

# Teacher Candidate Handbook

## Health & Physical Education



Department of Science, Technology, Engineering, Arts &  
Mathematics Education

## TABLE OF CONTENTS

<u>Topic</u>	<u>Page No.</u>
Table of Contents	1
About This Handbook	1
Student Responsibilities	2
Academic & Student Affairs	3
Academic Integrity	3
Academic Integrity Flow Chart	5
College of Education Policies	6
HPE Program Benchmarks	7
Program Requirements	8
Course Evaluation Guide	9
Course Sequence	10
Appendix: Additional Information	12
HPE Contract for Teacher Candidates	14

### About This Handbook

This handbook is designed to provide a summary of pertinent information for Rowan Teacher Candidates who are seeking the degree of *BA in Education, Specialization in Health and Physical Education*, as well as other endorsements (see p. 6, no. 12). The handbook includes copies of important forms. Originals of these forms will need to be reviewed and signed. In order to ensure that teacher candidates make a commitment to complying with all university, college and department policies, the **HPE Program Contract for Teacher Certification Candidates** must also be reviewed and signed. A copy of this form can be found on pages 12-13. Signed contracts will be kept on file until teacher candidates have completed all requirements for the BA degree and all endorsements. **NOTE:** This handbook is for your files. DO NOT sign or remove any forms from this handbook. DO retain this handbook for your records and continual review.

### Resources

Rowan University College of Education - Department of Science, Technology, Engineering, Arts & Mathematics Education: *Program Guide*. Retrieved from:

<http://www.rowan.edu/colleges/education/programs/STEAM/HPE/documents/ProgramGuideHPE.pdf>

Rowan University Office of the Provost: *Policies and Procedures - Academic Integrity*. Retrieved from:

<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

Rowan University Office of the Provost: *Policies and Procedures - Academic Integrity Flow Chart*. Retrieved from: <https://sites.rowan.edu/academic-affairs/docs/academic-integrity-violation-flow-chart---pdf.pdf>

Rowan University Undergraduate Student Catalog. Retrieved from

<https://sites.rowan.edu/catalog/docs/2018-2019-undergraduate-catalog.pdf>

## Student Responsibilities

The purpose of this program is to prepare teacher candidates who will be not only outstanding teachers but also change agents in the schools and school districts they serve through exceptional teaching, building relationships with students, faculty, staff and community, improving programs, advocating for their profession and being leaders in professional development. This process begins at Rowan, in every class, both within and outside the major.

### General Responsibilities

(Adapted from <https://sites.rowan.edu/catalogs/docs/2018-2019-undergraduate-catalog.pdf>)

Teacher Candidates are responsible for becoming knowledgeable of all University and Department policies and procedures, and to actively follow them. Neither the University nor the Department is under obligation to waive any requirement or to allow an exception due to a student pleading ignorance of a policy/procedure or benchmark or because a student claims that they have not been informed of a policy/procedure or benchmark. Teacher Candidates are responsible for becoming and remaining informed about all policies and procedures (administrative, financial, academic, etc.) Such policies include admission, registration, tuition and fee payment, continuing enrollment, satisfactory program progress and grades, requirements for graduation and certification, and any other matter affecting the academic life of the student. **In general, Teacher Candidates are expected to take personal responsibility for their progress in the program at all times.**

### Student Dispositions

Dispositions are behaviors valued in the education profession. Teacher Candidates need to demonstrate commitment, honesty, respect, and responsibility, in addition to gaining the skills and knowledge needed to become a highly qualified educator. These dispositional categories, which incorporate class, college and university policies, are assessed throughout each course and your entire educational program. The following lists the fundamental dispositions ALL Teacher Candidates must demonstrate in order to progress through our program.

- **Attendance:** It is expected that students attend all classes regularly. While each instructor will have their own policy, a student missing more than 2 classes should expect the instructor to request a meeting with them to discuss their attendance, and possible consequences for lack of attendance.
  - **Being on Time for Class:** While it is understandable that there may be instances throughout the semester that a student may be late to class, students coming to class late more than 2 times throughout the semester should expect that the instructor will meet with them to discuss their tardiness, and possible consequences of its continuance. To be clear, students should be present and ready to start at the onset of class.
  - **Completing Assignments on Time:** It is expected that ALL assignments will be handed in on time in accordance to the designated date and time given by the instructor. The instructor will determine the consequence for late work.
  - **Taking Tests and Quizzes:** It is expected that all students be present and on time for tests and quizzes. Students must communicate with the instructor in a clear and timely manner if they cannot or could not take a test or quiz at the assigned time.
  - **Texting in Class:** Under no circumstances is it acceptable to have a cell phone out or in use during class unless permission is given by the instructor.
  - **Computer Use in Class:** It is expected that at NO time during the class will the student use a computer for any purpose other than one directly related to that class and as approved by the instructor.
  - **Distractions in Class:** In order to create a positive learning environment for all students, each student is asked to stay focused on course work without creating distractions, including but not limited to side conversations unrelated to class, sleeping in class, coming in late, leaving early, or moving in and out of the room during class.
  - **Attire in Class and Program Related Functions:** While the HPE program does not have a set dress code policy we do expect that inappropriate attire including but not limited to, clothing displaying drugs, alcohol, and/or violence, attire that does not cover undergarments, and hats, will not be worn to class.
- Attire in Physical Education Pedagogy Classes:** During activity components of classes in Esby Gym, courts or fields, HES shirts are acceptable until HPE program shirts are available.

