

Eastern Michigan University

School of Health Promotion and Human Performance

2009-2010 Physical Education Teacher Certification Handbook



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Program Website: <http://www.emich.edu/hphp>

A Tradition of Exemplary Physical Education Since 1894

Caring Professional Educators for a Diverse and Democratic Society

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EXPECTATIONS

A Tradition of Exemplary Physical Education Since 1894

Choosing **Eastern Michigan University Physical Education** means you expect more from your college education.

You expect **access**--
to professors, to professional experiences, to a network of people and programs that will help you achieve your goals.

You expect **challenges**--
to your mind and imagination.

You expect **friendship**--
lifelong friendships built through camaraderie, collaboration, and common purpose.

You expect **spirit**--
a vigorous way of life, that is typical of the Great Lakes.

Choosing **Eastern Michigan Physical Education** means you expect **nothing less than excellence**, from yourself and from your education.



INTRODUCTION

Program Overview

This handbook is written to assist the physical education major in understanding all procedures regarding teacher certification and the scheduling of courses. Faculty members in the Physical Education Teacher Education program are committed to excellence in teaching, research, and advising. Although faculty members have responsibilities within the advising process, the student has responsibilities as well.

The program of teacher education for undergraduate physical education majors leads to the State of Michigan Secondary Provisional Certificate with a K-12 endorsement in physical education (certification code "MB"). The teacher certification program develops competent first-year teachers who have necessary skills and knowledge dealing with planning, assessment, prescription, teaching, and evaluation of physical activities for students of all abilities. Every student who enters the classroom needs to have 1) a thorough knowledge of subject matter, 2) a working knowledge of how children and young people grow and learn, and 3) a moral and ethical character in which we can confidently entrust our children's time and learning. The emphasis within the program is on development of self-assessing, self-accepting, self-renewing individuals who will be facilitators in a learning environment, and be agents of change with deep concern for the growth of each individual student. Physical education majors are dedicated to helping students acquire habits that will lead to lifelong healthy living. The program meets NCATE accreditation guidelines and is a proponent of the Exemplary Physical Education Curriculum (EPEC) Project.

Teacher education competencies must be met through satisfactory completion of objectives within all major courses, professional courses, and field experiences. It will be the responsibility of the course instructor and/or field experience professor to assess competencies according to prescribed criteria, and to notify the program chair of completion of requirements. In cases where additional work may be necessary for successful completion of a specific competency, a student may be assigned independent work under the guidance of a designated assessor. Students of questionable ethical or moral character will be removed from the program with due process.

Catalogue Use

The University catalogue that is in effect at the time you entered EMU will remain in effect until you graduate or have completed seven years. It is the responsibility of the student to obtain a copy of the catalogue, read and understand it. Answers to most questions can be found in the catalogue. The catalogue is your contract. Programs will change, and courses once required, may not be available. Your faculty advisor will assist you in finding appropriate substitutes.

On-line Catalogue:

The on-line catalogue and my.emich are excellent places to find information about the program. The on-line catalogue is what the University considers as the "official catalogue" and it provides the most current information not updated in printed catalogues. (<http://catalog.emich.edu/>)

Declaration of Major

To declare your major you must complete an application for admissions form available in the Department of Health Promotion & Human Performance (HHP) suite. Likewise, you must make a similar declaration through Academic Services located on the 3rd floor of Pierce Hall or through the my.emich system. Advisor assignments will be posted on the bulletin board in the office suite. If you need immediate advising, see Dr. Geoffrey Colón. If your name is not on the HHP board, you are not officially enrolled in our program.

Advisors

When you declare your major in the School of HP&HP you will be assigned a faculty advisor. It is important that you meet with this advisor as soon as possible and at least once per semester. Be sure to take good notes when being advised. When meeting for course registration it is helpful if you have done your homework prior to the meeting. Come to the meeting with a tentative course load in mind and on paper. This will facilitate your meeting time. Keep your advisor aware of all your activities and progress in courses. Provide them with a copy of your academic records available on My.Emich. Although faculty may be busy at times, they do care about your welfare and progress. Take time to complete the advising evaluation sheet available from the secretary in the main office. It is just as important to evaluate good advising, as it is bad advising. If you fail to see your advisor on a regular basis you may take inappropriate courses and miss graduation requirements. Additional help is available from Academic Services located on the 3rd floor of Pierce Hall for General Education, and the College of Education-Academic Advising Center, 206 Porter Building (734) 487-1416.

