety of students in their areas of expertise including adapted physical education, health education, and physical education. Specialized courses include: Teaching Team Activities, Teaching Individual and



Dual Activities, Teaching Fundamental Movement Activities, Teaching Gymnastics and Rhythmic Activities, Curriculum and Instruction in Health and Physical Education, and a series of five Teaching Laboratories.

### **Professional Education Courses**

The professional education courses are selected to help prospective teachers become competent in using the skills and techniques of teaching and in understanding growth and development of students. Teacher candidates begin taking professional education courses early in their university career. Courses which all teacher candidates must take are Introduction to Teaching, Educational Psychology, Literacy in the Content Area, Adolescent Exceptional Learners, The Teacher in Today's School, and Student Teaching. Many professional education courses require teacher candidates to observe and practice teach in public school classrooms.

### **DEGREES AVAILABLE IN TEACHER EDUCATION**

Most students at Manchester University complete the Bachelor of Science (B.S.) degree. The outline for the degree is found in the *University Catalog*. In brief, those requirements, modified for teacher candidates, include a minimum of 128 semester hours of credit with a 2.50 grade point average overall, satisfaction of the *Manchester Core* requirements, completion of a Physical Education Teacher Education program with at least a 2.50 GPA, residency at Manchester for a minimum of 96 semester hours or taking the last 32 semester hours at Manchester University, and successful completion of the Senior Comprehensive Evaluation with passing scores on the required Praxis II tests.

At Manchester University, the Bachelor of Arts (B.A.) degree is quite similar. However, the B.A. also requires satisfactory completion of a foreign language through the intermediate level. Some teacher candidates choose this degree because of their interest in developing proficiency in a foreign language and some choose it because new teachers who can speak Spanish are in high demand.

### **Physical Education Teacher Education Major**

Teacher candidates must choose the license they wish to obtain, preferably by their sophomore year. Physical Education Teacher Education majors work toward an All-Grade (P-12) teaching license, so they are able to teach students at the elementary school, junior high/middle school, and/or high school levels. They earn licensure in adapted physical education, health and physical education, and/or physical education.

### **ACADEMIC ADVISING**

First year students are advised by their primary advisors. These faculty make a special attempt to get acquainted with their new advisees and to maintain regular contact with them. Advisors meet with new teacher candidates in late October to schedule classes for January session and the spring semester and in early April to schedule classes for the following fall. At spring advising, the first year teacher candidates are asked to select an Exercise and Sport Sciences faculty member to have as advisor for the rest of their university career. The student's records move on to the new advisor after spring advising.

## Transfer Students

Transfer students must submit their transcripts to the Registrar for an evaluation of which courses will transfer to Manchester University. The Registrar will indicate the transfer courses which will satisfy the *Manchester Core* requirements. A PETE faculty member, in conjunction with the Director of Teacher Education, must also review the transcripts to determine which transfer courses will meet Manchester University teacher education requirements. Transfer students should make an appointment in the Registrar's Office, the Exercise and Sport Sciences Office, and the Education Office so these evaluations may be completed. Once in the program, transfer students have the same rights and responsibilities as continuing students, including development of a digital portfolio, interviews, etc.

## Faculty Advisors

The Physical Education Teacher Education Program is staffed by three full-time faculty members who carry different roles.



**Dr. Kim Duchane** specializes in teaching pedagogy courses for the preparation of teachers with a license in adapted physical education. He is responsible for teaching Teaching Individual and Dual Activities, Teaching Lab 2, Teaching Fundamental Movement Activities, Teaching Lab 3, and Curriculum and Instruction in Health and Physical Education. He is an academic advisor for teacher candidates and has supervised student teachers in the public schools.



**Dr. Brad Nadborne's** expertise revolves around Teaching Team Activities and Teaching Lab 1. In addition, he works with education majors as an academic advisor.



**Prof. Andy Stout** specializes in teaching pedagogy courses for the preparation of teachers with a license in health and physical education. His courses include Foundations of Health, Physical Education and Sport Sciences, Teaching Team Activities, Teaching Lab 1, Teaching Gymnastics and Rhythmic Activities, and Teaching Lab 4. He is a primary advisor for first year students in the department.

## Other ESS Faculty and Advisors

**Prof. Jeff Beer** specializes in prevention of athletic injury. He is responsible for teaching our majors Functional Kinesiology.

**Dr. Mark Huntington** serves as the Chair of the Department of Exercise and Sport Sciences. He is responsible for teaching Exercise Physiology to physical education teaching majors.

## RESPONSIBILITIES OF TEACHER CANDIDATES

Teacher candidates are expected to know and follow program requirements and deadlines as outlined in this Student Handbook and in the *University Catalog*. Students must:

1. Register with the Teacher Education Program during their first year on campus.
2. Attend and participate in classes and maintain at least the required 2.50 grade point average.
3. Check campus mail and e-mail at least twice a week. If requests are made by the Departments of Education and/or Exercise and Sport Sciences, take care of them promptly.
4. Save graded assignments and other documentation to show your competence in meeting the CARE goals and objectives in the digital portfolio.
5. Be responsible and professional during your service-learning experiences on campus and in the public schools. This means you must appear in professional dress with careful grooming, be on time, volunteer to help the teacher, carry out the teacher's requests cheerfully, avoid gossip and flirting, keep the confidences of the children and teacher, demonstrate interest, and notify both the university instructor and cooperating teacher if you cannot be present.
6. Proof of liability insurance is required before being permitted to participate in service-learning experiences. The easiest way to obtain professional liability insurance is to join the Student Education Association (SEA), since this insurance is a membership benefit. If for some reason you do not want to join SEA, you must provide the Education Department with proof that liability insurance has been added to your homeowner's insurance policy.
7. Develop the education digital portfolio throughout the entire program.
8. Keep the Education Department informed about changes that affect your program: adding teaching areas, changing major, dropping out of the program, etc.
9. Complete forms as required. Pick up the Election of Major Form from the Education Office before the sophomore spring enrollment. The Intent to Graduate Form will be mailed to students before their junior spring enrollment. Both forms require administrative signatures.

Remember the impression you make in your classes and in campus life will affect your future as a teacher candidate. Future teachers need education faculty who will recommend them for the program and for their first teaching position. Activities are needed on your résumé that demonstrate you have been a responsible, involved member of the campus, preferably with some leadership responsibilities. You need to be cleared on student conduct issues periodically by the Vice President of Student Development, with later criminal record checks by school systems and the state. In a sense, your career as a teacher begins with your initial enrollment at Manchester University.

### Becoming a Professional—Begin Early

Join student organizations on campus to build camaraderie and leadership skills.

- Exercise Science Club
- Student Education Association (SEA)

Join state, district, and/or national organizations specific to your interests.

- Indiana Association for Health, Physical Education, Recreation, and Dance
- Midwest District of the Society for Health and Physical Educators (SHAPE America)
- Society for Health and Physical Educators (SHAPE America)

Memberships offer scholarship and recognition award opportunities at the local, state, and national levels.

Volunteer at least once or twice a year. It can be for a day or longer to demonstrate your interest in serving the community or learning more about your profession. Keep a record of these experiences and hours.

Plan a practicum or internship to gain practical experience in the field. You can quickly learn whether you have chosen the right career path.

Create a resume file. Start early to strengthen your employability. Always ask yourself, “What makes me the best candidate for the job? Why should the principal hire me over 100 other applicants?” If you can’t answer this question distinctively, get involved in various ways on and off campus.

### **Student Education Association**

Manchester University also has an active Student Education Association (SEA). Membership in SEA has several advantages: informative meetings, opportunities for volunteer activities, published materials, conferences, and the all-important million dollars’ worth of liability insurance. Future teachers are strongly encouraged to join SEA every year at the university. Application forms to join SEA are available from the Education Office or from one of the SEA officers. Candidates who keep yearly membership receipts will get a discount on their first year’s Indiana State Teacher Association dues.

The SEA is run by student leaders so programming varies each year. SEA provides good leadership opportunity for teacher candidates and provides opportunities to work at school tutoring programs or with elementary through junior high school students. Monthly activities are coordinated with ARC of Wabash County to provide experiences with individuals with disabilities. There are also opportunities for local, state, and national leadership training and experience.

### **Other Professional Experiences**

Students who truly want to become teachers should seek opportunities to work with children and youth with a variety of abilities. Classes at the university will help to understand children and content and service-learning experiences provide ideas to use in teaching, but developing teaching skills takes practice. The skills teacher candidates develop almost unconsciously through other experiences with young people will serve them well in teaching. Candidates should look for opportunities for child care, coaching, tutoring, camp counseling, helping with Special Olympics, volunteering in schools, serving as a reading coach, teaching Sunday School, life guarding—anything that provides interaction with children.

These other experiences can be added to the Education record if submitted to the department. Candidates should list what they have done, where and when, and ask a supervisor to sign and date it. This information will be added to the record of experiences and importantly, it will deepen knowledge of children.

Teacher candidates should stay alert to other opportunities to learn about their subject area and about the young people they plan to work with. Speeches, workshops, and informative television programs are just a few ways to add to your knowledge base. There's always more to learn!

Teacher candidates should collect materials that can be useful in teaching. Teaching journals offer discounted subscriptions to university students and it is **strongly** suggested that Physical Education Teaching majors subscribe to the *Indiana AHPERD Journal*, *Journal of Physical Education, Recreation, and Dance*, and/or *Strategies*.

# What You Should Know About Applying to the Major



**SUGGESTED COURSE SEQUENCE****P-12 PHYSICAL EDUCATION TEACHING MAJOR WITH ADAPTED PHYSICAL ACTIVITY MINOR**

Courses counted for Core Program indicated by \*  
 Courses required for Major indicated by **bold**