## HPE Academic & Student Affairs

There are many potential challenges that students face throughout their career in the HPE Program at Rowan University. Fellow teacher candidates, advisors, faculty and staff, program coordinator and department chair are all part of a support and accountability system that works to maximize everyone's chances of success. Issues that may be deliberated include but are not limited to: Retaking a course\*; dispositional or other issues in specific courses, or appeals from students based on these or other issues. Benchmark issues such as deficient grade point average or Praxis Core/Praxis II scores below required passing scores are NOT appealable. These requirements and/or their respective deadlines are now state and/or collegewide requirements for teacher candidates entering field experiences (clinical experience and clinical practice/internship).

A meeting regarding an academic issue can be initiated by a student, advisor or faculty member. If there is a concern regarding a class, the teacher candidate and professor should first meet with each other in an attempt to resolve the issue. If the issue is not resolved they can next meet with the program coordinator. The candidate may appeal to the department chair if appropriate, after meeting with the ASAC. **In general, students must process concerns first with professors, then with the program coordinator, and then with the department chair, respectively, and may only appeal to the dean's office if and when those steps have been taken.** There are specific university policies for some issues, including grade disputes, student complaints, and academic integrity issues.

The grade dispute policy can be found at <https://confluence.rowan.edu/display/POLICY/Grade+Dispute+Policy>

NOTE: All academic integrity issues are ultimately to be adjudicated by the university Academic Integrity Review Board (see below).

**\* It is university policy that a course may not be taken more than twice.** Candidates receiving less than a C- in a course will be required to submit a Course Repeat form for their advisor before repeating that course.

### Academic Integrity (Excerpted from the Rowan Academic Integrity Policy)

Academic integrity is critical to the success of all students in the HPE program. The department adheres to Rowan University Academic Integrity Policy: "Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university" (<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>, n.d., para.9).

### Academic Integrity Violations – Definitions

(From <https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>)

**Cheating:** Cheating is an act of deception by which a person misrepresents his or her mastery of material on a test or other academic exercise.

**Examples** of cheating include: copying from another person's work; allowing another person to copy your work; Using unauthorized materials such as a textbook or notebook during an examination or using technology to illicitly access unauthorized materials; using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination; Collaborating with another person during an examination by giving or receiving information without permission.

**Plagiarism:** Plagiarism occurs when someone represents words, phrases, sentences, or data as one's own work. When submitting work that includes another's words, phrases, sentences, or data, the source of that information must be acknowledged using complete, accurate and specific references. All statements taken directly from another must be acknowledged with quotation marks. All papers and presentations must include an acknowledgment of other's work, such as a list of works cited or bibliography.

**Examples** of plagiarism include: quoting, paraphrasing or even borrowing the syntax of another's words without acknowledging the source; using another's ideas, opinions or theories, even if they have been completely paraphrased in one's own words without acknowledging the source; incorporating facts, statistics or other similar material taken from a source, without acknowledging the source, unless the information is common knowledge; submitting a computer program as original work that duplicates some or much of the work of another, without

citation.

**Fabrication:** Fabrication is deliberate use of invented information or the falsification of research or other findings with the intent to deceive.

**Examples** of fabrication include: citation of information not taken from the source indicated; listing of sources in a bibliography or other report not used in that paper; fabricating data or source information in experiments, research project or other paper; misrepresenting oneself or providing misleading and false information in an attempt to access another user's computer account.

**Academic Misconduct:** Academic Misconduct includes the alteration of grades; involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class.

**Examples** of academic misconduct include: submitting written work to fulfill the requirements of more than one course without the explicit permission of both instructors changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form\*; stealing, buying, selling, giving away or otherwise obtaining all or part of any unadministered test/examination\*; coercing any other person to obtain an unadministered test; substituting for another student or permitting any other person to substitute for oneself to take a test or examination; altering test answers and then claiming instructor incorrectly graded the examination; violating the Network and Computer Use Policy, also known as the "Acceptable Use Policy, Network and System Services" established by Information

Resources is currently available for review at the Information Resources website, at <https://confluence.rowan.edu/display/POLICY/Acceptable+Use+Policy>.

\* Or entering any university office, building or accessing a computer for that purpose.

### **Academic Integrity Violations - Classification by Offense**

Academic integrity violations are divided into four categories, in increasing order of magnitude of offense and level of punishment elicited by that offense.

**Level 1 violations** are typically a result of ignorance or lack of experience of the student, and/or are an offense related to a minor part of the course. Level 1 violations are usually dealt with by the instructor, with a record to be retained in the Office of the Provost. Students can appeal.

**Level 2 violations** are more serious and involve a significant component or portion of the class, or is a second offense of a Level 1 nature. Level 1 violations are usually dealt with by the instructor, with a record to be retained in the Office of the Provost. Students can appeal.

**Level 3 violations** are considered very serious and involve dishonesty a larger scale. This could include a major paper, mid term or final examination for example, or could be a second offense of a lower level violation. Violations at this level are dealt with by the *Academic Integrity Review Board*, with a record to be retained in the Office of the Provost.

**Level 4 violations** are considered the most serious academic integrity violations. They may include repeat offenses of lower level violations, violations committed during Academic Integrity Probation, or violations after returning from Academic Integrity Probation. Violations at this level are dealt with by the *Academic Integrity Review Board*, with a record to be retained in the Office of the Provost.