Advising Hotline

Additional questions may be answered through the EMU [Student Advising Hotline](#) (see phone numbers below). Questions pertaining to course requirements will be answered by calling these numbers. For questions concerning your major, it is advised that you speak with someone in the School of HP&HP.

487-2171} The first two numbers are direct lines (no voice mail) 8am-5pm.
487-1207}
487-2170} Voice Mail

The College of Education Advising Office and College of Education Website <http://www.emich.edu/coe/> also provides excellent information.

Writing Development Center

The members of the Writing Development Center are available to assist students in any aspect of writing term papers from brainstorming to organizing. The Center is located in 613P Pray-Harrold (487-0694). <http://www.emich.edu/english/writing-center/>

Holman Learning Center

The mission of Holman Learning Center is to provide instruction and services that will support students in the development of skills necessary for their effective performance and positive adjustment to the learning environment. Halle Library G04 (734)487-2133
learning.center@emich.edu

Multicultural Experiences

All physical education students are expected to deliver services free from gender, cultural, racial or ethnic bias. Physical education faculty believes that field-based multicultural experiences are vital for professional development. Students will be provided with opportunities to complete pre-student teaching and student teaching in multicultural environments, to include students with disabilities. As part of the general education requirements, all students will complete at least one cross-cultural course. Students are also required to complete a cross-cultural experience outside of the school environment with options provided in the pre-student-teaching course-pack.

Physical Fitness and Skill Level of Majors/Minors

Students with majors or minors in physical education are expected to be role models as related to healthy living habits and appearance. Students are expected to maintain a level of physical fitness commensurate with their program of studies. An appropriate level of skilled performance is expected of our students when teaching children in pre-student teaching and student teaching experiences. Those students with deficiencies in skill performance are encouraged to take elective hours in the general activity area to further their physical skills.

Important Tasks to Accomplish While at EMU

First Year

- Declare your Physical Education major (2 forms needed)
 - Department of Health Promotion & Human Performance 318/319 Porter (ask secretary). This form will be used to assign a Program Advisor to you.
 - Academic Advising-Pierce Hall. It is important that you declare your major with the university for graduation requirements to be evaluated.
- Meet with your advisor and pick up a copy of the student advising guide.
- Attend professional conferences and join MAHPER&D and AAHPER&D
- Begin initial Pre-student teaching experiences and obtain the \$5 packet from the HPHP Suite administrative assistant.

Sophomore Year

- Take the Basic Skills Test (\$49) (reading, writing, math). Information is available from the College of Education Academic Services-206 Porter and from the Michigan Test for Teacher Certification website <http://www.mttc.nesinc.com/>.
- Have 1st professional teacher disposition form completed in one of the PHED Methods Courses (PHED 215, 217, 219)
- Continue Pre-student teaching experiences and attend professional conferences
- Continue to meet with your advisor

Junior Year

- Apply for entry into the Teacher Certification Program
 - Must have completed History & Foundations of PE, Anatomy & Physiology, Kinesiology, and Motor Development
 - Need 2.5 GPA in Major and Minor, Pass Basic Skills Test, "C" or better in English, Communications, Math and Science
- Apply for student teaching (2 forms)
 - HP&HP form to Dr. Moyer (Student Teacher Coordinator)
 - COE Academic Services

Due dates:
January 15 (for Fall student teaching)
June 15 (for Winter student teaching)
- Apply for graduation audit (after completing 95 hours)
- Have 2nd teacher disposition form completed in PHED 415
- Continue Pre-student teaching experiences and attend professional conferences
- Continue to meet with your advisor

Senior/Professional Year

- Complete Pre-student teaching experiences and attend professional conferences and continue to meet with your advisor
- Complete required courses (see sequence sheet)
- 2nd semester-Take subject matter test MTTC Physical Education #44 (\$74) and minor test (\$59): study guide is available for download at http://www.mttc.nesinc.com/MI_SG_opener.asp
- Develop resume and portfolio (electronic and hard copy) and apply for graduation

ENTRY INTO THE TEACHER CERTIFICATION PROGRAM

Students seeking certification in physical education must be admitted to the teacher certification program. Applications may be picked up at 206 Porter Education Building (College of Education Office of Academic Services). Students should begin this process as soon as they are eligible.

