February 7, 2005

Paul Zingg, President
California State University, Chico
First and Normal Streets
Chico, CA 95929

Dear President Zingg:

I am pleased to inform you that on January 28, 2005, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted initial accreditation to the following blended program of Subject Matter Preparation and Professional Preparation as submitted by California State University, Chico:

Physical Education / Single Subject

Should you or your staff have any questions relating to this action, you may address them to Lawrence W. Birch, Administrator of Accreditation, at (916) 327-2967.

The Commission and its staff are grateful to California State University, Chico for its commitment to the preparation of professional educators.

Sincerely,

Sam W. Swofford, Ed.D.
Executive Director

cc: Phyllis Fernlund, Dean
College of Communication and Education

SWS/BG/LB/ta
Dear Ms. Jacobson:

The Department of Kinesiology (formerly known as the Department of Physical Education & Exercise Science) at California State University, Chico is aware that new standards for Physical Education Single Subject Teaching Credential Programs were approved in May 2004. Moreover, we are aware that separate standards have been updated for Blended Programs.

CSU, Chico’s Department of Education and Department of Kinesiology received a grant from the CTC (June 2001) to develop and implement a “Blended Option in Physical Education and Teacher Education”. A final report on Interim Standards was submitted in early April 2003. We had hoped that the CTC would provide clarification on our status (single subject or blended) by this date. This is not the case.

Therefore, enclosed you will find our copy of the “Blended Teacher Preparation Program Response to Standards.” Additionally, we have faxed a copy of the “Single Subject Matter Preparation Program Response to Standards” to Helen Hawley. Hopefully, we will be assessed by only one set of standards. We would prefer to be assessed by the blended standards in that our Blended Option in Physical Education and Teacher Education was officially implemented at CSU, Chico in the fall of 2003. We certainly need your clarification and assistance before we proceed with the identification of time lines, standards for self-study and eventual state accreditation.

Sincerely,

Craig Buschner, Ed.D.
Professor of Kinesiology
CSU, Chico
Chico, CA 95929-0330
530-898-6960

Gayle Hutchinson, Ed.D.
Chair, Kinesiology
CSU, Chico
Chico, CA 95929-0330
530-898-6373
Dear Dr. Birch:

Thank you for the careful review of the blended program of Subject Matter Preparation and Professional Preparation for Physical Education at California State University, Chico. We acknowledge the concerns of the review board and have prepared a response to the three (3) courses in question. We are excited about the quality of this innovative program for California and its potential for final accreditation. Please contact us should you have further questions and concerns or require additional information.

Regarding ENGL 110 and CSCI 010:

At the time we submitted the proposal for the blended program of Subject Matter Preparation and Professional Preparation for Physical Education, two of the courses in question, ENGL 110 and CSCI 010, were prerequisites to the Department of Education’s Professional preparation program. The EDUC has since removed these prerequisites for the following reasons:

- English 110 is no longer a prerequisite writing requirement because it is now embedded in the major (undergraduate) via the Writing Proficiency requirement (WP). This requirement is met thorough PHED 114 for the physical education blended program students.
- CSCI 010 is no longer a requirement because all high schools now have computer literacy exit requirements. In addition, physical education blended program students master important computer applications in the lab portion of PHED 184. We will be glad to forward a copy of the PHED 184 Lab Manual upon request.

Regarding EDTE 246A Educational Psychology:

Your letter states that we are using PHED 184 or 185 as substitute for EDUC 246A. This is incorrect. The courses that we proposed as a substitute for EDTE 246A were PHED 144: Motor Development and Behavior, or PHED 145: Human Movement, Learning, and Performance. We have now established PHED 144 as a core requirement for all Kinesiology students, and PHED 145 is only used for students who entered the program before the blended program was established.

The important concepts and blended standards related to educational psychology are covered through a number of physical education blended program courses, which focus on the psychology of teaching and learning, including PHED 144. Course objectives from EDTE 246A are also taught and applied in PHED 143, 109, 110, 111, 184, and 212.

The following list of course objectives is taken from the EDTE 246A syllabus (Fall 2004), and includes all the objectives for this course. We have listed in parentheses the PHED courses that cover each objective (this is in addition to PHED 144):

- Applying the essential features of major theories of cognitive, personal/social, and physical development, including the development of prejudice. (PHED 143)
• Demonstrating an understanding of the implications of developmental and cultural differences for teaching, including diversity of values, expectations, and practices among representative groups. (PHED 143)

• Demonstrating an understanding of principles of language development, especially as it applies to the acquisition of English as a second language. (Applied in PHED 111, which is taught by a professor who’s native language is not English)
  o This requirement is also fulfilled through ENGL 232.