It is **important to note** that academic integrity is essential to Rowan University's mission. The instructor of a class is required to report academic integrity violations to the Academic Integrity Review Board. All instructors in the Health and Physical Education program are required to complete a Report of Academic Integrity Violation (RAIV) upon encountering an academic integrity violation at any level. The table on page 10 provides an overview of the characteristics of each level of academic violation, examples, and recommended sanctions.

**The full academic integrity policy can be found at:**

<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>)

## Classification of Academic Integrity Violations by Offense

(Academic Integrity: Office of the Provost Web Site. Retrieved August 18, 2011 from

[https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy?preview=/61426359/78187024/2009\\_AcadIntegFlowchart.pdf](https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy?preview=/61426359/78187024/2009_AcadIntegFlowchart.pdf)

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Characteristics</b>	Usually involves a minor portion of the coursework. May occur because of ignorance or inexperience on the part of the student.	Affects a more significant portion of the course.	Even more serious in nature and involves dishonesty on a more significant portion of course work, such as a major paper, hourly or final examination.	Most serious breaches of academic integrity. They also include violations committed while already on or after returning from Academic Integrity Probation.
<b>Examples</b>	Improper footnoting or unauthorized assistance with academic work on the part of a first-year Rowan University student.	Quoting directly or paraphrasing without proper acknowledgement or failing to acknowledge all sources of information and contributors who helped with an assignment.	Copying from or giving assistance to others on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, presenting the work of another as one's own, or altering a graded examination for the purposes of re-grading.	Forgery of grade change forms; theft of examinations; having a substitute take an examination; any degree of falsification or plagiarism relating to a senior or graduate thesis; using a purchased term paper; sabotaging another's work; the violation of the clinical code of a profession.
<b>Recommended Sanctions</b>	<ul style="list-style-type: none"> <li>• Failing grade for assignment*</li> <li>• Make-up assignment at a more difficult level</li> <li>• Required attendance at academic honesty workshop</li> <li>• Assignment on awareness of academic honesty</li> </ul>	<ul style="list-style-type: none"> <li>• Failing grade for the course*</li> <li>• Academic Integrity Probation</li> <li>• Required attendance at academic honesty workshop</li> <li>• Lesser sanctions as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Suspension from the University for one or more semesters with a disciplinary suspension notation on student's transcript*</i></li> <li>• <i>Academic Integrity Probation</i></li> <li>• <i>Required attendance at academic honesty workshop</i></li> <li>• <i>Lesser sanctions as appropriate</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Expulsion from the University with a permanent dismissal notation on student's transcript*</i></li> <li>• <i>Lesser sanctions as appropriate</i></li> </ul>



## COLLEGE OF EDUCATION POLICIES

1. Only matriculated education majors may enroll in professional courses required for the BA in Education.
2. No waivers are given for any core or specialization courses required for the BA in Education. \*Must pass Core Academic Skills for Educators test in order to take professional courses
3. No Pass/No Credit grades will not be accepted for any professional course.
4. “D” grades or lower, or Incomplete grades (IN) are not acceptable for any general education or professional courses required for the BA in Education.
5. An overall Grade Point Average (GPA) of 3.0, and a 3.0 GPA in all BA in Education professional courses.
6. Core and specialization courses required for the BA in Education may only be attempted twice.
7. Dates/times chosen by matriculated education majors for any BA in Education professional courses with field components will be considered final and will not be able to be changed after the last day of Extended Registration of each semester.
8. **Praxis Due Dates**
  - i. **Praxis Core Academic Skills for Educators test – Must be passed by November 1\*** to be admitted into January specialization/professional courses  
**Praxis Core Academic Skills for Educators test – Must be passed by April 1\*** to be admitted into September specialization/professional courses  
*\*Passing scores must be on file in the COE Advising Center by the close of EARLY REGISTRATION (November for the Spring and April for the Fall).*  
*\*Link to Praxis Core Exemption:*  
<http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf>
  - ii. **(Content Knowledge: Health & Physical Education 5857)**  
**Praxis II – Must be taken and passed by August\*\* to be admitted into January Clinical Practice**  
**Praxis II – Must be taken and passed by November\*\* to be admitted into September Clinical Practice**  
*\*\*Passing scores (160 for 5857) must be on file in the COE Advising Center by the benchmark deadline.*  
Questions regarding the **PRAXIS II** can be answered by your education advisor or by staff members in the Office of Field Experience (856-256-4725). You can review the ETS website for additional information: [www.ets.org/praxis](http://www.ets.org/praxis)
9. **Admission to Certification Program/Junior Level Practicum Field Experiences**

All Requirements listed under Section II on the first page of this program guide must be completed before you are eligible to take the Junior-level Practicum field experience courses
10. **Clinical Practice Application Due Dates**

Fall applications are due by the **third Monday in December**  
Spring applications are due by the **third Monday in September**  
Please see education advisor for additional information.
11. **GRADUATION AND CERTIFICATION** Graduation deadlines can be found at the following link: <http://www.rowan.edu/provost/registrar/graduation.html>. Forms can be obtained through the Registrar’s Office. Certification information can be found at the following link on the College of Education site: <https://academics.rowan.edu/education/AdvisingCenter/certification/index.html>. The Certification Form can be obtained through the Certification Office, College of Education. **IT IS IMPORTANT THAT THESE FORMS BE RETURNED TO THE APPROPRIATE OFFICE BY THE PRINTED DEADLINE DATES.** Go to the Registrar’s page at <http://www.rowan.edu/provost/registrar/graduation.html> for the University Policy regarding who can participate in the Commencement Ceremonies the semester before their official graduation date (i.e., “walk”).  
**NOTE: applying to participate in commencement ceremonies (i.e., to “walk”) is NOT THE SAME as applying to graduate.**
12. **ENDORSEMENTS** - for information on additional teaching endorsements (see list below), for which you may be eligible, contact the Student Services Center.  
Teacher of Reading  
Special Education  
Middle School – subject matter  
Drivers’ Education