128 Semester Hours (SH) required for graduation  
 VIA=Values, Ideas, and the Arts

FALL SEMESTER		JANUARY SESSION		SPRING SEMESTER	
<b>FIRST YEAR (31.5 Semester Hours + .25 VIA credit)</b>					
Courses	SH	Course	SH	Courses	SH
<b>ESS 103 Foundations Health, Phys Educ &amp; Sport Sciences</b>	2	<i>Core*</i>	3	<b>EDUC 108 Exploring Teaching &amp; Learning</b>	2
<b>ESS 145 Motor Development</b>	3			<b>ESS 243 Principles of Fitness (with Lab)</b>	2
MATH (by placement)*	3			COMM 110 Found Hum Comm*	3
FYS First Year Seminar*	4			PE 101 Physical Activ/Wellness*	.5
<i>Core*</i>	3			<i>Core*</i>	6
VIA* (5)				VIA* (5)	
	15		3	<b>Register for Teacher Education; Complete Pearson CASA Exam</b>	13.5
<b>SECOND YEAR (33 Semester Hours + .25 VIA credit)</b>					
<b>EDUC 211 Exceptional Learner</b>	4	<i>Core*</i>	3	<b>EDUC 237 Educ Psychology*</b>	4
<b>ESS 205 Teach Team Activ</b>	3			<b>EDUC 263 Learner with Mild Dis</b>	3
<b>ESS 250 Teaching Lab 1</b>	1			<b>ESS 206 Teach Ind/Dual Activ</b>	3
PE 101 Physical Activ/Wellness*	.5			<b>ESS 260 Teaching Lab 2</b>	1
<i>Core*</i>	6			<b>ESS 363 Adapted Phys Activity</b>	3
VIA* (5)				<b>ESS 363L Adapt Phys Act Lab</b>	1
				<b>PE 105 Physical Act/Wellness* (Dance Emphasis)</b>	.5
				VIA* (5)	
<b>Apply to Major (EDUC, ESS)</b>	14.5		3	<b>Complete Election of Major</b>	15.5
<b>THIRD YEAR (31.5 Semester Hours + .25 VIA credit)</b>					
<b>EDUC 203 Learning Through Movement</b>	3	Elective	3	<b>EDUC 315 Mild Interventions: Strategies for Instruction</b>	3
<b>EDUC 245 Educational Assess</b>	4			<b>EDUC 362 Literacy and English Language Learner</b>	2
<b>EDUC 342 Literacy in Content Area</b>	4			PE 105 Physical Activ/Wellness*	.5
<b>ESS 345 Functional Kinesiology</b>	3			<i>Core*</i>	9
VIA* (5)				VIA* (5)	
	14		3		14.5
<b>FOURTH YEAR (32 Semester Hours)</b>					
<b>ESS 410 Admin of Health and Physical Activity Programs</b>	3	<b>EDUC 444 Methods for Secondary Education</b>	4	<b>EDUC 410 Teach Today School</b>	2
<b>ESS 441 Teach HPE Lab</b>	1			<b>EDUC 479 All Grade Student Teaching</b>	13
<b>ESS 460 Service Delivery in Adapted Physical Education (Offered even years)</b>	3				
<i>Core*</i>	6				
VIA* (5)					
	13		4	<b>Senior Comp Evaluation</b>	15
<b>Complete First Aid Certification; Pearson Subject Area Exam</b>					

**SUGGESTED COURSE SEQUENCE****P-12 PHYSICAL EDUCATION TEACHING MAJOR WITH HEALTH PROMOTION MINOR**

Courses counted for Core Program indicated by \*  
 Courses required for Major indicated by **bold**

128 Semester Hours (SH) required for graduation  
 VIA=Values, Ideas, and the Arts

FALL SEMESTER		JANUARY SESSION		SPRING SEMESTER	
<b>FIRST YEAR (31.5 Semester Hours + .25 VIA credit)</b>					
Courses	SH	Course	SH	Courses	SH
<b>ESS 103 Foundations Health, Phys Educ &amp; Sport Sciences</b>	2	<i>Core*</i>	3	<b>EDUC 108 Exploring Teaching &amp; Learning</b>	2
<b>ESS 145 Motor Development</b>	3			<b>ESS 243 Principles of Fitness (with Lab)</b>	2
MATH (by placement)*	3			COMM 110 Found Hum Comm*	3
FYS First Year Seminar*	4			PE 101 Physical Activ/Wellness*	.5
<i>Core*</i>	3			<i>Core*</i>	6
VIA* (5)				VIA* (5)	
	15		3	<i>Register for Teacher Education; Complete Pearson CASA Exam</i>	13.5
<b>SECOND YEAR (31 Semester Hours + .25 VIA credit)</b>					
<b>EDUC 211 Exceptional Learner</b>	4	<i>Core*</i>	3	<b>EDUC 237 Educ Psychology*</b>	4
<b>ESS 205 Teach Team Activ</b>	3			<b>ESS 206 Teach Ind/Dual Activ</b>	3
<b>ESS 250 Teaching Lab 1</b>	1			<b>ESS 260 Teaching Lab 2</b>	1
<b>ESS 262 Health Concepts</b>	2			<b>ESS 264 Health Promotion</b>	2
PE 101 Physical Activ/Wellness*	.5			<b>ESS 363 Adapted Phys Activ</b>	3
<i>Core*</i>	3			<b>ESS 363L Adapt Phys Activ Lab</b>	1
VIA* (5)				PE 105 Physical Act/Wellness* (Dance Emphasis)	.5
				VIA* (5)	
<i>Apply to Major (EDUC, ESS)</i>	13.5		3	<i>Complete Election of Major</i>	14.5
<b>THIRD YEAR (32.5 Semester Hours + .25 VIA credit)</b>					
<b>EDUC 203 Learning Through Movement</b>	3	<i>Core*</i>	3	<b>EDUC 362 Literacy and English Language Learner</b>	2
<b>EDUC 342 Literacy in Content Area</b>	4			PE 101 Physical Activ/Wellness*	.5
<b>ESS 333 Adol Health App</b> (Offered even years) or Elective	3			<i>Core*</i>	9
<b>ESS 345 Function Kinesiology</b>	3			Elective	3
<b>ESS Health Elective</b>	3			VIA* (5)	
VIA* (5)					
	16		3		14.5
<b>FOURTH YEAR (32 Semester Hours)</b>					
<b>ESS 366 Hlth and Fit for Child</b> (Offered odd years) or Elective	3	<b>EDUC 444 Methods for Secondary Education</b>	4	<b>EDUC 410 Teach Today School</b>	2
<b>ESS 410 Admin of Health and Physical Activity Programs</b>	3			<b>EDUC 479 All Grade Student Teaching</b>	13
<b>ESS 441 Teach HPE Lab</b>	1				
<i>Core*</i>	6				
VIA* (5)					
<i>Complete First Aid Certification; Pearson Subject Area Exam</i>	13		4	<i>Senior Comp Evaluation</i>	15



**SUGGESTED COURSE SEQUENCE**  
**P-12 PHYSICAL EDUCATION TEACHING MAJOR**

***Teacher Candidates are recommended to select minor to add to this major***

Courses counted for Core Program indicated by \*  
 Courses required for Major indicated by **bold**

128 Semester Hours (SH) required for graduation  
 VIA=Values, Ideas, and the Arts

FALL SEMESTER		JANUARY SESSION		SPRING SEMESTER	
<b>FIRST YEAR (31.5 Semester Hours + .25 VIA credit)</b>					
Courses	SH	Course	SH	Courses	SH
<b>ESS 103 Foundations Health, Phys Educ &amp; Sport Sciences</b>	2	<i>Core*</i>	3	<b>EDUC 108 Exploring Teaching &amp; Learning</b>	2
<b>ESS 145 Motor Development</b>	3			<b>ESS 243 Principles of Fitness (with Lab)</b>	2
MATH (by placement)*	3			COMM 110 Found Hum Comm*	3
FYS First Year Seminar*	4			PE 101 Physical Activ/Wellness*	.5
<i>Core*</i>	3			<i>Core*</i>	6
VIA* (5)				VIA* (5)	
	15		3	<b>Register for Teacher Education; Complete Pearson CASA Exam</b>	13.5
<b>SECOND YEAR (33 Semester Hours + .25 VIA credit)</b>					
<b>EDUC 211 Exceptional Learner</b>	4	<i>Core*</i>	3	<b>EDUC 237 Educ Psychology*</b>	4
<b>ESS 205 Teach Team Activ</b>	3			<b>ESS 206 Teach Ind/Dual Activ</b>	3
<b>ESS 250 Teaching Lab 1</b>	1			<b>ESS 260 Teaching Lab 2</b>	1
PE 101 Physical Activ/Wellness*	.5			<b>ESS 363 Adapted Phys Activity</b>	3
<i>Core*</i>	6			<b>ESS 363L Adapt Phys Activ Lab</b>	1
VIA* (5)				<b>PE 105 Physical Act/Wellness* (Dance Emphasis)</b>	.5
				Elective	3
				VIA* (5)	
<b>Apply to Major (EDUC, ESS)</b>	14.5		3	<b>Complete Election of Major</b>	15.5
<b>THIRD YEAR (32.5 Semester Hours + .25 VIA credit)</b>					
<b>EDUC 203 Learning Through Movement</b>	3	<i>Core*</i>	3	<b>EDUC 362 Literacy and English Language Learner</b>	2
<b>EDUC 342 Literacy in Content Area</b>	4			PE 105 Physical Activ/Wellness*	.5
<b>ESS 345 Function Kinesiology</b>	3			<i>Core*</i>	6
Elective	3			Electives	6
<i>Core*</i>	3				
VIA* (5)				VIA* (5)	
	16		3		14.5
<b>FOURTH YEAR (31 Semester Hours)</b>					
<b>ESS 410 Admin of Health and Physical Activity Programs</b>	3	<b>EDUC 444 Methods for Secondary Education</b>	4	<b>EDUC 410 Teach Today School</b>	2
<b>ESS 441 Teach HPE Lab</b>	1			<b>EDUC 479 All Grade Student Teaching</b>	13
<i>Core*</i>	3				
Electives	5				
VIA* (5)					
<b>Complete First Aid Certification; Pearson Subject Area Exam</b>	12		4	<b>Senior Comp Evaluation</b>	15

## TERMINOLOGY YOU SHOULD KNOW

### Application to the Major

A Formal request to the department to become an Exercise and Sport Sciences Major in the Physical Education Teacher Education program. Students should apply to the major during the fall of their sophomore year. \*Note—Application requirements and procedures are different for different majors.

### Election of Major (EOM)

The official form filed in the Registrar's Office identifying courses to be taken for the major or minor. This signifies a contract between the student and the University for graduation requirements. An EOM is submitted in the spring of the student's sophomore year and is required prior to enrolling for classes for the junior year.

### Intent to Graduate

The official form filed in the Registrar's Office identifying courses to be taken during the last year prior to graduation. The Registrar uses the form to audit all requirements completed prior to graduation. The Intent to Graduate must be filed during spring of the junior year.

### Digital Portfolio

A collection of materials such as papers, projects, unit plans, and lesson plans, and other samples of personal and professional growth. Reflection papers are required for the liberal arts, physical education content and methodology courses, and a final reflection.

### Senior Comprehensive Evaluation (SCE)

A learning/assessment experience which every student must pass in order to graduate. The **SCE for Physical Education Teacher Education Majors** includes:

- Successful student teaching,
- Oral and written presentation of student learning/assessment results,
- Exit interview with Education faculty, and
- Passing scores on required Pearson exams.

### Diploma Application

Final application for graduation. \*Note—File in Registrar's Office by December 1 of year of graduation.

## APPLICATION TO THE MAJOR—PHYSICAL EDUCATION TEACHER EDUCATION

Formal request to become an Exercise and Sport Sciences (ESS) major represents a significant step in a student's educational and career development. By applying, a student is indicating a serious and continuing commitment to the disciplines of exercise and sport sciences. Manchester University requires that all students declare a major and file a completed Election of Major (EOM) form with the Registrar prior to enrolling for classes for the junior year.