• Analyzing levels of thinking and skill components involved in educational tasks. (PHED 110, PHED 184)

• Applying at least three types of learning models to school-related situations. (PHED 109, 110, 111)

• Applying principles of retention as they relate to learning and memory, with the application and transfer of this knowledge to their own subject area. (PHED 109, 110, 111, 184)

• Analyzing motivational problems common to all students and specific to students in representative subcultures. (PHED 143, 110, 111, and 212)

• Applying effective motivational techniques in developing students’ willingness to learn in school. (PHED 109, 110, 111, 212)

• Demonstrating a recognition of common difficulties arising in interpersonal relations and communicating effectively. (PHED 143)

• Demonstrating a knowledge of the regular [classroom] teacher’s responsibilities in planning for and teaching students with diverse needs. (PHED 143, 109, 110, 111 and 212)

• Demonstrating an understanding of the basic principles of educational psychological measurement, including interpreting common standardized tests and appropriate use of other evaluation tools for classroom evaluation. (PHED 184)

We hope we have addressed all of the committee’s concerns. Thank you for your review.

Sincerely,

Cathrine Himberg, Ph.D.
Associate Professor
Kinesiology
CSU, Chico

Craig Buschner, Ed.D.
Professor
Kinesiology
CSU, Chico
Hi Craig,

Glad to hear you are back in the saddle. Actually, the 2006 dates only signal the “sunset” of your currently approved program. That program will not expire until July 1, 2010.

Dear Helen:

Hope the New Year is treating you well. I am on the mend (after a 3 month bout of vertigo and recent knee surgery) and back working on CCTC tasks.

Based upon our August 2005 e-mail (see below) I am preparing an addendum that describes how our PETE Blended Program at CSU, Chico meets the Single Subject Matter Standards in Physical Education (2004). I believe we are consistent with these revised standards (10 Common and 7 PE Standards/Domains), however, the University’s course numbering system changed in the fall, 2005 and this might be confusing to CCTC.

As important, I would assume our report should reach you by March 1, 2006 even though our blended program is valid until 2010.

I have a few questions to ask and would like to talk, briefly, with you on the phone before I submit the report.

Sincerely,
Interim Standard 1: Concurrent Curriculum

In a concurrent curriculum, pedagogical studies at the four-year campus begin while an undergraduate candidate’s subject matter studies are taking place. The candidate earns academic credit toward the baccalaureate degree by completing selected pedagogical courses during the undergraduate years. Beginning as early as the candidate’s first year in the program, s/he completes selected education courses concurrently with related subject matter courses, or courses that blend the subject matter and pedagogy.

The focus of the Blended Option in Physical Education and Teacher Education planning has been to examine possible scenarios and then determine a program where lower and upper division students work on subject matter and professional preparation simultaneously. To aid our examination of possible scenarios, we felt that information collected from a number of sources was needed. We began with the review of the Draft Standards for Quality Effectiveness for Professional Teacher Preparation Programs (January 4, 2001), Teacher Performance Expectations (TPE); Teacher Performance (TPA) Assessment; The National Standards for Beginning Physical Education Teachers; The National Association for Sport and Physical Education Standards for Physical Education, and the California Physical Education Framework. Information about the Physical Education, Option in Teaching and the Single Subject Program also was gathered from the university catalog and course syllabi. The purpose and structure of other Blended Programs successfully established throughout the state of California were identified. A focus group was conducted with members of the local Teacher Education Community to help us determine areas of strength and improvement in the existing physical education subject matter program and the single subject credential program in order to guide the development of the blended program. A concurrent curriculum blending physical education subject matter content with professional teacher preparation has been developed and accepted by department, college and university.
The Blended Option in Physical Education and Teacher Education (PETE) has developed a program that enables credential candidates to draw powerful connections between subject matter, teacher preparation and the content and standards for the physical education school curriculum. As seen by the PETE Blended Program Requirement and Sequence of Courses document, students begin by taking a number of prerequisites for both the Single Subject Credential program and the Physical Education major. These prerequisites prepare students with a knowledge base necessary to be successful in both pedagogy and subject matter content. First year students will be advised to take prerequisites while working to complete their general education requirements. Junior student transfers will have prerequisite information available to them at the Community College Level with a list of courses that may be accepted as prerequisite equivalents. This process of program articulation is still an area that we are working on with local community colleges.