Department of HP&HP Requirements

Physical education majors must complete the following core physical education courses prior to admission into the teacher certification program:

PHED100	History and Foundation of Physical Education (2)
PHED200	Anatomy and Physiology (5)
PHED204	Kinesiology (3)
PHED260	Motor Development (2)

College of Education Requirements

- 1) Junior status (56 credit hours or at least 12 credit hours at EMU if a transfer student).
- 2) Must have a minimum GPA of 2.5 in major and minor.
- 3) Must pass the Basic Skills Test.
- 4) Demonstrate competency in English, Communication, Math and Science by having a grade of "C" or better in these general education requirements.

Note: Failure in any of these categories will disqualify you from being admitted to the College of Education, Professional Education courses, and student teaching.

Mandated State of Michigan Teacher Competency Tests

The Michigan Department of Education has amended Public Act No. 451 which REQUIRES competency testing for all teacher certification candidates. The legislature requires that candidates for teaching certificates pass a test in their area(s) of certification (major and minor) AND in basic skills (reading, writing and mathematics).

The Michigan Department of Education has contracted with National Evaluation Systems Inc. (NES) to develop and administer these tests. The College of Education at EMU requires competency testing in basic skills as a condition for admission and continuance in professional education courses.

- 1) All teacher certification candidates must pass both basic skills and subject matter competency tests. Physical Education Majors and Minors take skill area #44. The MTTC Study Guide is available for download at: http://www.mttc.nesinc.com/MI_SG_opener.asp . Minors take the same test as majors. A copy of the test objectives and sample questions is available from the MTTC website. **DO NOT TAKE THE SUBJECT AREA CERTIFICATION TESTS UNTIL YOU HAVE COMPLETED ALL MAJOR COURSEWORK.** The student teaching semester is the appropriate time to take this test.

Who:

All candidates for teaching certificates are required to successfully complete the BASIC SKILLS test before admission to the College of Education. The SUBJECT MATTER

COMPETENCY TESTS (MTTC) in your major and minor should be taken during student teaching (not before) and are required for Michigan certification.

When:

Test dates are currently established and may be located at 206 Porter Education Building (College of Education Office of Academic Services) and through the MTTC website. Tests are given quarterly in January, April, July and October.

Where:

There are 10 Michigan test sites: Big Rapids, Detroit, Grand Rapids, Kalamazoo, Lansing, Marquette, Mt. Pleasant, Pontiac, Saginaw, and Ypsilanti.

How:

Registration for the test is done directly through NES. Forms are available from 206 Porter Education Building and MTTC website.

Approximate cost:	Basic Skills	\$49
	First subject area test	\$74
	Each additional test	\$59

Transfer Students

Many of our students have transferred from other universities or community colleges. Generally upon admittance, transcripts are evaluated by Academic Advising to determine equivalencies. Your advisor evaluates courses in the major and a program of study is initiated.

Sequence of Courses

A question that arises is what courses should I take first. Given the fact that many EMU students do not complete their course of studies in the traditional manner this is a difficult question to answer. In general, 100 level courses should be taken in the freshman year, 200 level courses in the sophomore year etc. Although general education courses should be completed first, do not hesitate to enroll in appropriate major courses early in your academic preparation. The physical education program has a careful sequence of courses. To assist you, the following sequence of courses is strongly suggested. Many courses have prerequisites that should be followed. All prerequisite requirements are enforced. Be sure that you take courses in the proper sequence.

**Bachelor of Science Degree in Physical Education
Suggested Sequence Sheet-Revised Effective January 2009**

YEAR ONE

FALL SEMESTER

Course in Nat. Science (BIO105 rec.)	3-4
Course in Global Awareness	3
ENGL121 English Composition	3
Course in Social Science	3
PEGN210 Lifetime Wellness/Fitness	2
PHED100 History & Foundation of PE	<u>2</u>
Total	16-17

WINTER SEMESTER

CTAS124 Fundamentals of Speech	3
PHED217 Methods of Team Sports	3
MATH_____ (SOCL250, MATH170 rec.)	3
Course in Humanities	3
Course in Nat. Science	3
Course in the Arts_____	<u>3</u>
Total	18

SPRING SEMESTER

Course in Humanities	<u>3</u>
Total	3

YEAR TWO

FALL SEMESTER

Course in US Diversity	3
PHED200 Anatomy & Physiology	5
PHED219 Methods of Rhythm/ Fund. Movmnt.	3
PHED215 Methods of Ind. Sports	3
Course in the Arts_____	<u>3</u>
Total	17