The purposes of the application process are to assist students in identifying student strengths and areas needing improvement; clarifying personal, educational, and professional goals; and in developing a plan to ultimately reach those goals. The formal application process includes the following elements (to be completed in the order listed below):

1. Successful completion of *or* current enrollment in ESS 103, Foundations of Health, Physical Education, and Sport Sciences.
2. Review Physical Education Teacher Education Student Handbook.
3. Submit the following completed materials to the Education Department **by December 1**. Information may be secured in the Teacher Education Student Handbook (TESH) on the Education Department's website.
  - **Application to the Major form**
  - Complete the departmental entry interview during your scheduled time. (Typically these will be at the beginning of Spring Semester)
  - This interview will involve an Education Department faculty member. It is designed to explore the student's strengths and areas needing improvement, the choice of a particular major, and the academic plan (4 year course sequence) that has been submitted.
  - The interview should not be viewed as a barrier but rather as an evaluation session designed to assist the student in making appropriate and realistic decisions regarding the chosen area of study.
4. Following the Education Department interview, submit the following completed materials to an ESS/PETE faculty **by March 1**, which are found in the Student Handbook.
  - **Application to the Major form**
  - **Tentative Academic Plan.** This four-year plan is a semester by semester schedule of courses to be followed in completing the requirements for the major, including proposed *Manchester Core* courses. Work with your academic advisor to create this four-year plan.
  - **Election of Major (EOM) form.** The form may be secured from the Education Department secretary. Student will secure other signatures following submission and then submit to Registrar's Office prior to enrolling for classes for the junior year.

Following completion of these four elements, the interview committee will forward its recommendation to the ESS Department Chair. Recommendations to the student may include, but are not limited to, revision of the tentative academic plan, further investigations of career opportunities (including referral to Office of Career Services), or amplification of the personal statement. The recommendations will be communicated in writing to the student by the ESS Department Chair.

**The ESS Department Chair will not sign the Election of Major (EOM) form without input of the interview committee. If the student does not complete the requirements above in a timely manner, the student will not be able to enroll for classes for the junior year.**

Note: Transfer students and those students who choose to change their majors after December 1 must immediately schedule an appointment with the ESS Department Chair.

**APPLICATION TO THE MAJOR**  
**Physical Education Teacher Education Major**  
**Department of Exercise and Sport Sciences**

Name \_\_\_\_\_ MU Box \_\_\_\_\_  
 E-mail \_\_\_\_\_  
 Phone \_\_\_\_\_ Date of Entry to MU \_\_\_\_\_  
 Proposed Date of Graduation \_\_\_\_\_

**I. Proposed Major**

- Adapted Physical Education  
 Health and Physical Education  
 Physical Education

**II. Proposed Minor**

- \_\_\_\_\_

**III. University Level Academic Background**

GPA \_\_\_\_\_

Number of semester hours  
 completed \_\_\_\_\_

Oral Communication COMM 110 Grade \_\_\_\_\_

Science (highest level) \_\_\_\_\_ Grade \_\_\_\_\_

Math \_\_\_\_\_ Grade \_\_\_\_\_

List the courses you have taken in Education (EDUC)  
 and Exercise and Sport Sciences (ESS)

COURSE	GRADE	COURSE	GRADE

**IV. Work Experience:** Briefly describe any jobs or other work experiences you have had that pertain to career goal.

**V. Activities:** List clubs, sports, music, or other extracurricular activities in which you have participated. Dates should be included.

**Faculty Reviewer**

\_\_\_\_\_  
 Professor Signature

**Comments:**

## ADMISSION TO TEACHER EDUCATION PROGRAM

### Procedures

Admission to the University does not guarantee admission to the Teacher Education Program. Teacher candidates should register with the Teacher Education Program during their first year on campus, using a form that is available in the Education Office. This lets the Education faculty track your progress, contact you about special events or concerns, and plan for future education classes. Teacher candidates will be informed in writing concerning their progress toward meeting requirements for admission to the Teacher Education Program, beginning in spring of the sophomore year.

**Admission is required before teacher candidates can take 300 level courses with EDUC prefix.** Candidates must have completed all requirements for admission to teacher education by the end of January session of the year prior to student teaching in order to be considered for student teaching placement for the following academic year.

### Criteria

Criteria for acceptance into the various phases of the Teacher Education Program have been established by the Teacher Education Committee. Criteria for admission to the program include:

#### 1. Review completed during *EDUC 108 Exploring Teaching and Learning* by course instructor

##### A. Dispositional Review

Using the appropriate Professional Disposition Rubric:

- Candidate will self-assess
- Education faculty will assess
- Individual conferences
  - Discuss and compare rubrics
  - Feedback from clinical faculty will be discussed
  - Goals will be developed for dispositions ranked as unsatisfactory and/or basic

##### B. Portfolio Review

An initial review of professional website with emphasis on the digital portfolio will be conducted

- Home button and Portfolio button
- CARE objectives links to portfolio button
- Artifacts in a minimum of two CARE objectives linked to portfolio button

## 2. Review completed during *EDUC 237 Educational Psychology* by course instructor

### A. Dispositional Review

Using the appropriate Professional Disposition Rubric:

- Professional education faculty will assess
- Feedback provided to candidate
  - Goals will be developed for dispositions ranked as unsatisfactory and/or basic
  - EDUC 108 goals will be reviewed, discussed, and continued as needed

### B. Skills Review

- Clinical faculty will assess using course specific rubric
- Feedback provided to candidate
  - Goals will be developed for dispositions ranked as unsatisfactory and/or basic

### C. Portfolio Review

A review of professional website with emphasis on the digital portfolio will be conducted

- Artifacts in a minimum of four CARE objectives linked to portfolio button

## 3. Admission to Teacher Education Program: Conducted by professional education faculty member (Candidate must be in second semester of sophomore year)

- Review all dispositional, skill, and portfolio reviews
- Review all goals and document progress toward those goals
- Continue goals as needed
- Discuss requirements of admission to teacher education
- Document strengths and deficiencies
- Candidates with deficiencies will be referred to Director of Teacher Education for individualized plan of improvement
- Artifacts in a minimum of six CARE objectives linked to portfolio button
- Complete rubric and recommendation to admit or not

### DECISION POINT #1: Admission to Teacher Education

- Minimum of basic rating on each item on the Sophomore Interview Rubric resulting in recommendation to admit
- Credo on file
- 2.50 GPA
  - Satisfactory completion of ENG 111 and COMM 110
- 2.50 Index of Teaching Major (ITM)

- Pearson I passed
  - Candidate who took with accommodations due to a documented disability only need to take the exam once to proceed through program. Later he/she will apply for waiver from state.
  - All three sections must be passed to be allowed to take 300 level EDUC courses.
- Minimum rating of basic on each disposition from professional education faculty members
- Minimum rating of basic on applicable field experience evaluations conducted by clinical faculty
- Cleared by Vice President and Dean of Student Development
- Clear Criminal History from Indiana State Police
- Final admission is approved by Teacher Education Committee

#### **4. Approval to Student Teach Interview: Conducted by Director of Teacher Education (Student must be in first semester of junior year)**

- Review all dispositional, skill, and portfolio reviews
- Identify three faculty members to whom recommendation forms should be sent
- Discuss possible student teaching school choices
  - Identify candidate's top three choices of placements
  - Review student teaching goals and discuss specific ideas about how to meet those goals
    - These goals will be reflected upon in the final reflection paper at the end of student teaching and evaluated during the EDUC 410 course.
- Artifacts in a minimum of 8-10 CARE objectives linked to portfolio button
- Complete rubric and recommendation to approve or not

#### **DECISION POINT #2: Approval to Student Teach**

- Must have been admitted to Teacher Education
- Minimum of basic rating on each item on the interview rubric resulting in recommendation to approve to student teach
- Attendance at a Celebrating Diversity Workshop with a satisfactory paper on file
  - Paper must be submitted to Education Department chair within 2 weeks of attending the workshop
  - Paper will be evaluated based on required description as stated in the Teacher Education Student Handbook (TESH)
  - Minimum rating of basic is required for satisfactory completion of paper
- 2.50 GPA
- 2.50 ITM
- Minimum of basic on each disposition from professional education faculty members and/or clinical faculty
- Cleared by Vice President and Dean of Student Development



- A minimum of three faculty members' recommendation rubrics, as specified in the Teacher Education Student Handbook (TESH), must be on file in Education Office
  - Minimum of two without reservation to be approved
  - If two or more are recommended with reservation, student will be granted probationary approval pending Decision Point #3 satisfactory status
  - If one or more faculty members does not recommend for student teaching, a remediation plan will be developed by the Teacher Education Committee.
  - Names of candidates in remediation will be forwarded to professional education faculty for future mentoring
- Final approval to student teach will be granted by Teacher Education Committee

**5. Methods Course Review: Conducted by *EDUC 440 General Methods for Adolescent Learners* course instructor**

- Review current dispositions, skill, and portfolio of each candidate and complete rubric and recommendation to confirm or reject approval to student teach
- Candidates in remediation will be required to meet with Director of Teacher Education to assess progress on plan and identify three faculty members to whom recommendation forms should be sent
- Candidates should have at least one artifact per CARE objective

**DECISION POINT #3: Confirmation to Student Teach—Conducted by Director of Teacher Education**

- Must have probationary approval or approval to student teach
- 2.50 GPA
- 2.50 ITM
- Minimum of proficient rating from each disposition from professional faculty members
- If probationary approval was determined at Decision Point #2—A minimum of three faculty members' recommendation updated rubrics must be reviewed
  - Minimum of two without reservation to be approved
  - If two or more are recommended with reservation or not recommended, student teaching placement will be canceled.
  - Students may appeal to the Teacher Education Committee; however, new student teaching placements will take 6-12 months to secure.

## **6. Exit Interview/Senior Comprehensive Evaluation (SCE): Conducted by EDUC 410 Cohort Instructor or designated professional education faculty member**

- Completed near end of student teaching
- Oral and written presentation of student learning/assessment results
- Portfolio button must be present and functional on professional website
- All 24 CARE objectives must be present
- Exit interview and portfolio will be evaluated on a rubric. An overall score of 3 or 4 will be required for passing of the SCE.
  - Each objective must have a minimum of two properly aligned artifacts with caption statements
  - Clear articulation through caption statements of how each artifact is aligned to the CARE objective must be present
  - Artifacts may meet more than one objective but articulation must explain artifacts link to each designated CARE objective
- Candidates receiving an unsatisfactory rating have the option to...
  - Make corrections and additions within one business week and resubmit for a second SCE with the same professor OR
  - Appeal and request that another faculty member conduct the SCE. The appeal must be conducted using the same portfolio/website and should be completed within one business week.

## **DECISION POINT #4: Teacher Licensing and Graduation Requirements—Completed by Manchester University Registrar and Licensing Officer**

- Completion of the baccalaureate degree
- Completion of an Indiana state approved licensure area
- GPA and ITM of 2.50 or higher
- Student teaching grade of a C+ or higher
- Minimum of proficient rating on each professional disposition
- Clear criminal history check by Indiana State Police
- CPR/Heimlich certification
- Passing scores on appropriate Praxis II exams
- Successful exit interview of oral and written presentation of student learning/assessment results and digital portfolio providing evidence of all 24 CARE objectives

## **STUDENT APPEAL PROCESS**

An occasional teacher candidate may find it difficult to meet program requirements, for varied legitimate reasons. Because of this, the Teacher Education Committee established the following policy concerning student appeals:

- If the application for admission to the Teacher Education Program, the application for approval for student teaching, or the recommendation for a teaching license is denied based on objective published criteria, the teacher candidate shall be notified in writing by the Director of Teacher Education with reasons for the denial.