Once prerequisites are completed, students begin a sequenced program of coursework. Physical Education subject matter content courses are offered heavily in semesters 1 and 2 of the Blended Program. It is important to note that PETE professors integrate subject matter content with pedagogical content knowledge and methodologies from the first semester forward. Students enrolled in the specified PETE classes will examine public school physical education, teacher socialization, teacher/coach role conflict, physical education curriculum models, teacher managerial responsibilities, and teaching styles; and they also learn to develop, write and practice developmentally appropriate lesson and unit plans for elementary, middle and high school students. Students will have early field experiences throughout their coursework. Early field experiences include observing, practicing, and assessing teaching.

Students also take English 121, Principles of Language and EDUC 102 Access and Equity in Education during their first two semesters in the blended program. English 121, Principles of Language provides students with an introduction to linguistics. Topics in this course include language acquisition, language structure, language variation, and languages of the world. This course is required of all Single Subject Credentials. EDUC 102, Access and Equity in Education enhances prospective teachers awareness of child and youth development, and the complexities of living and teaching in a pluralistic, multicultural society. Students examine socio-political issues of education relative to current demographics of California schools, integration of multicultural education and the promotion of social justice.

Semesters three and four of the blended PETE demonstrate further integration of subject matter and content course work. Physical education coursework will continue to focus on developmentally appropriate physical education content and practice in public school. Students also will learn strategies for assessing student learning in physical education (PHED 184), and they will learn how to work with people and students with physical, mental, and emotional disabilities and challenges.
The blended courses offered by the Single Subject Credential Program provide an historical foundation of democracy and public schooling in America through *EDUC 100*. The teacher candidate will assist in developing, clarifying and evaluating educational values and positions with the expressed purpose of becoming an active participant in determining the current and future direction of American public education. Students also examine issues and strategies specific to second language acquisition, instructional practices using technology, fundamentals of teaching practice, and literacy development. The first of two teaching practica *Teaching Practicum I*, provides students with a developmental sequence of carefully planned substantive, supervised field experiences in grades 7 – 12. Teaching Practicum I enables prospective teachers to continue to draw powerful connections between subject matter and pedagogical practice.

Semester five is the culminating experience where students engage in their second teaching practicum or student teaching along with two other courses: Subject Area Pedagogy II (*EDTE 230G*) and Applications for Democratic Education (*EDTE 230R*).

Helping students draw powerful connections between subject matter content and professional preparation requires open and frequent communication among Education and Physical Education faculty. Coordinators of the Single-Subject Program meet often with the Coordinator of the Physical Education Teacher Education Option to plan integration of subject matter and pedagogical content as well as share current trends and information from their respective disciplines. Information and decisions gleaned from these meetings is integrated into coursework in effort to ensure opportunities for students to draw connections and relationship between subject matter and teaching. Frequent communication also enables faculty to coordinate subject matter and education course offerings effectively and consistently.

The following is an overview of the blended program and suggested semester plan

**Physical Education and Teacher Education (PETE) Blended Program**

**Requirements/Sequence of Courses**

<table>
<thead>
<tr>
<th>Prerequisites/Requirements</th>
<th>Completed</th>
<th>Planned/In Progress</th>
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<tbody>
<tr>
<td>POLS 55 or equivalent (see adviser)</td>
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<tr>
<td>BIO 003 Human Anatomy</td>
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<tr>
<td>BIO 004 Human Physiology</td>
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<tr>
<td>Foreign Language (6 college units or equivalent, see adviser)</td>
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<tr>
<td>CMST 11, 12, THEA 24, 24 or equivalent</td>
<td>Through General Education</td>
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<tr>
<td>CSCI 010 Computer Literacy</td>
<td>Through PHED 184</td>
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<tr>
<td>EDTE 246A Educ. Psychology</td>
<td>Through PHED 144/145</td>
<td></td>
</tr>
<tr>
<td>EDTE 065 Introductory Classroom Experience</td>
<td>Through PHED 109/110/111/184</td>
<td></td>
</tr>
<tr>
<td>ENGL 110 or equivalent</td>
<td>Through PHED 114</td>
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### Semesters 1 & 2: 32 units