WINTER SEMESTER

PHED204 Kinesiology	3
PHED260 Motor Development	2
_____ Minor Course	<u>3</u>
_____ Written Comp, Speech, FL	3
_____ Literature	3
Course in Social Science	<u>3</u>
Total	17

YEAR THREE

FALL SEMESTER

PHED360 Motor Learning	3
PHED300 Physiology of Exercise	4
**EDPS322 Human Devel & Learning	4
PHED317 Methods of Elem PE	2
PHED370 PE Applied Technology	2
_____ Minor Course	<u>2</u>
Total	17

WINTER SEMESTER

PHED315 Methods of Conditioning	2
PHED330 Adapted Physical Education	3
SOFD328 Schools in Multicult Society	3
_____ Minor Course	3
_____ Minor Course	3
_____ Minor Course	<u>3</u>
Total	17

PROFESSIONAL YEAR

FALL SEMESTER

PHED415 Curriculum & Instruct. in PE	3
PHED470 Assess. & Eval. in PE	2
RDNG311 Teach Rdng in Sec. School	3
_____ Minor Course	3
_____ Minor Course	3
*HLED210 Red Cross-1st Aid	2
Total	17

WINTER SEMESTER

PHED495 Senior Seminar	1
PHED496 Student Teaching (Elem.)	6
PHED497 Student Teaching (Second)	<u>6</u>
Total	13

* All students are required to obtain Red Cross/CPR certification. Students have the option of taking HLED210 or taking an equivalent course through the Red Cross. Verification of certification needs to be given to individual advisors.

** Physical Education majors do not take FETE classes.

PROGRAM OF STUDY

The program of study for the physical education major can be divided into five separate areas (see below). Each of these areas is important within the total educational process. Physical Education majors must be masters of their subject area but also well versed in areas outside of physical education.

- a. General Education
- b. Physical Education Academic Core
- c. Methods of Teaching Activities Sequence
- d. Professional Studies and Professional Year
- e. Minor (Secondary Curricular area only)

General Education

The General Education requirement at EMU is designed to provide all university students with a similar core of courses that broaden knowledge's in the arts, literature, history, sciences, and English. Students should focus on completing their general education requirements during the first two years. The University catalogue is very specific as to which courses are appropriate for fulfillment of general education requirements. You should become familiar with the various options available.

Equivalencies: General Education allows for students to be granted waivers in certain math and English courses if standardized scores are high enough. See your advisor or check your catalogue to determine if you qualify for a waiver.

Physical Education Academic Core

This core consists of a total of 36 hours of academic classes including methods of teaching classes (see below). A variety of electives are available to enable you to select courses of interest that will be of benefit to your professional goals and aspirations. Courses with the following prefixes are appropriate for use as academic electives: PHED, SPMD, HLED, ATHL, RECR. You should select these courses carefully to broaden your perspective of the Physical Education profession. PHED257 is not an appropriate elective for physical education majors. **Students must maintain a GPA of 2.75 in the required academic classes (3.0 in Methods of teaching classes) with no individual grade lower than a "C".**

Methods of Teaching Courses

During these 13 credit hours, students will learn about skill analysis, teaching methodology, progressions, and evaluation in a wide range of elementary and secondary activities. **Students must attain a grade of "B-" or better.**

Pre-student Teaching

All physical education majors who are seeking certification are required to complete a minimum of 100 hours of pre-student teaching, 60 of which must be completed in a physical education class setting. All students must complete the worksheets in the pre-student teaching course pack. Students are encouraged to obtain a wide range of experiences from elementary-secondary, urban-rural, and with students who have disabilities. Many experiences are built into courses but the instructor must verify these by signing pre-student teaching forms available in the pre-student teaching course pack. A complete schedule of courses follows.