- If the application for admission to the Teacher Education Program, the application for approval for student teaching, or the recommendation for a teaching license is denied because published criteria that require subjective judgment (such as personal or professional qualities) are not met, or if an applicant feels objective or subjective criteria have been applied unfairly, the applicant may appeal the decision within 30 days of the notification.

A teacher candidate appealing a decision should follow these procedures:

1. Request a meeting with the Director of Teacher Education where the decision for denial can be discussed. The Director of Teacher Education shall inform the applicant of the appeal procedure.
2. Submit a letter of appeal to the Director of Teacher Education **and** to the Chair of the Teacher Education Committee stating your reason for the appeal, with evidence supporting your appeal and the action you seek. The Committee will act on your appeal and the Director of Teacher Education will notify you of the result.
3. If your appeal is unsuccessful, you may pursue it further. Request an appearance before a hearing committee (Director of Teacher Education, one member of the Teacher Education Committee who is the divisional representative of the applicant\*, and one faculty member from the applicant's division (preferably the applicant's department) who teaches in teacher education. The Director of Teacher Education will arrange for the hearing at a mutually agreed upon time with the applicant. The applicant shall prepare an appeal argument, in writing, to be circulated to committee members prior to the hearing.
4. The hearing procedure shall include presentations by all parties involved. A complete record of hearing procedures shall be made on tape and in writing, which will be available to either party upon request.
5. A written decision will be sent to the applicant by the Director of Teacher Education within 30 calendar days of the hearing, stating the reasons for the final decision.
6. The applicant may appeal the decision of the hearing committee, in writing, to the Vice President for Academic Affairs of the University.

\* If either the professor or student feels there is a conflict of interest, another member of the Teacher Education Committee can be appointed.

## **STUDENT TEACHING**

Applications are available in the Education Office and can be picked up when the applicant comes in to schedule an interview for approval to student teach. Three forms must be completed and brought to the interview: the application to student teach, goals for student teaching, and the student teacher data sheet. The goals and data sheet forms will be sent via e-mail to complete and should be brought to the interview. The student teaching interview is held with the Director of Teacher Education in the Education Office. This is a professional interview, requiring professional dress. It will center on the applicant's readiness to student teach and the schools and grade levels or subjects the applicant would prefer for student teaching. This interview should take about half an hour.

During the spring semester of their senior year, the candidates participate in a full semester of student teaching, for a total of 13 credit hours.

### **All-Grade Student Teaching**

All-Grade teacher candidates will have two student teaching experiences at two different age levels. Thus, a candidate might teach physical education at an elementary school during the first half of the semester and middle school students during the second half of the semester. Those candidates adding health education and/or adapted physical education certification, will student teach in a health classroom during their secondary experience; adapted physical education student teachers will experience working with students with disabilities during their student teaching semester.

### **Placement**

As a general rule, teacher candidates will be placed within 35 miles of Manchester University and will be grouped in schools for more efficient supervision. On rare occasions, a teacher candidate may be placed at a greater distance. These occasions would include the student teacher's desire for an inner-city student teaching experience or the need to find an appropriate cooperating teacher for an adapted physical education student teacher.

Student teachers may request specific schools and teachers during their student teaching interview with the Director of Teacher Education. An attempt will be made to honor this request, but many factors affect the placement of student teachers and the chosen placement **cannot** be guaranteed.

By action of the Teacher Education Committee, teacher candidates must meet all the criteria listed above by the completion of **January session of the year prior to student teaching** in order to be considered for a student teaching placement. All applications for student teaching are acted upon by the Teacher Education Committee during spring semester of the year prior to student teaching after faculty recommendations and approval from the office of the Vice President and Dean of Student Development are received, and final approval for student teaching is granted by this committee. After approval for student teaching is granted, GPA and ITM requirements must be maintained or the approval will be withdrawn. Students who are denied permission to student teach may appeal in writing to the Teacher Education Committee.

### **Notification of Placement**

A formal request for student teaching placements is mailed to the appropriate official at each school district. (Some teachers will ask to interview the student teaching applicant. The applicant will need to make individual arrangements for the interview.) The request form is then mailed back to the University with the name of the cooperating teacher(s) or the information that the request cannot be filled. Most schools return these forms in April, so most student teaching assignments are distributed at the Spring Fling. Teacher candidates should contact their cooperating teachers before the end of the school year to introduce themselves and to get information about the first days of school. It is helpful for the teacher candidates to visit their cooperating teachers before the school year ends.

## Start of School Experience (SOS)

In early August of the student teaching year, the teacher candidate should again contact his/her cooperating teachers to confirm dates for the beginning of the school year (the first three days of the teachers' contract), decide where to meet the cooperating teacher(s) the first day, make lunch arrangements, etc.

All teacher candidates are expected to "shadow" their cooperating teachers during the first three days of the teachers' contract. This experience allows the teacher candidate to see what is involved in opening the school year, meet students he/she will be teaching, and begin developing a professional relationship with the cooperating teachers. Student teachers having two placements will need to work with **both** cooperating teachers to establish the schedule for these first three days of school.

Cooperating teachers should use the teacher candidate's "extra hands" to help in preparations during these first days of school. Teacher candidates should take every opportunity to learn about the school, the cooperating teachers, and the units/sports/topics they will be teaching during student teaching. Guidelines for the first days of school will be distributed at the Spring Fling.

## Before Student Teaching

The teacher candidates will have an assignment from their methods class to observe and practice teach in their student teaching classrooms during the fall semester.

## During Student Teaching

Teacher candidates, cooperating teachers, and university supervisors will review the Student Teaching Handbook of policies and procedures at the Student Teaching Orientation during the month of November. In general, teacher candidates are expected to follow their cooperating teacher's schedule, gradually assume all duties (teaching/coaching/supervising) of a regular teacher, prepare, and conduct themselves professionally throughout the entire experience. Student teaching is a very time-consuming and emotionally demanding experience. If teacher candidates continue campus activities in athletics, music, etc., they need to alert their supervisors, however, student teaching must come first and candidate must still spend the full school day at the school. Teacher candidates are urged to cut work hours back to a minimum if they must continue working. Student teaching is a full-time responsibility that must be done well if the teacher candidate is to hope for recommendations and grades that will lead to an initial teaching position.

Teacher candidates will complete lesson plans in advance for all classes. They will keep a daily journal, and will videotape and analyze their teaching. Candidates are visited at least seven times during the semester for support and evaluation by a university supervisor, who is responsible for the teacher candidate's grade, with input from the cooperating teachers.

EDUC 410 The Teacher in Today's School, a two semester hour course, will be held during the student teaching experience. Attendance is mandatory. Occasionally a teacher candidate proves to be unprepared for student teaching or finds it too demanding. If the candidate is a detriment to students' learning, commits educational or moral errors that are intolerable to the school, or is so stressed that his/her mental health becomes fragile, the candidate may withdraw from the experience. The school principal, cooperating teachers, or university supervisor may also withdraw the teacher candidate, with the approval of the Director of Teacher Education, after working with the individual to improve performance. If the first student teaching experience of the two experiences during the semester is unsatisfactory, the second may not be attempted. The teacher candidate may be able to elect to graduate with a different major upon meeting those requirements. The teacher candidate can reapply for student teaching the next year upon approval by the Teacher Education Committee.

### **After Student Teaching**

Near the end of the student teaching semester, the teacher candidate must make an appointment in the Education Office for an exit interview with one of the education faculty. The interview will take at least an hour and will be held near the end of student teaching at a mutually agreed upon time. Teacher candidates may not leave their student teaching classroom for this interview. If a candidate fails to complete all requirements, including a complete and professional digital portfolio, candidate will not graduate until all work is finished.

### **EXIT INTERVIEW**

- The exit interview is a professional interview; candidates should dress appropriately. During the interview, the education professor will ask candidate to share an oral and written presentation of their student's learning/assessment results, as well as review the digital portfolio artifacts that prove mastery of the CARE goals and objectives. The portfolio will be reviewed to be sure it is complete and professional. Candidates will discuss their student teaching experiences, videotaped teaching segments, and experiences in the education program as a whole. The final reflection paper will be reviewed. At the end of the interview, candidate will be asked for ideas to improve Manchester's education program. This interview is an excellent way to demonstrate your competence as a new teacher and is helpful to education faculty in identifying program changes that need to be made.

### **PEARSON: REQUIRED TESTING**

Education majors must take tests developed by Pearson at various stages of their program. **Pearson CASA Exam**, consisting of three sections, is part of the requirements for admission to the Teacher Education Program and should be taken as soon as possible. These tests (**must be passed** to be able to register for 300 level or higher EDUC classes, to be admitted to the Teacher Education Program, and to student teach. The CASA Exam takes a half day to complete and is given on six national administration days or by computer at Testing Centers by appointment, at a somewhat greater cost. The CASA Exam is a part of the teacher licensing exams in Indiana. Preparation materials and computerized tests are available in the library on

reserve and in the education office. **Pearson Subject Area Exams** are required for teacher licensing in Indiana and in many other states. Students should take these tests during the fall of their senior year. **Passing the Health and Physical Education Exam is a graduation requirement for our students.** Candidates must take the Specialty Test that is required for their teaching area(s). These tests must be taken during a national administration. *Be sure to register for the correct Pearson specialty test! If you are uncertain about which test(s) you must take, check with the Education Office as you complete your registration form.*

Practice booklets for the Pearson Exams can be found on the internet. In the library, listed under Education Department on reserve, are various study materials. Pearson Exams are expensive and important. Teacher candidates are urged to prepare for them!

Teacher candidates with a documented disability may be able to take these tests under special conditions. Consult the Pearson website for information and instructions. If a candidate takes the Pearson CASA Exam with accommodations due to a documented disability, he/she only needs to take the exam once, and then proceeds through the program, later to apply for a waiver from state.

## TEACHER LICENSING

### Initial Teaching License

The State of Indiana issues guidelines for teacher education programs in the Indiana. Each university develops a program that satisfies the guidelines in its own way, in light of its own mission, and submits that program to the State. Once the Office of Educator Licensing and Development approves the program, the University must adhere closely to the approved program.

Criteria for obtaining an initial teaching license through Manchester University include completing Manchester's state-approved program. A class session of EDUC 410 The Teacher in Today's Schools will cover the application procedure for obtaining a teacher license. Please contact the Education Office with any questions or concerns.

## JOB SEARCH

The Office of Career Services (OCS) at Manchester University provides career counseling, helpful workshops, assistance in writing résumés, and videotaped and critiqued professional interviews throughout a student's four years. OCS provides job search assistance to education majors, including help to create their "self-credentialing" packet. All students are encouraged to use the following free services:

- Résumé and cover letter assistance
- Job search and interview preparation
- An Evaluation of Candidate form to give to references to use
- A user-friendly website:  
[http://www.manchester.edu/OSD/Career/pages/Students\\_Job.html](http://www.manchester.edu/OSD/Career/pages/Students_Job.html)
- Bi-monthly vacancy listing, "Career Horizons"
- Career-related programs and workshops
- Teacher Recruitment Day held in April in Fort Wayne

Teacher candidates typically collect three to five letters of recommendation on the writer's letterhead or on an Evaluation of Candidate form provided by OCS. Include recommendation letters from:

- Classroom cooperating teacher,
- University supervisor of student teaching assignment,
- Professors,
- Principals, and/or
- Previous/current employers.