**NOTE: Please pay attention to all emails from your advisor and the college as we navigate current changes in programs due to new certification requirements**

## Health & Physical Education Program Benchmarks

### **I. Benchmark 1: Admission To Professional Program and Coursework**

Candidates are eligible for the professional phase of the program when they have achieved the following:

- A. Meeting with Program Advisor to complete Application (including responding to all communications from Advisor)
- B. Qualifying scores for the **Praxis Core Academic Skills for Educators** test\* (**Reading 156, Writing 162, Math 150**) on file in the College Of Education (COE) Student Advising Center. \**Link to Praxis Core Exemption: <http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf>*
- C. Completed application submitted on time (at exit interview for *Foundations of Teaching HPE*)
- D. Completion of all Basic Skills requirements
- E. Completion, with grades of C minus or better, of all general education and professional courses, including the following courses: *College Composition I, College Composition II, Public Speaking, Human Exceptionalities, Elementary Statistics, TLC I/Principles & Pedagogies/Inclusive Classroom, Intro to HPE, Foundations of Teaching HPE, and Teaching Reading & Writing in Content Areas,*
- F. Ratings of “Meets Expectations” on all Dispositional Reports from all Instructors & Collaborating Teachers
- G. Qualifying GPAs: Overall GPA of 3.0; Professional GPA of 3.0 (includes: *TLC I/Principles & Pedagogies/Inclusive Classrooms, Introduction to HPE, & Teaching Reading & Writing in Content Areas*) \*Must pass Core Academic Skills for Educators test in order to take specialization/ professional courses
- H. No grades lower than C minus or “Incomplete” grades (IN) for any general education, core or specialization courses required for the BA in Education

### **II. Benchmark 2: Enrollment in Clinical Experience**

Candidates are eligible for enrollment in the Clinical Experience Semester when the following are completed:

- A. Successful completion of Section I as listed above
- B. Meeting with Program Advisor to complete Application (including responding to all communications from Advisor)
- C. Completed Application for Clinical Practice submitted on time
- D. Ratings of “Meets Expectations” on all Dispositional Reports from all Instructors, Supervisors & Collaborating Teachers
- E. Qualifying GPAs: Overall GPA of 3.0; Professional GPA of 3.0 (includes: *P&P Inclusive Classrm., Intro to HPE Foundations HPE, Foundations of Fitness, Technology in HPE, Safety & First Aid, S/F Human Body I & II, Motor Development & Motor Learning, Teaching Concepts of Dance in PE, Kinesiology, Exercise Physiology, Teaching Concepts Secondary PE I & II, Teaching Concepts of Adapted PE, Characteristics of knowledge Acquisition, Teaching Reading & Writing in Content Areas, K-12 Curriculum & Instruction in HPE, Teaching Concepts Health Education I & II, School Health Program Planning, Clinical Experience in Elementary and Secondary Schools*)
- F. No grades lower than C minus or “Incomplete” grades (IN) for any general education or professional courses required for the BA in Education

### **III. Benchmark Point 3: Program Completion and Recommendation for Certification**

- A. Successful completion of Sections I & II as listed above
- B. Meeting with Program Advisor to complete Application (including responding to all communications from Advisor)
- C. Qualifying score for the appropriate PRAXIS II Exam (**Code 5857 HPE Content Knowledge – Passing score 160**) on file in the COE Advising Center  
*NOTE: When registering for Praxis Core & Praxis II tests ALWAYS include your Social Security Number AND ALWAYS list both New Jersey Dept. of Ed. (State Code 7666) AND Rowan University (2515) as recipients. Failure to do so may delay the state's processing of your certification application.*
- D. Successful completion of *Clinical Practice* (Includes earning ratings of at least “Basic/Proficient” on all indicators of the final evaluations)
- E. Successful completion of *Clinical Practice Seminar*, including **edTPA portfolio**
- F. No grades lower than C minus or “Incomplete” grades (Inc) for any general education or professional courses required for the BA in Education
- G. Qualifying GPAs: Overall GPA of 3.0; Professional GPA of 3.0 (see above; also includes Clinical Practice for Elementary and Secondary, and Clinical Practice Seminar)

### **IV. Application for Graduation and Certification**

Candidates can apply for **graduation** with a BA in Education with Specialization in Health & Physical Education, and certification, **after successfully completing all of the requirements needed for the BA in the major.**



## Program Requirements

The **BA in Education, Specialization in Health and Physical Education** comprises 129 credits. Of these credits, 60 are general education and Rowan Experience courses, 15 are College of Education core courses, and 54 are Health and Physical Education courses. Students must **register** for ALL course credits! **This includes Clinical Practice and Clinical Seminar.**

All matriculated students at Rowan University must complete the following All-University requirements: (1) Rowan Core requirement (General Education courses from other universities/colleges may be transferred in for RC courses), (2) a Rowan Seminar (RS) course, (3) Writing Intensive (WI) course, and (4) a literature course [these courses may be general education, or education courses].