PHYSICAL EDUCATION PATTERN SHEET

<i>EFFECTIVE COMMUNICATION Area I</i>		6 credits
_____ ENGL 121		3
_____ CTAC 124		3
Students will complete one 3-credit Writing Intensive course within their major		
<i>QUANTITATIVE REASONING Area II</i>		3 credits
_____ MATH 110 or approved substitute		3
<i>Perspectives on a Diverse World Area III</i>		6 credits
_____ Global Awareness		3
_____ US Diversity		3
<i>Knowledge of the Disciplines Area IV</i>		24-32 credits
_____ Natural Science 2 courses		6
_____ Social Sciences 2 courses		6
_____ Arts 2 courses		6
_____ Humanities 2 courses		6
<i>Learning Beyond the Classroom Area V</i>		0-9 credits
Requirements: Satisfy two (2) of the six (6) Groups by completing one from each of the two you choose.		
_____ Group A – Self and Well-Being		
_____ Group B – Community Service, Citizenship & Leadership		
_____ Group C – Cultural & Academic Activities & Events		
_____ Group D – Career and Professional Development		
_____ Group E – International & Multicultural Experience		
_____ Group F – Undergraduate Research		
TOTAL CREDIT HOURS		40 SEMESTER HOURS

PHYSICAL EDUCATION CORE	36 SEM. HRS.
HLED210 Red Cross First Aid	(2)
PHED100 History and Foundation of Physical Education	(2)
PHED200 Anatomy and Physiology	(5)
PHED204 Kinesiology (PHED200 Prereq.)	(3)
PHED215 Methods of Teaching Individual Sports	(3)
PHED217 Methods of Teaching Team Sports	(3)
PHED219 Methods of Teaching Rhythmic Activities, Fundamental Movement & Movement Education	(3)
PHED260 Motor Development	(2)
PHED300 Physiology of Exercise & Lab (PHED200 Prereq.)	(3)
PHED315 Methods of Teaching Condition. Activities (PHED300 prereq)	(2)
PHED317 Methods of Teaching Elem Phys. Ed. (PHED260 prereq)	(2)
PHED330 Adapted Physical Education (260 prereq)	(3)
PHED360 Motor Learning	(3)
PROFESSIONAL EDUCATION	30 SEM. HRS.
*EDPS322 Human Development and Learning (take before SOFD328)	(4)
PHED370 Physical Education Applied Technologies	(2)
PHED415 Curriculum and Instruction in Physical Education	(3)
PHED470 Assessment and Evaluation in Physical Education	(2)
RDNG311 Teaching of Reading (PHED317 prereq)	(3)
SOFD328 Schools in a Multicultural Society (EDPS322 prereq)	(3)
PHED495 Senior Seminar (with student teaching)	(1)
EDUC496 Student Teaching (elementary experience)	(6)
EDUC497 Student Teaching (secondary experience)	(6)
SECONDARY LEVEL TEACHING MINOR	20-25 SEM.
HRS.	
TOTAL PROGRAM HOURS	126-131 SEM.
HRS.	

*Physical Education majors do not take FETE classes.

THE PROFESSIONAL YEAR

The professional year begins for students who have completed the extensive foundation of knowledge and skill courses of the Academic Major, and are ready to complete requirements for teacher certification. During the first semester of the professional year students complete professional education courses. Professional Education courses are designed to prepare the student to enter the professional world of teaching. With the exception of EDPS322 (Human Growth and Development) students need to have been admitted into the College of Education prior to enrolling in these courses (see requirements for entry into the College of Education). Students who are not eligible will be dropped from the course. Note that SOFD328 has a prerequisite of EDPS322 and RDNG311 has a prerequisite of PHED317.

Student Teaching

Student teaching is considered to be the culminating experience in the student's professional preparation and is normally done in the last semester. Physical education faculty have the final say as to whether or not a student is to be placed into the student teaching experience regardless of grade point average. To be placed into student teaching prospective teachers must have demonstrated a thorough knowledge of subject matter, demonstrated a working knowledge of how children and young people grow and learn, and demonstrated a level of maturity, moral and ethical character in which we can confidently entrust our children's time and learning. Personal character traits are evaluated through the HP&HP Disposition Form. Physical Education majors conduct student teaching in both elementary and secondary placements, and upon successful completion are then recommended to receive the State of Michigan secondary provisional certificate with a K-12 endorsement in physical education (certification code MB). To be eligible for student teaching, students must have been admitted into the College of Education, maintained an EMU GPA of 2.5 overall, 2.25 in the minor, have completed 100 hours of pre-student teaching and must have completed EDPS322 (no FETE classes required), SOFD328, PHED370, PHED415, PHED470, all methods of physical education activity classes, and all required physical academic classes (see Department of HP&HP requirements below). Incomplete grades in major /minor courses shall be completed.