# What You Should Know About Practice Teaching Experiences



## SERVICE-LEARNING EXPERIENCES

As part of your education at Manchester University, you will take part in a variety of clinical, “hands on” experiences where you will “practice teach” under the guidance of a certified physical education teacher. The clinical experiences afford the students opportunities to apply the theories, concepts, and skills learned in the classroom to “real life” situations in physical education settings. Practical experiences include teaching children and youth of all ages in both on campus and public school settings.

Most Physical Education Teacher Education classes have required service-learning experiences, ranging from observations to practice teaching. These “learn-by-doing” experiences vary according to class requirements. All service-learning experiences provide excellent opportunities to learn from others and to see what it means to be a teacher.

Examples of service-learning experiences include:

- **EDUC 108 Exploring Teaching and Learning:** Teacher candidates are assigned to observe a teacher and his/her students out in the public schools. Candidates are asked to reflect what they learned in the textbook and through discussions in a real world setting.
- **ESS 205 Teaching Team Activities:** Teacher candidates practice teach in an on-campus Physical Education Program (PEP) for homeschool students in grades 4-8.
- **ESS 206 Teaching Individual and Dual Activities:** Teacher candidates practice teach in an on-campus Physical Education Program (PEP) for homeschool students in grades 4-8.
- **EDUC 237 Educational Psychology:** Teacher candidates are assigned to observe a teacher and his/her students out in the public schools. Candidates are asked to reflect what they learned in the textbook and through discussions in a real world setting.
- **ESS 301 Teaching Fundamental Movement Activities:** Teacher candidates practice teach in an on-campus Physical Education Program (PEP) for homeschool students in Kindergarten through third grade.
- **ESS 303 Teaching Gymnastics and Rhythmic Activities:** Teacher candidates practice teach in an on-campus Physical Education Program (PEP) for homeschool students in Kindergarten through third grade.
- **ESS 363 Adapted Physical Activity:** Teacher candidates are assigned to work with individuals with disabilities in the community. Candidates are asked to reflect what they learned in class in a real world setting.
- **ESS 440 Curriculum and Instruction in Health and Physical Education:** Teacher candidates practice teach in the student teaching placement one day a week for a total of 20 hours.
- **EDUC 479 All-Grade Student Teaching:** Teacher candidate participates in a full-time teaching experience in the public schools. Following an observation experience, the candidate assumes responsibilities of classroom teacher under that teacher’s direction.

Service-learning experiences are recorded in the in the Education Office. Professors give the education secretary a list of students and the field experiences they did at the end of each course. Candidates should check periodically to see if records are correct. It also documents

work candidates have completed if school personnel call the Education Office to check during interviews.

## STUDENT TEACHING

Teacher candidates will have two student teaching experiences at two different age levels during their professional student teaching semester. Thus, a teacher candidate might teach physical education at an elementary school during the first half of the semester and middle school students during the second half of the semester. Those candidates adding health education and/or adapted physical education certification, will student teach in a health classroom during their secondary experience; adapted physical education student teachers will experience working with students with disabilities during their student teaching semester.

### Placement

As a general rule, teacher candidates will be placed within 35 miles of Manchester University and will be grouped in schools for more efficient supervision. On rare occasions, a teacher candidate may be placed at a greater distance. These occasions would include the student teacher's desire for an inner-city student teaching experience or the need to find an appropriate cooperating teacher for an adapted physical education student teacher.

Cooperating teachers are expected to have at least three years teaching experience and a strong recommendation from appropriate supervisors. Teachers holding a master's degree are preferred. Cooperating teachers must be licensed to teach in the areas in which they are asked to mentor teacher candidates. Manchester University seeks exemplary classroom teachers to work with teacher candidates.

Criteria for approval to student teach must be met before a student teaching placement can be sought.

Student teachers may request specific schools and teachers during their student teaching interview with the Director of Teacher Education. An attempt will be made to honor this request, but many factors affect the placement of student teachers and the chosen placement **cannot** be guaranteed.

### Notification of Placement

A formal request for student teaching placements is mailed to the appropriate official at each school system. (Some teachers will ask to interview the student teaching applicant. The applicant will need to make individual arrangements for the interview.) The request form is then mailed back to the University with the name of the cooperating teacher(s) or the information that the request cannot be filled. Most schools return these forms in April, so most student teaching assignments are distributed at the Spring Fling. Teacher candidates should contact their cooperating teachers before the end of the school year to introduce themselves and to get information about the first days of school. It is helpful for the teacher candidates to visit their cooperating teachers before the school year ends.

## Start of School Experience (SOS)

In early August of the student teaching year, the teacher candidate should again contact his/her cooperating teachers to confirm dates for the beginning of the school year (the first three days of the teachers' contract), decide where to meet the cooperating teacher(s) the first day, make lunch arrangements, etc.

All teacher candidates are expected to "shadow" their cooperating teachers during at least the first three days of the teachers' contract. This experience allows the teacher candidate to see what is involved in opening the school year, meet students he/she will be teaching, and begin developing a professional relationship with the cooperating teachers. Student teachers having two placements will need to work with **both** cooperating teachers to establish the schedule for these first three days of school.

Cooperating teachers should use the teacher candidate's "extra hands" to help in preparations during these first days of school. Teacher candidates should take every opportunity to learn about the school, the cooperating teachers, and the units/sports/topics they will be teaching during student teaching. Guidelines for the first days of school will be distributed at Spring Fling.

## Before Student Teaching

The teacher candidates will have an assignment from their methods class to observe and practice teach in their student teaching classrooms during the fall semester.

## During Student Teaching

Teacher candidates, cooperating teachers, and university supervisors will review the Student Teaching Handbook of policies and procedures at the Student Teaching Orientation during the month of November. In general, teacher candidates are expected to follow their cooperating teacher's schedule, gradually assume all duties (teaching/coaching/supervising) of a regular teacher, prepare, and conduct themselves professionally throughout the entire experience. Student teaching is a very time-consuming and emotionally demanding experience. If teacher candidates continue campus activities in athletics, music, etc., they need to alert their supervisors, however, student teaching must come first and candidate must still spend the full school day at the school. Teacher candidates are urged to cut work hours back to a minimum if they must continue working. Student teaching is a full-time responsibility that must be done well if the teacher candidate is to hope for recommendations and grades that will lead to an initial teaching position.

Teacher candidates will complete lesson plans in advance for all classes. They will keep a daily journal, and will videotape and analyze their teaching. Candidates are visited at least seven times during the semester for support and evaluation by a university supervisor, who is responsible for the teacher candidate's grade, with input from the cooperating teachers.

EDUC 410 The Teacher in Today's School, a two credit hour course, will be held during the student teaching experience. Attendance is mandatory. Occasionally a teacher candidate proves to be unprepared for student teaching or finds it too demanding. If the teacher candidate is a detriment to students' learning, commits educational or moral errors that are intolerable to the school, or is so stressed that his/her mental health becomes fragile, the teacher candidate may withdraw from the experience. The school principal, cooperating teachers, or university supervisor may also withdraw the teacher candidate, with the approval of the Director of Teacher Education, after working with the individual to improve performance. If the first student teaching experience of the two experiences during the semester is unsatisfactory, the second may not be attempted. The teacher candidate may be able to elect to graduate with a different major upon meeting those requirements. The teacher candidate can reapply for student teaching the next year upon approval by the Teacher Education Committee.

### **After Student Teaching**

Near the end of the student teaching semester, the teacher candidate must make an appointment in the Education Office for an exit interview with one of the education faculty. The interview will take at least an hour and will be held near the end of student teaching at a mutually agreed upon time. Teacher candidates may not leave their student teaching classroom for this interview. If a candidate fails to complete all requirements, including a thorough and professional digital portfolio, candidate will not graduate until all work is finished.

### **LIABILITY INSURANCE**

In the current consumer market and in the world of legal liability, it is important for students to consider options of liability insurance coverage.

If a teacher candidate joins the Student Education Association (SEA), his/her dues covers liability insurance for any situation in the classroom, such as on campus practice teaching and student teaching in the public schools.

Individual liability insurance coverage is available through McGinnis and Associates Insurance Company. Candidates should think about obtaining coverage if they have an extended practica or internship. They are encouraged to check about liability coverage with their Site Supervisor.

# What You Should Know About Senior Comprehensive Evaluation



**SENIOR COMPREHENSIVE EVALUATION  
PHYSICAL EDUCATION TEACHER EDUCATION MAJOR: 4-YEAR TIMETABLE**

FALL	JANUARY	SPRING
<p><b>FIRST YEAR</b></p> <ul style="list-style-type: none"> <li>● Review Student Handbook (ESS 103)</li> <li>● Get involved in the <b>Student Education Association (SEA)</b></li> <li>● Visit Career Office</li> </ul>	<ul style="list-style-type: none"> <li>● Volunteer</li> <li>● Create Professional Website with Digital Portfolio (EDUC 111)</li> <li>● Consider Studying Abroad with BCA (Talk to Advisor and Plan Ahead)</li> </ul>	<ul style="list-style-type: none"> <li>● Continue developing Portfolio</li> <li>● Visit Career Office</li> </ul>
<p><b>SOPHOMORE YEAR</b></p> <ul style="list-style-type: none"> <li>● <u>Submit Application to Major Form</u> to Education Department by December 1</li> <li>● Plan to register for Pearson I</li> <li>● Join <b>Student Education Association (SEA)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Interview with Director of Teacher Education or other Education faculty</li> <li>● <u>Phase I Evaluation</u> of Portfolio</li> <li>● Complete Praxis I</li> <li>● Volunteer</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Submit Application to ESS Major Form</u> to PETE faculty by March 1</li> <li>● Complete Celebrating Diversity Workshop</li> <li>● Continue developing Portfolio; <u>Phase II Evaluation</u> of Portfolio (ESS 206)</li> <li>● Consider applying for leadership position in the <b>Student Education Association (SEA)</b></li> </ul>
<p><b>JUNIOR YEAR</b></p> <ul style="list-style-type: none"> <li>● <u>File Application to Student Teach Form</u> with Education Department and complete interview</li> <li>● Be a leader in the <b>Student Education Association (SEA)</b></li> <li>● Continue developing Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Candidates must have 2.5 GPA both in the major (ITM) and overall to student teach next year</li> <li>● Continue developing Portfolio</li> <li>● Volunteer</li> </ul>	<ul style="list-style-type: none"> <li>● <u>File Declaration of Intent to Graduate Form</u> with Registrar</li> <li>● Attend Spring Fling for student teachers</li> <li>● Continue developing Portfolio; <u>Phase III Evaluation</u> of Portfolio (ESS 303)</li> </ul>
<p><b>SENIOR YEAR</b></p> <ul style="list-style-type: none"> <li>● Be a leader in the <b>Student Education Association (SEA)</b></li> <li>● Finalize résumé and create cover letter</li> <li>● Complete Pearson II Exams (Health Education, Physical Education)</li> <li>● Continue developing Portfolio; <u>Phase IV Evaluation</u> of Portfolio (ESS 440)</li> </ul>	<ul style="list-style-type: none"> <li>● Visit Career Services; arrange for a mock interview; receive feedback on résumé and cover letter</li> </ul>	<ul style="list-style-type: none"> <li>● Student Teaching</li> <li>● Submit completed Portfolio, Final Reflection paper, and videotape to Education Department in preparation for SCE exit interview</li> <li>● Start early researching openings for teaching positions; send out cover letters and résumés</li> </ul>



## DIGITAL PORTFOLIO

Physical Education Teacher Education majors are required to create an education digital portfolio. The digital portfolio is a demonstration of knowledge, skills, and dispositions that have been acquired throughout the 4 year program. Its contents should give evidence that teacher candidates completing the program have mastered the 24 CARE goals and objectives. Development of the digital portfolio encourages reflection upon one's own learning, integration of what is learned, and critical thinking regarding documentation of that learning.