**You must work closely with the HPE program advisor to make sure that these requirements are satisfied. Your graduation and/or certification approval may be withheld if these requirements are not met.**

Candidates **cannot apply** for graduation for the BA in Education with Specialization in Health and Physical Education or certification without **successfully** completing **all** of the requirements needed for the BA.

In addition to fulfilling the program requirements, all students are required to fulfill the University-Wide General Education Requirements and Rowan Experience Requirements. NOTE that the new Rowan Core will be phased in to replace the General Education model, so keep in close touch with your adviser to be sure you are on track to complete all requirements!

**General Education/Rowan Experience Chart For Advisor's Use:**

Rowan Core	Rowan Experience
Artistic Literacy (9 s.h.)	1 Rowan Seminar – Freshman Level (RS)
Communicative Literacy (3 s.h.)	1 Writing Intensive (WI) taken at Rowan
Global Literacy (3 s.h.)	1 Literature Intensive (LI)
Humanistic Literacy (3 s.h.)	
Quantitative Literacy (3 s.h.)	
Scientific Literacy (4 s.h.) (lab course)	

### Advisement

Because the time period for registration is limited, you are encouraged to make an appointment for advisement in advance of obtaining the schedule of courses' booklet, available shortly before Early Registration begins.

Be reasonable in your demands on your advisors' time and resources: (1) Make an appointment to see the program advisor, do not just “show up” expecting him to be ready and able to meet with you; (2) Meet with the advisor well ahead of deadlines [If you wait until the last minute you will not be able to get the attention you are seeking.]; and (3) be sure to ask for clarification on any and all issues [It is better to receive correct information than to accept rumors or “hope for the best”.]

## COURSE EVALUATION GUIDE (Based on 2018 Clinical Practice)

Name \_\_\_\_\_ Banner ID \_\_\_\_\_

Sem	Grade	Health & Physical Education Specialization Requirements	SH
		EDUC/HPE 02210 Principles & Pedagogies Inclusive Classroom + Intro HPE Seminar	3
		HPE 00286 TLC II/Foundations of HPE (EDUC 01270 is prerequisite; READ 30280 co-requisite) (-Pass Core Test, GPA requirements for entry to HPE program†)	3
		READ 30280 Teaching Reading and Writing in Content Areas	3
		FNDS 21150 History of American Education	3
		SPED 35130 Human Exceptionalities	3
		FNDS 21320 Characteristics of Knowledge Acquisition	3
		HPE 00252 Foundations of Fitness	3
		HES 00235 Safety, First Aid Basic Understanding of Orthopedic Injury	3
		HES 00270 Technology & Assessment in HES/HPE 00270 Technology in HPE	3/2
		HES 00241 Structure Function Human Body I	3
		HES 00242 Structure Function Human Body II	3
		HES 00343 Kinesiology	3
		HES 00344 Exercise Physiology	3
		HPE 00240 Motor Development & Motor Learning	3
		HPE 00316 Teaching Concepts of Dance in Physical Education†	3
		HPE 00310 Teaching Concepts of Secondary Physical Education I	3
		HPE 00320 Teaching Concepts of Secondary Physical Education II	3
		HPE 00325 Teaching Concepts Health Ed I	3
		HPE 00326 Teaching Concepts Health Ed II	3
		HPE 00336 Teaching Concepts Elementary PE	3
		HPE 00453 School Health Program Planning	2
		HPE 00342 K-12 HPE Curriculum/Instruction	3
		HPE 00452 Teaching Concepts of Adapted Physical Education	3
		HPE 00392 Clinical Experience A/B HPE – Elementary/Secondary (Praxis II passed, overall GPA 3.0 and Specialization GPA 3.0)	1
		HPE 00457/00458 Clinical Practice HPE I Elementary/Secondary	2
		HPE 00459 Assessment Seminar	2
		HPE 00460/00461 Clinical Practice HPE II Elementary/Secondary	8
		HPE 00465 Professional Seminar	1
		COMP 01111 College Composition I ( <i>Communication Bank</i> )	3
		COMP 01112 College Composition II ( <i>Communication Bank</i> )	3
		CMS 06202 Public Speaking++ ( <i>Communication Bank</i> )	3
		MATH Elementary Statistics I	3
		NUT 00200 Basic Nutrition	3
		HLT 00210 Consumer Health Decisions	3
		Lab Science (General Bio Human Focus or Physics/Chemistry)** ( <i>M/S Bank</i> )++	4
		HHL Literature (any Gen Ed W/I)	3
		HHL (M/G)	3
		HPE 00109 Adventure /Experiential Learning	2
		Artistic and Creative Experience Elective (Elements of Dance Gen Ed)++( <i>ACE Bank</i> )	3
		SBS Introduction to Sociology	3
		SBS Child Development or Adolescent Development	3
		SBS Essential Psychology	3
		General Education Elective	3
		General Education Free Elective	3
			129

† Must pass Core Academic Skills for Educators test in order to take upper level HPE courses

## (0809) Health & Physical Education Teacher Certification Course Sequence

*GEN. ED. (GE) COURSEWORK and PROFESIONAL (P) COURSEWORK (Education Core Courses and HES/HPE courses) (3.0 IN MAJOR and OVERALL MUST BE MAINTAINED); Total = 129 credits*