Semesters 1 & 2 (Includes the Credential Program’s Block 1 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester Completed/Grade</th>
<th>Planner In Progress</th>
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</thead>
<tbody>
<tr>
<td>PHED 144 Motor Development and Behavior (PHED 145 until Fall '03)</td>
<td>3</td>
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<tr>
<td>PHED 143 Philosophy of School Based Physical Education</td>
<td>3</td>
<td></td>
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<tr>
<td>PHED 180A Physiology of Exercise</td>
<td>4</td>
<td></td>
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<tr>
<td>PHED 185 Biomechanics</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>PHED 108 Dance, Rhythms, and Educational Gymnastics</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PHED 109 Developmentally Appropriate Physical Education for Children</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PHED 112 Outdoor Education and Aquatics</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PHED 114 Foundations of Embodied Knowledge in Physical Education (PHED 104 until Fall '03)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PHED 212 Introduction to Adapted Physical Activity (Sub for EDTE 230 E in cred. Block 3)</td>
<td>3</td>
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<tr>
<td>EDUC 102 Access and Equity in Education (see adviser)</td>
<td>3</td>
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- Take C-BEST during Semester 1 (must pass before Semester 5).
- Complete and submit Credential Application early in Semester 2 or 3 (check with adviser).
Year 2: 30 units
Semesters 3 & 4 (Includes the Credential Program’s Block 2 and 3 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester Completed/Grade</th>
<th>Planned In Progress</th>
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</thead>
<tbody>
<tr>
<td>ENGL 121 Principles of Language (see adviser)</td>
<td>3</td>
<td></td>
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<tr>
<td>ENGL 232 Theory/Practice of Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>PHED 110 Developmentally Appropriate Physical Education for Middle School</td>
<td>3</td>
<td></td>
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<tr>
<td>PHED 111 Developmentally Appropriate Physical Education for High School</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>(Sub for EDTE 230D in cred. Block 3)</td>
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<td></td>
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<tr>
<td>PHED 184 Assessment in Physical Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED Activity Course: Approved by adviser</td>
<td>1</td>
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<tr>
<td>PHED Activity Course: Approved by adviser</td>
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<tr>
<td>PHED Activity Course: Approved by adviser</td>
<td>1</td>
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<tr>
<td>EDUC 100 Democracy and Public Schooling in America</td>
<td>2</td>
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<tr>
<td>EDTE 230A Fundamentals of Teaching Practice</td>
<td>3</td>
<td></td>
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<tr>
<td>EDTE 230B Teaching with Technology</td>
<td>1</td>
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<tr>
<td>EDTE 230C Literacy Development</td>
<td>3</td>
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<tr>
<td>EDTE 230F Teaching Practicum I (Field Experience)</td>
<td>3</td>
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- Obtain Subject Matter Competence after completion of all PHED courses (check w/adviser for requirements).

Semester 5 (Completes the Credential Program’s Block 3 courses): 14 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester Completed/Grade</th>
<th>Planned In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCSV 261 Health Education for Secondary School Teachers</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDTE 230G Subject Area Pedagogy II</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDTE 230R Applications for Democratic Education</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTE 230S Teaching Practicum II (Student Teaching)</td>
<td>6</td>
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The primary purpose to the Blended Program is to facilitate student progress toward a baccalaureate degree while earning a credential at the same time. Students graduating from the Blended Option in PETE will fulfill all requirements for a Bachelor of Arts in Physical Education as well as all requirements needed for a Single Subject Credential in Physical Education.

Interim Standard 2: Connected Curriculum

In the delivery of a connected curriculum, institutional faculty draw intellectual connections between (a) the major themes (concepts, principles, and ways of knowing) of discipline-based and inter-disciplinary studies and (b) key ideas about education, teaching, and learning. Faculty guide undergraduate candidates to think pedagogically about major themes in selected subject matter courses. In the program,
candidates observe and reflect on how content is taught in selected K-12 schools. Overall, the connected curriculum is designed and implemented as a means of expanding and extending candidates’ content and pedagogical knowledge and understanding.

The Blended Committee agrees that the previous Option in Physical Education Teacher Education integrated pedagogical content knowledge with discipline-based knowledge long before planning a blended program occurred. The professors in Physical Education Teacher Education who taught the old Option in Physical Education Teacher Education, and who will be primarily responsible for teaching the new blended option, received their terminal degrees in Education with an emphasis in Physical Education Teaching. As a result, subject matter content courses over the last decade have always integrated education principles, models and methods into subject matter coursework.