The portfolio is developed independently by each teacher candidate. If the candidate is deliberate and conscientious about the development of the portfolio, it is a fairly easy task; leaving everything until the last semester results in a poor product.

The portfolio is checked several times during the Physical Education Teacher Education program with initial instruction in EDUC 108 Exploring Teaching and Learning. The portfolio is both a graduation and licensing requirement at Manchester University. If it is not complete or poorly done at the exit interview, or if the teacher candidate does not have adequate evidence that he/she can perform the proficiencies the portfolio is meant to document, the candidate receives a blank diploma cover at graduation. The diploma and license are withheld until the portfolio is satisfactorily completed and there is evidence that all program objectives are mastered.

### Portfolio Organization

The organization of the digital portfolio reflects the conceptual framework for the Teacher Education Program. The 24 CARE goals and objectives serve as the guide for professional preparation and focus on four broad areas. Upon completion of the Teacher Education Program, teacher candidates will be able to demonstrate the following:

- **Curriculum:** Construct and deliver appropriate curriculum for students
- **Assessment:** Assess students' learning and development with a variety of measures to aid in appropriate and effective instructional planning
- **Relationships:** Establish professional and reciprocal relationships with others invested in students' learning
- **Environment:** Create positive and caring environments for student development and learning

The portfolio is organized around the four CARE goals. Artifacts collected need to illustrate professional development and ability in each area. Below is a list of possible artifacts that are created in specific courses. Professors will advise you of additional artifacts from the courses they teach. Artifacts from various on and off campus activities can also be included to demonstrate mastery of the CARE objectives.

- **EDUC 108 Exploring Teaching and Learning:** Credo; Field Experience Reflection
- **ESS 205 Teaching Team Activities:** Unit Plan, Lesson Plan
- **ESS 206 Teaching Individual and Dual Activities:** Unit Plan, Lesson Plan

- **EDUC 237 Educational Psychology:** Lesson Plan; Assessment Data Interpretation; Field Experience Evaluation
- **ESS 301 Teaching Fundamental Movement Activities:** Interdisciplinary Resource
- **ESS 303 Teaching Gymnastics and Rhythmic Activities:** Unit Plan, Assessment Rubric
- **EDUC 410 The Teacher in Today's School:** Final Reflection Paper
- **ESS 410 Administration of Health and Physical Activity Programs:** Case Study, Scenerio Analyses
- **ESS 440 Curriculum and Instruction in Health and Physical Education:** Behavior Management Plan, Content and Methodology Reflection Paper

## SENIOR COMPREHENSIVE EVALUATION

Each academic program/major at Manchester University includes a Senior Comprehensive Evaluation (SCE) which each student must successfully complete prior to graduation. During the final weeks of student teaching, teacher candidates will complete an exit interview with a member of the Education Department faculty. Teacher candidates will respond to questions regarding their teacher preparation and readiness for teaching in relation to the CARE goals and objectives. The digital portfolio will be used as evidence of mastery of these objectives. One week before the exit interview, the teacher candidate should submit the URL address of the completed digital portfolio, the videotape of the teaching episode, and the video reflection paper to the Education Office. This allows the faculty member to prepare for the exit interview.

**Note:** The portfolio is a graduation requirement for all teacher candidates. Students who are pursuing an academic major in addition to teacher licensing will need to meet senior comprehensive evaluation requirements in both areas. Transfer and Transition to Teaching students working toward a teaching license will need to complete the same professional portfolio as undergraduate students.

Each teacher candidate must create a professional website that contains a link to his/her online portfolio. The portfolio will contain at least two artifacts for each of the CARE objectives. Candidates will be scored on the overall appearance of the website, BUT emphasis will be placed on the organization and documents included in the portfolio, as well as the presentation of the portfolio to the exit interviewer, and the student teaching video with reflection. Candidates receiving an average score of 2.5 or lower must redo their exit interview before receiving a Manchester University diploma.

# What You Should Know About Writing Correctly for the Department



## WRITING STYLE GUIDELINES

The Department of Exercise and Sport Sciences has adopted the format of the American Psychological Association (APA) for research papers and abstracts required for departmental courses. The department faculty recognize the importance of clear, cogent written communication, and wish to convey this emphasis and impart these skills to their students. Therefore, the adoption of a standard format was deemed essential.

Although faculty members may have individual requirements for written work and have the freedom to require a particular format for their courses, they are urged to adhere to the APA style in order to promote consistency between courses and to minimize student confusion regarding writing requirements.

This brief guide is presented to acquaint teacher candidates with the APA style, and to provide examples of the application of the APA format to commonly encountered situations. For more details, examples, and situations, the *Publication Manual of the American Psychological Association* should be consulted. A copy of this manual is located in the Reference Section of the Funderburg Library.

### Basic Information

\*All typewritten work should be double-spaced

\*Pages should be numbered consecutively, beginning with "2" on the second page. Preferred position for the page number is either bottom center or right upper corner of the page

\*Margins: Left - 1.5", Right - 1", Top - 1.5", Bottom - 1"

### Giving Credit to Resources

Some students have difficulty with the concept of citing sources other than direct quotes (attribution). **Any idea which is not the student's own, or which is not "common knowledge" (e.g., "the sun rises in the east and sets in the west") MUST be attributed to the person(s) to whom the idea or concept belongs.** This includes words or phrases other than those which are directly quoted from a source.

For example, if the author of a paper writes that "the athlete's resting blood pressure was beyond normal limits (140/80), indicating a potentially serious health risk", the writer must identify the source from which he/she obtained the information that 140/80 is the upper limit of normal resting blood pressure, and that hypertension poses a potentially serious health risk.

### Examples of Reference Citations in Text

The surname of the author and the year of publication are inserted in the text at the appropriate point.

**1. Citing one work by a single author (not a direct quote):**

*Walker (2010) compared reaction times...*    **OR**

*In a recent study of reaction times (Walker, 2010)...*

**2. Citing one work by multiple authors:**

*Whitley and Chadwick (2009) indicated that many researchers...*

When cited in parentheses, the "and" between author surnames should be replaced with "&":

*...drawings were essential criteria for anatomy textbooks (Harder & Carline, 2008).*

When a work has six or more authors:

*Wilson et al. (2007) compared a traditional anatomy format...*

**3. Direct quotes:**

Direct quotes should be used sparingly and should always contain the page number in the source where the words can be found.

Short quotations (fewer than 40 words) should be enclosed in double quotation marks:

*Alexander (2006) believed that "knowledge of human anatomy is considered to be essential for the education of students in many health professions" (p. 600).*

Long quotations (more than 40 words) should be in a free-standing block of typewritten lines. The quotation marks are omitted. The block quotation should be started on a new line and indented five spaces from the left margin. The entire quotation is double-spaced:

*The role delineation study led to the formulation of competencies deemed essential for first year physical education teachers (Duchane, 2009). Some of the knowledge thought essential is of: Normal anatomical structures of the human body including the musculoskeletal, nervous, cardiovascular, respiratory, digestive, and special sensory systems (p. 4).*

**Examples of Citations in Reference Lists**

Reference lists should be placed at the end of the entire text.

Components of a citation are as follows:

- [a] Author last name
- [b] Author first and middle initials
- [c] Date of publication
- [d] Title of article or book
- [e] Edition (omit if first edition)
- [f] Title of periodical in which article appears
- [g] Volume of periodical
- [h] Number of periodical
- [i] City of publisher
- [j] State of publisher (abbreviation)
- [k] Name of publisher
- [l] Page numbers on which article appears

The letter identifiers in brackets are included in the following examples below only to show the location of the various components.

### 1. Citation of a book:

Pagano[a], R. R.[b] (2010)[c]. Understanding statistics in the behavioral sciences[d] (3rd ed.)[e]. St. Paul[i], MN[j]: MacMillan [k].

Dunn, R. S., & Dunn, K. J. (2008). Teaching students through their individual learning styles: A practical approach. Champaign, IL: Human Kinetics.

### 2. Citation of an article in a journal:

Whitley, M. P., & Chadwick, P. L. (2006). Baccalaureate education and NCLEX: The causes of success[d]. Journal of Nursing Education[f], 25[g](3)[h], 94-101[l].

Schimpfhauser, F. T., & Broskie, D. C. (2004). Predicting academic success in allied health curricula. Journal of Allied Health, 5(4), 35-46.

### 3. Citation of a chapter in an edited book:

Hartley, J. T., Hartley, J. O., & Walsh, D. A. (2002). Contemporary issues and new directions in adult development of learning and memory. In L. W. Poon (Ed.), Aging in the 1980s: Psychological issues (p. 239-252). Washington, DC: American Psychological Association.

### 4. Citation of documents on a website:

Citing electronic media correctly is of increasing importance as more and more scholarly resources are made available on the internet. The APA manual contains a fairly exhaustive list of citations for electronic media; some of the more common ones are illustrated below. Let's say, for example, you use the information from Health Psychology, a journal that is available both in print and on the internet. You could go the library shelf, find the correct

volume, and read the article, in which case you would use the normal citation for journal articles:

Detweiler, J. B., Bedell, B. T., Salovery, P., Pronin, E., & Rothman, A. J. (2009). Message framing and sunscreen use: Gain-framed messages motivate beachgoers. Health Psychology, 18(2), 189-196.

Now let's say that instead of going to the library, you were able to access the article from your computer, and never went to the actual print source—not a problem, but you will need to alter your citation. If you retrieved the article from a non-database source (that is, you got it from a website as opposed to PsycINFO or DIALOG), then you have to determine whether that article you're reading from is the same on the internet as it is in print. Typically, if it is a .pdf file (that is, you need Adobe Reader to read it, or you can tell it's been scanned in), then you only need to insert the phrase "electronic version":

Detweiler, J. B., Bedell, B. T., Salovery, P., Pronin, E., & Rothman, A. J. (2009). Message framing and sunscreen use: Gain-framed messages motivate beachgoers [Electronic version]. Health Psychology, 18(2), 189-196.