➤ School of Health Promotion and Human Performance Requirements for Student Teaching

In addition to the College of Education requirements, the following GPA school requirements for physical education majors are required prior to being admitted to the student teaching experience.

1. Minimum cumulative GPA of 2.75 needed in the following core courses with no single grade lower than C.

HLED210	Red Cross First Aid (2)
PHED100	History and Foundation of Physical Education (2)
PHED200	Anatomy and Physiology (5)
PHED204	Kinesiology (Biomechanics of Physical Activity) (3)
PHED260	Motor Development (2)
PHED300	Physiology of Exercise (4)
PHED330	Adapted Physical Education (3)
PHED360	Motor Learning (3)
PHED370	Physical Education Applied Technologies (2)

2. Minimum grade of "B-" in the following "Methods of Teaching" courses.

PHED215	Methods of Teaching Individual Sports (3)
PHED217	Methods of Teaching Team Sports (3)
PHED219	Methods of Teaching Rhythmic Activities, Fundamental Movement & Movement Education (3)
PHED315	Methods of Teaching Conditioning Activities: (2)
PHED317	Methods of Teaching Elementary Physical Education (2)

prerequisites or must be taken in sequence. Since the physical education major will receive a secondary provisional certificate, students must select a secondary teaching minor. The choices are varied and programs of studies are listed in the university catalogue. The student should select a subject he or she would feel comfortable teaching. For some minors, general education courses may be used. The COACHING MINOR is a non-teaching minor and is not designed for the physical education major. The following is a partial list of minors available to the physical education major. See the university catalogue for more options.

Acceptable Minors

Bilingual Bicultural Education
Biology
Chemistry
Comprehensive Minor in Communication & Theater Arts
Computer Science
Earth Science
French Language
Geology
Health Education
Language, Literature and Writing (English)

Mathematics
Physics
Political Science
Psychology
Sociology
Spanish Language
Economics
Geography
German Language
History

Adapted Physical Education Certification

Physical Education majors are eligible to become a State Endorsed Teacher for Students with Disabilities after completing the specialized course of study. This course of study requires approximately 9 additional hours of study in Special Education and 7 additional hours in adapted physical education. With the educational emphasis on inclusive education, adapted physical educators remain in high demand. See Dr. Colón for more information.

Academic Deficiency (below 2.5)

To be eligible for certification, a student must maintain a GPA of at least 2.5. Not all students are able to do this. You and your advisor must closely monitor your GPA. Once a low GPA is achieved, the more hours you complete, the more difficult it becomes to significantly raise your GPA. You should discuss with your advisor the likelihood of achieving the required GPA and of alternate careers in physical education besides teaching. The best strategy to raise a low GPA is to retake courses that were less than satisfactory.

Teaching Dispositions

Prospective physical education teachers are expected to be of high integrity and moral standing. Teachers are expected to show a dedication and commitment to their subject area by attending and participating in classes. Behaviors exhibited by students in the professional program can be expected to be continued in the professional world. Those students who do not exhibit professional behaviors or personal responsibility will be denied the opportunity to graduate from the program. Teaching dispositions expected of teachers will be evaluated throughout the program (especially in PHEDMethods Courses and PHED415 (see the appendix with expected teacher dispositions)).

The MACRAO Agreement

Eastern Michigan University is a signatory of the MACRAO (Michigan Association of Collegiate Registrars and Officers) agreement. The purpose of this agreement is to ensure that students who complete a specified distribution of general education courses at a community college will have satisfied general education requirements at signatory four-year colleges. Eastern Michigan University accepts the MACRAO agreement with the following provision:

Students who have been certified by a signatory community college as having satisfied the general education requirements of the MACRAO Agreement will be required to fulfill only the four additional courses now a part of Eastern Michigan University's general education requirements: an advanced writing or speaking course or a foreign language composition course; a mathematical reasoning course (unless waived by ACT scores); a computer literacy course; and a cross-cultural/international studies course, all from the approved list. This agreement applies only to general education and does not exempt the community college students from meeting all curriculum and graduation requirements.