The new blended Option in Physical Education Teacher Education offers students a stronger connection than ever before between Education and Physical Education. The reason for this is that the new blended program represents closer communication and planning between Education and Physical Education faculty. Detailed planning has resulted in a well articulated and sequenced program of physical education and education courses that enable students to draw stronger connections between their discipline and teaching. These stronger connections help prepare better qualified neophyte teachers. In the newly designed blended Option in PETE nine physical education courses integrate pedagogical content. These courses and elaborated course descriptions are as follows:

**PHED 108, Dance, Rhythms, and Educational Gymnastics:** The analysis and performance of basic fundamental movement skills and rhythmic activities for various dance forms (modern, social, folk, square). Developmentally appropriate learning experiences in educational gymnastics. Students have opportunity to observe and work with children in area middle schools; they also prepare and teach dance and educational gymnastics lessons using effective teaching strategies.

**PHED 109, Developmentally Appropriate Physical Education for Children:** The philosophies and objectives, curriculum content (movement concepts and motor skill themes), and evaluative techniques for developmentally appropriate children’s physical education are emphasized. Students also learn to conduct systematic observations on teaching in effort to examine effective teaching practices. Students observe children playing and practicing movement and evaluate their movement abilities. Students learn to plan movement lessons and practice these lessons with area elementary children.

**PHED 110, Developmentally Appropriate Physical Education for Middle School Students:** Students learn about developmentally appropriate physical education for youth in middle school (grades 6 – 8). Students learn philosophies of physical education and several curriculum models including movement concepts, social responsibility and sport education models. In addition, students learn to write student learning objectives, lesson plans, and unit plans. Unit and lesson planning incorporate one curriculum model.
as well as the California Physical Education Framework and the National Standards for Physical Education.

**PHED 111, Developmentally Appropriate Physical Education for High School Students:** Developmentally appropriate physical education curriculum for students at the high school level with a focus on lifetime health-enhancing physical activities, aspects of curriculum and instruction to enhance the quality of programs, and implications of research for the practice of physical education. Development and improvement of skills and knowledge in individual and dual activities such as golf, in-line skating, and step aerobics. It is important to note that students closely examine several physical education teaching styles in this class. Students also prepare lessons, unit plans, and engage in micro-teaching events with local high school students.

**PHED 112, Outdoor Education and Aquatics:** The analysis and practice of selected movement activities that emphasize wilderness travel and survival. Application and skill and knowledge includes camping, backpacking, orienteering, and rock climbing. Analysis of selected aquatic skill. Application of skill and knowledge includes stroke mechanics, off-deck diving, water polo, and water games. Students also learn skill progression for each activity and how to incorporate these progressions into lesson and unit plans for school children and adolescents.

**PHED 143, Philosophy of School Based Teaching Physical Education:** This course is designed for Single Subject majors and prospective teachers using a reflective approach to school-based physical education. The course focuses on seven primary content areas to include teacher socialization, teaching/coaching role conflict, reflective teaching and learning, lifespan model of physical education, diversity and equity, and curriculum models for physical education. Students are advised to take this course in the first two semesters of the PETE major. The intent of this course is to establish a foundation for teaching physical education that is referred to and integrated into other courses in the Option.

**PHED 144, Motor Development and Behavior:** Theories of motor development, acquisition, and refinement of skills as well as skill themes and movement concepts are studied. Physical, neurological, and physiological principles and qualitative changes in motor skills occurring from infancy to preadolescence to adolescence to older adulthood are analyzed. This course serves as an equivalent to Psych 202, Survey of Child and Adolescent Psychology.

**PHED 184, Assessment in Physical Education:** The course is designed for the prospective physical education teacher. Application of tests and measurements in the evaluation process will be defined. Included will be the evaluation of sport skill, motor ability, physical performance, and cardiovascular fitness. Students take this course in either semester three or four of the Blended Option, after they have completed several courses that help them learn how to prepare developmentally appropriate activity and lessons for physical education classes. Using that knowledge, students learn and prepare...
assessments for specific student learning and conduct practice versions of those assessments with students from local elementary, middle and high schools.

**PHED 212, Introduction to Adapted Physical Activity**: A study of common disabilities found across the lifespan. Discussions are held about the historical and philosophical basis for adapted physical activity, and the impact of state and federal legislation. Analysis of the roles and responsibilities of the adapted physical education specialists and the including educational environment also are examined. This course is applicable to all disciplines dealing with the disabled. Students in this class complete 40 hours of volunteer work with children and youth with disabilities in a variety of settings, including school physical education.