If you're uncertain whether the article has been altered, or if the source you're using doesn't retain the original page numbers (so if you were to quote a passage, you wouldn't be able to reference the page number that correlates to the printed version), then you need to indicate the date you retrieved the articles well as the URL (the information in the Address Bar at the top of the screen):

Detweiler, J. B., Bedell, B. T., Salovery, P., Pronin, E., & Rothman, A. J. (2009). Message framing and sunscreen use: Gain-framed messages motivate beachgoers. Health Psychology, 18(2), 189-196. Retrieved June 20, 2010, from [www.apa.org/journals/hea/hea182189.html](http://www.apa.org/journals/hea/hea182189.html)

Typically with journals, the information is unchanged. With online magazines and newspapers that have a print version (for instances, Psychology Today or The New York Times), it is best to include the retrieval information, because the online text is more likely to differ from the print text:

Freudenheim, M. (2003, June 19). Employers plan obesity fight, citing \$12 billion-a-year cost. New York Times. Retrieved June 20, 2008, from <http://www.nytimes.com>

Other examples:

An article from the APA Monitor (a newspaper):

Sleek, S. (2009, January). Psychologists build a culture of peace. APA Monitor, pp. 1-3. Retrieved March 25, 2010 from [www.apa.org/monitor/peacea.html](http://www.apa.org/monitor/peacea.html)

An abstract:

Rosenthal, R. (2009). State of New Jersey v. Margaret Kelly Michaels: An overview [Abstract]. Psychology, Public Policy, and Law, 1, 247-271. Retrieved January 25, 2010 from [www.apa.org/journals/ab1.html](http://www.apa.org/journals/ab1.html)

All references begin with the same information that would be provided for a printed source (or as much of that information as is available). The web information is then placed in a retrieval statement at the end of the reference. It is important to give the date of retrieval because documents on the web may change in content, move, or be removed from a site altogether.

### 5. Citing articles and abstracts from electronic databases:

Electronic databases make accessing journal articles and abstracts a much simpler and more efficient process. Using a database, you can access several different journals at once, and look through abstracts and full-text articles to find the information you need. Databases, particularly the ones available on the University's website or at public libraries, are trusted sources for scholarly information, an important quality in academic research sources.

When retrieving articles from a database, it is important to include a full citation, including a retrieval statement that identifies the date of retrieval (omitted for CD-ROMs) and the source (e.g., DIALOG, WESTLAW, SIRS, Electric Library), followed in parentheses by the name of the specific database used and any additional information needed to retrieve a particular item.

Journal Article:

Masters, K. S., Lacaille, R. A., & Shearer, D. S. (2003). The acute affective response of Type A behavior pattern individuals to competitive and noncompetitive exercise. Canadian Journal of Behavioural Science, 35(1), 25-34. Retrieved June 20, 2003, from PsycARTICLES database.

Government Report:

Federal Bureau of Investigation. (2008, March). Encryption: Impact on law enforcement. Washington, DC: U.S. Government. Retrieved from SIRS database (SIRS Government Reporter, CD-ROM, Fall 2010 release)

Other examples:

Kerrigan, D. C., Todd, M. K., & Riley, P. O. (2007). Knee osteoarthritis and high-heeled shoes. The Lancet, 251, 1399-1401. Retrieved January 27, 2008 from DIALOG database (#457, The Lancet) at [www.dialogweb.com](http://www.dialogweb.com)

Bowles, M. D. (2007). The organization man goes to college: AT&T's experiment in humanistic education, 1953-1960. The Historian, 61, 15+. Retrieved May 7, 2010 from DIALOG on-line database (#88, IAC Business A.R.T.S., Item 94993186)



## 6. For updated references on citing electronic sources:

Please refer to [www.apa.org/journals/webref.html](http://www.apa.org/journals/webref.html) for recent updates regarding the citation of electronic sources.

### ACADEMIC HONESTY

Plagiarism is the presentation of information (either written or oral) as one's own when in reality some or all of the information was derived from some other source as noted in the *MU Source Student Handbook*.

Specific types of plagiarism encountered in written and oral assignments include the following:

1. Sources have been properly identified, but excerpts have been quoted without proper use of quotation marks or the material has been slightly modified or rephrased rather than restated in the student's own words.
2. Key ideas or items of information derived from specific sources and non-common knowledge have been presented without proper identification of the source or sources.
3. Unidentified excerpts from other sources have been woven into the student's own presentation.
4. A paper or speech may be a mosaic of excerpts from several sources and presented as the student's own.
5. An entire paper or speech has been obtained from some other source and presented as the student's own.

Cheating consists of any unauthorized use of notes, texts, or other sources so as to give an unfair advantage to a student in completing a class assignment or an exam. Intentionally aiding another student in cheating is also considered cheating.

Submission of the same work (essay, speech, art piece, etc.) to fulfill assignments in separate classes requires the permission of both professors (if both courses are being taken in the same semester), or the permission of the second professor (if they are taken during different semesters).

Deliberate Plagiarism and Cheating. In cases of deliberate plagiarism, and in all cases of cheating and attempted cheating, the work assigned will be failed. At the instructor's discretion, the student may also be failed from the class (regardless of the grade-weight of the work assigned). A letter recording the deception will be sent to the student, with copies sent to the Vice President and Dean of Academic Affairs, the Vice President and Dean of Student Development, and the student's advisor. Given the incompatibility of deceptive behavior with the integrity of the community, students found plagiarizing or cheating a second time during the course of their academic career are liable to disciplinary probation, suspension, and recommendation of expulsion. These actions will be initiated by the Vice President and Dean of Academic Affairs.

## HOW TO WRITE A CRITIQUE

From Behrens and Rosen (2008), Writing and Reading Across the Curriculum (10<sup>th</sup> ed.):

A critique is not a listing of complaints or faults, but a careful analysis of what is said, how well the points are made, including assumptions that underlie the argument, what issues are overlooked, and what implications can be drawn from such observations. Of course, when you make your analysis, you bring your own set of assumptions, expectations, or perspectives that inform your analysis at every step.

A critique is a personal response, an opinion, or an evaluation. Yet by themselves, personal responses often don't communicate much. A movie is "great." A book is "fascinating." A theory is "provocative." "I didn't like it." These are all responses, and as such, they're a valid, even essential part of your understanding of the material. But such responses won't help illuminate the material for anyone else if you haven't explained how you arrived at your conclusions.

The critique must be systematic. You respond to the material according to some set of criteria, criteria that are explicit, so that your reader can follow the process of thought by which you arrived at your conclusions. You can write a "rave" or you can write a "pan" (or anything in between), but your reader's assessment of *your* assessment will depend upon how well you choose your criteria and how well you use them.

What are the criteria for a good critique, and how should they be used?

While bearing in mind the fact that a critique involves asking and coming to grips with the *particular* questions raised by a *particular* piece, you can nevertheless begin to think critically by asking yourself a number of more general questions. Among them:

- ▶ What is the *nature* of the piece? Who wrote it, and what are his/her qualifications for writing it? Why was the piece written? What was the occasion for it? Who is the intended audience?
- ▶ What is the *significance* of the piece? What relation does it bear to other material on the same subject, or to other material by the same author?
- ▶ What are the *objectives* of the piece? What kind of material is presented to achieve those objectives? How well are the objectives achieved?
- ▶ What is the *design, plan, or method* of the piece? Is this design, plan, or method well conceived? Does it help achieve the objectives?
- ▶ What is the particular *appeal* (or lack of appeal) of the piece? What are some of its most striking or illuminating qualities? What are its most striking deficiencies? Does it have a distinctive style or tone? Is the material presented with skill, flair, elegance?
- ▶ What *assumptions* underlie the piece? Are the assumptions explicit or implicit? Are some of the assumptions particularly offensive to many people today? What biases pervade the piece? Are the assumptions and biases obvious, or do they lurk behind a stance of neutrality and objectivity?

► How do the assumptions and biases affect the *validity* of the piece? How do the assumptions of the author compare with your own assumptions? What evidence or ideas has the author failed to consider? Do your own knowledge and experience allow you to support the author's position? How would you assess the author's judgments and conclusions?

The critique is ultimately a personal reaction. These questions may help but don't hesitate to substitute your own questions.

When preparing a critique you should find the following six-step process helpful.

### **Six-Step Process for Writing Critiques**

1. Introduce the subject of your critique—the piece under analysis and the author. Give some preliminary information about both. Then indicate the main point you intend to pursue in your discussion.
2. Review the background facts or issues that must be understood before the article being critiqued can be appreciated. Additional biographical data? Is this one of a series of essays on this theme?
3. Review the information (including the author's key assumptions) that must be understood before the position you plan to take on the article can be appreciated. What are your assumptions? Do they differ or agree with those of the author?
4. Summarize the argument of the author. No editorialization yet. Be as objective as possible. Note: you may choose to reverse the order of steps 3 and 4.
5. Review the author's argument in light of the position you identified in step 1 and further elaborated in step 3. Make certain that all points relate to your central thesis.
6. State your conclusions, reminding the reader of the points you have made and the reasons you have for making them. You are not making arbitrary judgments but are measuring the validity of a presentation in terms of a carefully defined set of criteria that you have provided. What emerges is your analysis.

**LIBRARY PERIODICALS**  
**Department of Exercise and Sport Sciences**  
(Updated March 2004)

Following are a list of periodicals which you can use for class assignments and for your own personal growth. (Categories are fairly artificial)

Aging

Aging  
Journal of Gerontology

Athletic Training/Exercise Science

American Family Physician  
American Journal of Sports Medicine  
Journal of Athletic Training (since 1992)  
Journal of Orthopedic and Sports Physical Therapy  
Journal of Sport Rehabilitation (began Feb. 1996)  
New England Journal of Medicine  
Physician and Sports Medicine  
Research Quarterly for Exercise and Sport

Coaching

International Review of Sport Sociology (subscription ended in 1979)  
Referee  
Scholastic Coach and Athletic Director (since September 1994)  
Sports Illustrated  
Track and Field Coaches Review (since 1995)

Health and Fitness

ACSM Health and Fitness Journal (began Jan. 2000)  
American Journal of Health Education  
American Journal of Public Health  
Family Life Educator (subscription ended in 1997)  
Family Relations  
FDA Consumer  
Harvard Health Letter  
Health (San Francisco)  
Indiana State Board of Health Bulletin (subscription ended in 1984)  
Journal of Alcohol and Drug Education  
Journal of Health Education  
Journal of Nutrition Education  
Journal of School Health  
Journal of Strength and Conditioning Research (began Feb. 1998)  
Journal of Studies on Alcohol (subscription ended in 1994)  
Journal of the American Dietetic Association  
Nation's Health  
Strength and Conditioning (since 1994)

Teaching

Adapted Physical Activity Quarterly  
Adolescence  
American Journal of Education  
Child Development  
Childhood Education  
Early Years  
Education Digest  
Indiana Teacher (subscription ended in 1972)  
Journal of Education  
Journal of Educational Psychology  
Journal of Educational Research  
Journal of Physical Education, Recreation, and Dance  
Journal of Teacher Education  
Journal of Teaching in Physical Education  
Learning (subscription ended in 1998)  
NEA Today  
Physical Educator  
Strategies  
Teacher Educator  
Today's Education (subscription ended in 1982)

# What You Should Know About Becoming a Professional



## **BECOMING A TEACHING PROFESSIONAL**

A student's preparation to enter the profession requires that he/she acquires the knowledge, skills, and disposition of successful professionals. The following are some guidelines to help develop the ideals and standards of an effective teacher.