Freshman Year							
Semester 1				Semester 2			
Course	S.H.	Grade	Sem/Yr	Course	S.H.	Grade	Sem/Yr
College Composition I (GE)	3			College Composition II (GE)	3		
Lab Science (Chem/Bio/Phys) (GE)	4			Intro to Sociology (GE)	3		
Adventure & Exp. Learn (GE)	2			Math (Elem Stats) (GE)	3		
History of American Ed (GE)	3			Technology in HPE	2		
Fine Arts (Elmts. Dance) (GE)	3			Safety, 1st Aid & Prevent (P)	3		
				Princ. & Ped. + Intro HPE (P)	3		
<b>Semester Total</b>	<b>15</b>			<b>Semester Total</b>	<b>17</b>		
Sophomore Year							
Semester 1				Semester 2			
Course	S.H.	Grade	Sem/Yr	Course	S.H.	Grade	Sem/Yr
S&F Human Body I or A&P I (P)	3/4			S&F Human Body II or A&P II (P)	3/4		
Foundations of HPE (P)	3			Motor Dev. & Motor Learning (P)	3		
Teach Rd/Wrt Content Areas (P)	3			Teach Concepts of Sec. PE I (P)	3		
Public Speaking (GE)	3			HHL (Lit & WI) (GE)	3		
Foundations of Fitness (P)	3			Teach Concepts of H. Ed. I (P)	3		
Human Exceptionalities (GE)	3			Consumer Health Decision (GE)	3		
<b>Semester Total</b>	<b>18</b>			<b>Semester Total</b>	<b>18</b>		
Junior Year							
Semester 1				Semester 2			
Course	S.H.	Grade	Sem/Yr	Course	S.H.	Grade	Sem/Yr
Kinesiology (P)	3			Teach Concepts Elem PE	3		
Teaching Concepts of Dance (P)	3			K-12 H&PE Curr/Instruction (P)	3		
Basic Nutrition (GE)	3			Teach Concepts of Adapted P.E (P)	3		
Essential Psy (soc,emo,pers) (GE)	3			School Health Prog. Planning (P)	2		
Teach Concepts of H. Ed. II (P)	3			Exercise Physiology (P)	3		
Teach Concepts of Sec. PE I (P)	3			Clinical Experience HPE (P)	1		
<b>Semester Total</b>	<b>18</b>			<b>Semester Total</b>	<b>15</b>		
Senior Year							
Semester 1				Semester 2			
Course	S.H.	Grade	Sem/Yr	Course	S.H.	Grade	Sem/Yr
Clinical Prac in HPE I – Elem (P)	1			Clinical Prac in HPE II – Elem (P)	4		
Clinical Prac in HPE I – Sec (P)	1			Clinical Prac in HPE II – Sec (P)	4		
Assessment Seminar (P)	2			Clinical Seminar in HPE (P)	1		
Char. Of Knowledge Aquis. (P)	3			Free Elective	3		
HHL Choice (M/G) (GE)	3						
Adoles/Child Dev	3						
Gen Ed. Elective	3						
<b>Semester Total</b>	<b>16</b>			<b>Semester Total</b>	<b>12</b>		

## SEQUENCING OF EDUCATION COURSES FOR HEALTH and PHYSICAL EDUCATION

### These courses can be taken separately before requisite courses

SPED 35130 Human Exceptionality (Prerequisite for SPED 08316)
FNDS 21230 Characteristics of Knowledge Acquisition (Prerequisite for Clinical Practice)
FNDS 21150 History of American Education (Prerequisite for Clinical Practice)
EDUC 02210 Principles & Pedagogies in the Inclusive Classroom & HPE 02210 Intro to HPE

### These courses must be taken prior to requisite courses

HES 00241 Structure & Function I Human Body (Prerequisite for PHED 35242)
HES 00242 Structure & Function II Human Body (Prerequisite for PHED 35343)
HES 00343 Kinesiology (Prerequisite for HES 35344 – Exercise Physiology)

### These courses may be taken in the same semester

HPE 00286 Foundations of HPE
READ 30280 Teaching Reading & Writing in Content Areas

### These courses should be taken in the same semester

HPE 00450 K-12 Health & Physical Education Curriculum & Instruction
HPE 00392 Clinical Experience Health & Physical Education
HPE 00452 Teaching Concepts of Adapted Physical Education
HPE 00453 School Health Program Planning

### These courses must be taken in the same semester

HPE 00457 Clinical Practice in Elementary Physical Education I*
HPE 00458 Clinical Practice in Secondary Physical Education I*
HPE 00459 Seminar: Assessment
HPE 00460 Clinical Practice in Elementary Physical Education II*
HPE 00461 Clinical Practice in Secondary Physical Education II*
HPE 00465 Professional Seminar Health and Physical Education

\* Clinical Practice applications are to be made electronically through TK20 (See also pp. 6 & 7) (<http://www.rowan.edu/colleges/education/ofe/app.html>). The **Office of Field Experiences** on the second floor or James Hall processes clinical practice applications and works with school districts to assign teacher candidates to placement sites. Teacher candidates **must not** contact schools, school districts or their personnel about placements for clinical practice.