PROFESSIONAL INVOLVEMENT

Strategies for Self-Development and Gaining Employment

Students may improve their chances for employment through many means. Your faculty is ready and willing to assist in any way possible to facilitate your chance for employment. The best strategy is to be a part of a program that enjoys a strong reputation for academic excellence. Physical education faculty are professionally active throughout Michigan, the United States, and the world, attempting to improve upon their skills and to enhance the reputation of the department. It is important that you understand what you can do now to enhance your chances of employment. Taking the premise that we are competing with other universities, we must ensure that you have more experiences and of higher quality than your peers. We want to market our students as being the best. It will take a commitment from you to be the best. Some experiences that are encouraged while an undergraduate include:

1. **Being professionally active:** Lifelong learning is imperative for successful teachers. All majors should be members of AAHPER&D and MAHPER&D and should attend at least one state conference. If you are not a member get a form from your advisor. EMU routinely has more participants than any other university at the state MAHPER&D Conference. Undergraduates regularly attend Midwest and National conferences.
2. **High GPA:** The first thing a prospective employer will look at will be your GPA as this is a reflection of your technical competence. It is wise to take your coursework seriously and do not be satisfied with mediocrity. Some school districts will not consider any applicant with a GPA less than 3.0.
3. **Additional certifications:** All majors are encouraged to gain and maintain certification in adapted physical education, Red Cross first aid, lifesaving, WSI, and strength and conditioning. Some school districts will only hire individuals who are WSI or lifeguard certified.

4. **Honors Program:** The Physical Education program participates in the University Honors Program (UHP). If eligible, students should participate in the department and university honors program (3.3 GPA required). See Dr. Paciorek for more information.
5. **Department Scholarships:** Many department scholarships are available and you are encouraged to apply. Applications are generally due early in January. See your advisor for information.
6. **Physical Education Major of the Year:** All senior undergraduate physical education majors with a GPA of at least 3.0 are eligible to apply. This is the most prestigious award in the physical education program. Applications are generally due early in November.
7. **Physical Education Organization (PEO) and Phi Epsilon Kappa:** The department sponsors a physical education majors club organized and run by student members. Attend a meeting and become a member of a group that fosters professional involvement and interaction (see Drs. Colón, Faust or Prof. Bedford for more information).
8. **Portfolio Development:** Begin building your portfolio as soon as possible. Save some of the best work from each of your professional classes to include in the portfolio. Students should develop an electronic portfolio in addition to a hard copy.
9. **Be Physically Fit:** Physical education majors should be role models for the students they teach and are expected to practice what they preach. Going before an interview panel without the appearance of being physically fit or smelling of smoke is unwise.
9. **Other opportunities:** Many opportunities exist for experiences as coaches, teacher assistants, or as volunteers in youth sports, camps or with individuals who have disabilities. Experiences in summer camps and recreation programs as counselors or group leaders will aid greatly in working with others. The more experiences you have, the more you will be separated from your peers.

PHYSICAL EDUCATION FACULTY

- Mr. Eddie Bedford (Methods of Fundamental Movement, Negro League Baseball, Student Teaching)
- Dr. Michael Bretting, (Associate Dean College of Education, Sports Psychology)
- Dr. Geffrey Colón (Program Coordinator, Motor Development, Motor Learning, Sports Psychology, Student Teaching, Physical Education Organization Advisor)
- Dr. Roberta Faust (Elementary, Physical Education Technology Education, Qualitative Analysis, Student Teaching, Physical Education Organization Advisor)
- Mr. Frank Fedel (adjunct) (Biomechanics)
- Mr. Shel Levine (Exercise Physiology)
- Dr. Steve McGregor (Exercise Physiology)
- Dr. Tony Moreno (Biomechanics, Strength and Conditioning)
- Dr. Steve Moyer (Elementary Physical Education, Individual Sports, Student Teaching Coordinator)
- Dr. Murali Nair (Interim Associate Dean CHHS) (Motor Learning, Adapted Physical Education, Assessment & Evaluation)
- Dr. Michael Paciorek (Adapted Physical Education, Disability Sports)
- Ms. Sharon Pendleton (Elementary Physical Education)
- Ms. Laura Sweet (Anatomy & Physiology)
- Ms. Suzanne Geldys-Zelnik (Rhythmic Activities, Ballroom Dance)

Good luck in your professional program. The opportunities to learn much and to grow professionally will be provided. A sign of your maturity and growth will be the extent to which you take advantage of the opportunities presented. Do not be content to sit in class all day and contribute nothing. Become actively involved in many activities. Get to know faculty and become involved with their projects. It is a privilege and not a right to become a teacher in the public schools with the responsibility for the education of hundreds of children. **Eastern Michigan University** Physical Education graduates enjoy strong reputations for exceptional teaching. Follow in their footsteps.

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