### **Professional Involvement**

Physical Education Teacher Education majors are expected to become professionally involved in campus organizations such as the Student Education Association (SEA). They should also plan to participate in numerous volunteer and professional development activities. Teaching majors are encouraged to join a professional organization such as the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) and/or the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). Finally, students are encouraged to become involved as a professional through entry-level positions, internships, coaching, and other leadership positions during the school year and summer.

### **Attire**

Teacher candidates must wear appropriate attire when representing the program and themselves in on-campus and off-campus activities related to the field. Appropriate dress should minimally include a collared or polo shirt, pants, and clean shoes. No jeans, sweats, caps, or flip flops should be worn at any time.

### **Attendance**

Attendance in your major courses and service-learning experiences is expected. Teaching majors are expected to behave in a professional manner and reliability and timeliness are imperative to professional practice.

### **Academic Integrity**

While at Manchester University, teacher candidates are held to a high standard of academic and personal integrity. Candidates may be dismissed from the program for violations of the Academic Policies and Procedures section of the *University Catalog*.

**PROFESSIONAL CAREER DEVELOPMENT**

<b>OFFICE OF CAREER SERVICES</b>	<b>INFORMATION AVAILABLE</b>
<ul style="list-style-type: none"> <li>➤ Purpose: aid individuals in formulating, evaluating, and implementing work and life goals</li> <li>➤ Hours: year round, Monday-Friday, 8:00am-5:00pm</li> </ul>	<ul style="list-style-type: none"> <li>➤ Graduate school information</li> <li>➤ Resume, cover letter, and interviewing guides</li> <li>➤ Salary and employment statistics</li> <li>➤ Internships, full-time, part-time, off campus, summer and international employment</li> <li>➤ Academic major profiles</li> <li>➤ <i>Focus</i> (career guidance software)</li> <li>➤ Resources describing career fields</li> </ul>
<b>FIRST YEAR</b>	<b>VISIT OFFICE OF CAREER SERVICES</b>
<ul style="list-style-type: none"> <li>➤ Get to know faculty, counselors, and administrators</li> <li>➤ Start personal development by participating in campus activities and/or volunteer service</li> <li>➤ Learn to work effectively with others</li> <li>➤ Talk with professionals to learn about career options</li> <li>➤ Secure summer work and establish excellent work habits</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consider taking career profiles or using <i>Focus</i></li> <li>➤ Read academic major profiles to learn about MU majors</li> <li>➤ Use career resources to explore career options</li> <li>➤ Develop a list summarizing activities and experiences</li> <li>➤ Read <i>The First Step</i> newsletter</li> </ul>
<b>SOPHOMORE YEAR</b>	<b>VISIT OFFICE OF CAREER SERVICES</b>
<ul style="list-style-type: none"> <li>➤ Evaluate work values and current skill levels</li> <li>➤ Explore and determine preliminary major/career choice</li> <li>➤ Continue talking with professionals to learn about career options</li> <li>➤ Seek leadership roles through campus activities or volunteer service</li> <li>➤ Secure summer work and continue building a good work reputation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take career profile or use <i>Focus</i> if uncertain about career goals</li> <li>➤ Participate in the Career Network program</li> <li>➤ Use career resources to explore career options</li> <li>➤ Update list of activities and experiences</li> <li>➤ Read <i>Pathways</i> newsletter</li> </ul>



JUNIOR YEAR	VISIT OFFICE OF CAREER SERVICES
<ul style="list-style-type: none"> <li>➤ Join campus organizations, activities, and professional organizations in chosen field</li> <li>➤ Take elective and special problem courses to enhance qualifications</li> <li>➤ Experience internships, practicum, and work in chosen field</li> <li>➤ Network with professionals in selected career field</li> <li>➤ Develop list of potential school employers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use career resources to explore alternative career plans</li> <li>➤ Read job vacancy newsletters to heighten awareness of positions</li> <li>➤ Attend workshops and seminars</li> <li>➤ Develop resume from list of activities and experiences</li> <li>➤ Investigate graduate school options</li> <li>➤ Read <i>Step by Step</i> newsletter</li> </ul>
SENIOR YEAR	VISIT OFFICE OF CAREER SERVICES
<ul style="list-style-type: none"> <li>➤ Discuss career plans with faculty and counselors</li> <li>➤ Collect references from faculty and/or employers</li> <li>➤ Plan and implement job or graduate school campaign</li> </ul>	<ul style="list-style-type: none"> <li>➤ Register with the Office of Career Services</li> <li>➤ Finalize resume and develop a cover letter</li> <li>➤ Complete an audio-visual mock interview</li> <li>➤ Participate in on-campus interviewing</li> <li>➤ Attend Consortium of Northern Indiana Colleges Teacher Recruitment Fair</li> <li>➤ Read job vacancy newsletters, including <i>Career Horizons</i></li> </ul>

**TIMELINE FOR GRADUATE SCHOOL**

<b>JUNIOR YEAR FALL/SPRING</b>	<b>JUNIOR YEAR SUMMER</b>
<ul style="list-style-type: none"> <li>➤ Join campus organizations, activities, and professional organizations in chosen field</li> <li>➤ Take elective and special problem courses to enhance qualifications</li> <li>➤ Experience internships, practicum, and work in chosen field</li> <li>➤ Network with professionals in selected career field</li> <li>➤ Develop list of potential employers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take required graduate school admissions test(s)</li> <li>➤ Write for application materials</li> <li>➤ Visit institutions of interest, if possible</li> <li>➤ Write application essays</li> <li>➤ Verify application deadlines and rolling admission policies</li> </ul>
<b>SENIOR YEAR FALL</b>	<b>SENIOR YEAR SPRING</b>
<ul style="list-style-type: none"> <li>➤ Obtain letters of recommendation (allow writers at least two weeks to prepare letters)</li> <li>➤ Take graduate admissions test if you haven't</li> <li>➤ Mail completed applications</li> </ul>	<ul style="list-style-type: none"> <li>➤ Check with all institutions before the deadline to make sure admission file is complete</li> <li>➤ Visit institutions that offer acceptance</li> <li>➤ Send thank you notes to people who wrote recommendation letters, informing them of your success</li> </ul>

**MANCHESTER UNIVERSITY EMPLOYMENT GUARANTEE**

<b>WHAT IS THE MANCHESTER UNIVERSITY EMPLOYMENT GUARANTEE?</b>	<b>WHAT ARE THE REQUIREMENTS FOR ELIGIBILITY FOR THE GUARANTEE?</b>
<ul style="list-style-type: none"> <li>➤ If at six months following completion of a Baccalaureate degree, a graduate of MU has not secured employment after an appropriate effort to obtain it (or has not enrolled in a graduate program) he or she can return to the University for additional undergraduate courses and career preparation for one year without a charge for tuition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participation in an internship, a full and successful program of employment, or both</li> <li>➤ Participation in at least one significant campus extracurricular activity, extensive volunteer service, or both</li> <li>➤ Advisor's letter of recommendation</li> <li>➤ Full participation in the Office of Career Services' program of career assistance and employment preparation</li> </ul>

# What You Should Know About Scholarships



## STATE AND NATIONAL SCHOLARSHIPS

### Catherine Wolf Conference Scholarship



Each university nominates its own scholarship recipient. The recipient receives one year membership to Indiana AHPERD, complimentary (free!) Indiana AHPERD State Conference registration, one ticket to the Awards Ceremony, and \$30 for travel/hotel expenses. The recipient is chosen based on potential and current leadership in the profession. Applicants must be members of the SHAPE Club to be considered. Scholarship, involvement in campus activities, and personal philosophy are other criteria.

**Deadline:** Submit application materials to Department Chair by September 10.

### Jean Lee/Jeff Marvin Collegiate Scholarship

Indiana AHPERD awards four \$1000 scholarships to Indiana college students who will be juniors or seniors during the next academic year. Applicants must be majoring in health, physical education, recreation, dance, or sport management. The scholarships are based upon participation in collegiate activities, professional competencies, potential as a professional, 3.00 grade point average, and financial need.

**Deadline:** Submit application materials to Department Chair by January 10.

### National Presidential Scholarship of AAHPERD



*American Alliance for  
Health, Physical Education,  
Recreation and Dance*

The purpose is to award scholarship monies of \$1500-\$3000 to outstanding students in the US. Students must be members of the American Alliance for Health, Physical Education, Recreation, and Dance. Manchester has many outstanding majors who are deserving of this competitive scholarship. It is well worth the effort of completing the application.

**Deadline:** Must join AAHPERD spring before submitting application or submit completed membership application with materials. Submit to Recognition Awards Committee chair of Midwest District AAHPERD by August 15.

## INSTITUTIONAL SCHOLARSHIPS AND AWARDS CHOSEN BY ESS DEPARTMENT

See Manchester University website for listing of Endowed Scholarships. Selection is based on an outstanding physical education student in financial need.

**Carl W. and Lorin A. Burt Memorial Scholarship**

The scholarship was established by Manchester "M" Club members in tribute to their former coach, Carl Burt, following his death in December 1966. The sudden death of a son, Lorin, six months later, also a Manchester alumnus, prompted a combined memorial fund to father and son. Selection is based on an outstanding physical education teaching major in financial need.

**Claude E. Wolfe Memorial Scholarship**

The scholarship, given in memory of Claude Wolfe by his family, friends, and former students, commemorated his able and dedicated service to his alma mater from 1951 to 1976 as a teacher and coach. Worthy students who share the values exhibited by Coach Wolfe in his life are eligible for consideration. Preference for this scholarship is given to students who are studying to become a physical education teacher.

**Leicester and Jean Brown Scholarship**

The scholarship was established by Leicester and Jean Brown, alumni of the University. It provides funds for worthy students on the basis of financial need, satisfactory academic performance, and contributions to the co-curricular activities of the University. In awarding this scholarship, preference is given to students who major in physical education teaching.

**Marty Rose Scholarship**

The scholarship was established in 1970 by Mr. and Mrs. Robert Rose, parents of Marty Rose. Marty was a promising college football player who was killed in an automobile accident, November 1969. The fund provides one or more scholarships for students pursuing a teaching major in physical education at Manchester University.

**SPECIAL DEPARTMENTAL AWARDS****Dean's Student Scholarship Symposium**

The purpose is to recognize outstanding student research papers. Students may submit an original paper or use one that has been written within a departmental course. Oral presentations are judged by an interdivisional committee. Recipients receive a financial award.

**Senior Leadership Awards**

The purpose is to recognize outstanding students who have contributed significantly to the quality of student life throughout their years at MU in a variety of campus activities. The award signifies that the student has been a model of citizenship—displaying personal qualities and evidence of balance between leadership in campus activities/services and academic success.

**NASPE Outstanding Major of the Year Award**

The purpose is to recognize outstanding students majoring in physical education. The department determines the award recipient using the following criteria: academics with a minimum GPA of 3.0; service including leadership in campus clubs, teams, residence halls, and off-campus; and career objective.

Recipients are eligible to apply for "Mosby's Award of Excellence" in the amount of a \$1500 scholarship.