## APPENDIX

### Additional Information for Teacher Candidates

(See also *Information for Teacher Candidates on the College of Education website at:*  
<https://academics.rowan.edu/education/ofe/Information%20for%20Teacher%20Candidates/index.html>)

#### Fees Related to the BA in Education/Specialization in HPE, Including Certification

Item	Fee
COE Field Fee (Rowan Fee)	\$50 per semester for all undergraduate COE majors/minors – charged fall & spring semesters only.
NJ DOE Background Clearance <sup>1</sup>	Initial Background Check <ul style="list-style-type: none"> <li>• \$10 Administrative fee + \$1.00 convenience fee</li> <li>• \$65.45 fee – includes fingerprinting, NJ State Police and FBI reviews</li> </ul> Archived Background Check \$30.25 fee – updated background check provided initial fingerprinting was completed within five years
Praxis Core (Full Test) <sup>2</sup>	\$150
Praxis Core (Individual Sections) <sup>2</sup>	\$90 per section
Praxis II (Full Test) <sup>2</sup> 5857 HPE Content Knowledge	\$120
Praxis II (Individual Sections- Elementary Education only) <sup>2</sup>	\$60 per section
edTPA <sup>2</sup>	\$300 for full assessment or full retake
edTPA retake	\$300 for 3-task retake (Elementary Education only) \$200 for 2-task retake \$100 for 1-task retake

<sup>1</sup>Required by School Districts for clinical experience placements. Fees established by the NJ DOE and subject to change without notice.

<sup>2</sup>Required by the NJ DOE for entry into the program and certification. Fees established by ETS and/or the NJ DOE and subject to change without notice.



## Criminal Background Clearance for Teacher Candidates

Due to recent changes in state regulations, school districts are now requiring criminal background clearances for students completing clinical (field) experiences at any level in their districts. In order to ensure compliance, all College of Education students will be required to complete a New Jersey Department of Education (NJ DOE) criminal history clearance as a substitute teacher utilizing the College of Education's clearance codes. This clearance must be completed prior to taking any courses requiring placement in a public or private school setting. In addition, all students must have a current Mantoux/TB test on file with the Office of Clinical Experiences prior taking any courses requiring placement in a public or private school setting.

- If you have already completed a NJ DOE criminal history clearance as a substitute teaching utilizing the College of Education's codes and have a current Mantoux/TB test (within six months of your placement start date), simply follow the instructions below to upload the required documents in the Tk20 system.
- If you have NOT completed a NJ DOE criminal history clearance as a substitute teacher in school district, or do NOT have a current Mantoux/TB test, please follow the instructions below to access the application in the Tk20 system and download the instructions for completing a criminal history clearance and/or Mantoux/TB test. All fees associated with the criminal history clearance and Mantoux/TB tests are the responsibility of the student.

The Tk20 system will be utilized to collect the required documents. Please follow the instructions below to access the system and upload your documents.

1. To log into your TK20 account click [here](#).
2. You will log on using your Rowan user name and password.
3. After logging in, click on "Applications" on the left.
4. Click the green "Create New Application" button at the top of the page.
5. You will see a pull-down for applications.
6. Click on the application titled "District Requirement Collection – Fall 2017" and click next.
7. Follow the instructions within the application, including uploading required documents.
8. You may save a draft & exit the system as many times as necessary before final submission.
9. After all of the required documents have been uploaded, submit the application.

**NOTE: Candidates enrolled in courses for the fall 2017 semester that require a placement must submit all required documents in the Tk20 system no later than July 25, 2017.**

No student will be permitted to begin a clinical experience or clinical practice placements without the appropriate criminal background clearance or current Mantoux/TB test. It is the student's responsibility to complete the criminal background clearance and obtain a Mantoux/TB test in accordance with the College of Education's established timelines and instructions described above. Please be aware that The College of Education will be notified by the New Jersey Department of Education if your background clearance is rescinded for any reason and you will be removed immediately from your placement. You will be prohibited from participating in any field placements until the issue is resolved.

If you have any questions regarding this process please email [OFE@rowan.edu](mailto:OFE@rowan.edu).

Student Name (print): \_\_\_\_\_

Last

First

## Departmental Contract for Teacher Candidates Health & Physical Education

The faculty of the Health and Physical Education program is dedicated to the development and success of each of our Teacher Candidates. In an effort to help you progress through the program as efficiently as possible, it is important for each student to understand the expectations, dispositions, and benchmarks standards of our program.

**College of Education Benchmark Standards:** Details can be found in the student program guide, below highlights a few of the key benchmarks standards. All standards **MUST** be met in order for a student to move forward in their program and there are **NO EXCEPTIONS** to any of these-they are now **STATE REQUIREMENTS**. It is the student's responsibility to become familiar with the details of each benchmark standard. The student will be provided access to the complete program guide.

### Benchmark:

Initials

1. **Praxis - Core Academic Skills for Educators test (Reading 156, Writing 162, Math 150) on file** in COE by November 1<sup>st</sup> to be admitted in January or April 1<sup>st</sup> for September Junior Practicum. \_\_\_\_\_
2. **Praxis II (Health & Physical Education Content Knowledge – Code 5857):** Passing scores of **160 on file** in COE by August to be admitted in January or November for September Student Teaching. \_\_\_\_\_
3. **GPA:** Overall GPA of a 3.0 and Professional GPA of 3.0 or higher is **required** in order to enter field experiences. **ANY** value below 3.0 will not be considered and cannot be appealed. \_\_\_\_\_
4. **Grades:** NO student may have a grade **less than C-** or an **Incomplete** in their professional courses at the time of application for field experiences. \_\_\_\_\_

**Academic Integrity Policy:** It is REQUIRED for ALL Teacher Candidates to thoroughly read, understand and follow the University's Academic Integrity Policy. **It is not an excuse to say: "I did not know"**. A more detailed description can be found on pages 4-6 of this handbook, and in HES/HPE Course Syllabi, and the full policy can be accessed from the Provost's web site at this address, [http://www.rowan.edu/provost/policies/documents/academic\\_integrity\\_policy\\_04-12.pdf](http://www.rowan.edu/provost/policies/documents/academic_integrity_policy_04-12.pdf), from which this checklist is taken. The following is only a portion of the key aspects in the policy: **YOU** are responsible for understanding it in its entirety.

### Academic Integrity Elements:

Initials

1. **Cheating:** is an act of deception by which a person misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include but are not limited to:
  - a. Copying from another person's work or **allowing another person to copy your work.** a\_\_\_\_\_
  - b. Using unauthorized materials such as a textbook or notebook during an examination or using technology to illicitly access unauthorized materials. b\_\_\_\_\_
  - c. Using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination. c\_\_\_\_\_
  - d. Collaborating with another person during an exam by giving/receiving information without permission. d\_\_\_\_\_
2. **Plagiarism:** Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. Examples of plagiarism include but are not limited to:
  - a. Quoting, paraphrasing or borrowing syntax of another's words without acknowledging the source. a\_\_\_\_\_
  - b. Using another's ideas, opinions or theories even if they have been completely paraphrased in one's own words without acknowledging the source. b\_\_\_\_\_
  - c. Incorporating facts, statistics or other illustrative material taken from a source, without acknowledging the source, unless the information is common knowledge. c\_\_\_\_\_
  - d. Submitting a computer program as original work that duplicates, in whole or in part, without citation, the work of another d\_\_\_\_\_

3. **Academic Misconduct:** includes the alteration of grades; involvement in the acquisition or distribution of unadministered tests; and the unauthorized submission of student work in more than one class. Examples of academic misconduct include but are not limited to:
- a. Submitting written work to fulfill the requirements of more than one course without the explicit permission of both instructors. a\_\_\_\_\_
  - b. Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any university office, building or accessing a computer for that purpose. b\_\_\_\_\_
  - c. Stealing, buying, selling, giving away or otherwise obtaining all or part of any unadministered test/examination or ANY class assignment c\_\_\_\_\_
  - d. Substituting for another student or permitting any other person to substitute for oneself to take a test or examination. Including take home or exams/quizzes on blackboard. d\_\_\_\_\_
  - e. Altering test answers and then claiming instructor inappropriately graded the examination. e\_\_\_\_\_

**Dispositions:** Dispositions are behaviors valued in the educational profession. Teacher Candidates need to demonstrate commitment, honesty, respect, and responsibility, in addition to gaining the skills and knowledge needed to become a highly qualified educator. These dispositional categories, which incorporate class, college and university policies, are assessed throughout each course and your entire educational program. The following lists the fundamental dispositions ALL Teacher Candidates must demonstrate in order to progress through our program.

**Any student not meeting these expectations will not be able to continue forward in their program.**

**Teacher Candidate Disposition Elements:**

**Initials**

**Attendance:** It is expected that students attend all classes regularly. While each instructor will have their own policy, a student missing more than 2 classes should expect that the instructor to request a meeting with them to discuss their attendance, and possible consequences for lack of attendance.

\_\_\_\_\_

**Being on Time for Class:** While it is understandable that there may be instances throughout the semester that a student may be late to class, students coming to class late more than 2 times throughout the semester should expect that the instructor will meet with them to discuss their tardiness, and possible consequences of its continuance. To be clear, students should be present and ready to start at the onset of class.

\_\_\_\_\_

**Completing Assignments on Time:** It is expected that ALL assignments will be handed in on time in accordance to the designated date and time given by the instructor. The instructor will determine consequence for late work.

\_\_\_\_\_

**Taking Tests & Quizzes:** It is expected that all students be present and on time for tests and quizzes. Students must communicate with the instructor in a clear and timely manner if they cannot or could not take a test or quiz at the assigned time.

\_\_\_\_\_

**Texting in Class:** Under no circumstances is it acceptable to have cell phone out or in use during class unless permission is given by the instructor.

\_\_\_\_\_

**Computer Use in Class:** It is expected that at NO time during the class may the student use a computer for any reason other than that directly related to that class and approved by the instructor.

\_\_\_\_\_

**Distractions in Class:** Students should stay focused on class work without creating distractions, including but not limited to side conversations not related to class, sleeping in class, coming in late, leaving earlier, or moving in and out of the room during class.

\_\_\_\_\_

**Attire in Class and Program Related Functions:** The HPE program expects that inappropriate attire including but not limited to, clothing displaying drugs, alcohol, and/or violence, attire that does not cover under garments, and hats, will not be worn in class and in other program related functions.

\_\_\_\_\_

**Attire in Physical Education Pedagogy Classes:** during activity components of these classes in Esby Gym, courts or fields, HES shirts are acceptable until HPE program shirts are available.

\_\_\_\_\_

The above benchmark standards, academic integrity policies, class expectations, and dispositional expectations are in place to help each candidate become an outstanding health and physical education teacher. The above does NOT include all expectations but simply outlines some of the key areas of which each student should be aware and by which each student agrees to abide. By signing below you are acknowledging that you have read all the above statements, understand them, have had an opportunity to have all your questions answered about them, and are committed to following them.

Student Name (Print): \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_