Education courses in the new blended Option in PETE encourage students to use their discipline-based knowledge to examine critical issues and topics in education. This helps students continue to make strong connections between subject matter content, teaching and broader educational concerns that impact student learning, student welfare, and public school communities. Education courses that strongly integrate subject matter and pedagogy are:

**EDTE 100 Democracy & Public Schooling in America**
This course is designed to enhance awareness of the historical foundation, issues, and challenges of American public education within the context of a democratic society. The teacher candidate will be assisted in developing, clarifying, and evaluating educational values and positions with the expressed purpose of becoming an active participant in determining the current and future direction of American public education.

**EDTE 230G Subject Specific Pedagogy II**
This course is designed to increase the candidates' awareness and understanding of issues, trends, and challenges of their selected areas of specialization. Candidates will advance their knowledge and skills in teaching academic content standards-based curriculum in the subject area guided by multiple measures of assessing student learning. They will make and reflect on instructional decisions informed by educational theories and research, state-adopted materials.

**EDTE 230R Applications for Democratic Education**
To meet the needs of students in a democratic and diverse society, teachers must be change agents in their school and community. This capstone course will advance candidate's knowledge and skills in developing applications for authentic democratic classroom and school practice.

Additionally, Program coursework throughout both the Education and Physical Education and Exercise Physiology departments integrates major themes to create a new program that moves away from the artificial separation between subject matter and pedagogy. Key ideas about education, teaching and learning include (1) democracy in public schooling, (2) meeting the needs of all learners, access and equity in education, developmentally appropriate practices, English Language learners, and technology. The following courses...
integrate these themes: (See course descriptions for PHED 109, 110, 111, 212 and EDUC 100, 102, 230C, and prerequisites Eng 121, 232).

Candidates think pedagogically these major themes from the first semester of their junior year because of the nature of course sequencing (see Blended Program Course Overview, p.). Carefully guided gradual and structured fieldwork is connected to many of the subject matter courses as a component that allows candidates to apply their understandings of how content is taught, through observation and reflection about practice.

Several subject-specific courses from the Physical Education, Option in Teaching program are designated substitutes for the more general teacher education options (see course description for PHED 144 which replaces Psych 202 and PHED 111 for EDTE 230D). These courses are designed to allow for opportunities for subject-specific pedagogical applications rather than a separation of content and pedagogy.

Other thematic courses that originated in the Education department allow for the opportunity for inter-departmental collaboration and inter-disciplinary opportunities (see course descriptions for EDUC 100 and EDTE 230R).

The intent of the curricular design is to provide multiple opportunities for candidates to deepen their knowledge of educational themes as they apply this understanding to gradual, structured fieldwork that connects and reinforces these pedagogical practices.

**Interim Standard 3: Rigorous Curriculum**

*In the course of connecting subject matter and pedagogical studies, and in making them concurrent, the blended curriculum for undergraduate candidates maintains the quality, depth, scope and rigor of these two domains of teacher education.*

Both the Physical Education program and the Department of Education’s teacher credential program at CSU, Chico have long enjoyed a reputation for excellence in the Northern California region. Feedback from a variety of school district personnel indicates a preference for hiring our graduates due to the comprehensive preparation that they receive in our programs. The blended curriculum will not only maintain the “quality, depth, scope and rigor” that have been a hallmark of our separate programs in the past, but will ask even more of teacher candidates in response to the new requirements created by SB 2042.

At the present time, both our physical education subject matter program and credential program hold CCTC accreditation. The credential program’s proposal to meet the requirements of SB 2042 has been submitted to the Commission and approved with only minor revisions requested. In the course of developing our blended program, we have paid careful attention to both the Commission’s Standards of Quality and Effectiveness and to the new Teaching Performance Expectations (TPE) and Teaching Performance Assessments (TPA) based on the California Standards for the Teaching Profession.
(CSTP) to guide our work. The credential program coursework that Physical Education teacher candidates will take will be the same courses taken by all candidates and already approved by the CCTC. Where Physical Education courses are substituted for credential courses, care has been taken to insure that SB 2042 standards will be met. Advisors and program coordinators from the departments of Education and Physical Education and Exercise Science meet regularly to plan, prepare, implement and assess the blended program. Details of these meetings will be described in Standard 8.

Physical Education subject matter courses integrate pedagogical content knowledge. Physical Education subject matter courses also follow the guidelines for developmentally appropriate physical education as explained by the California Physical Education Framework (1994), California Physical Education Challenge Standards (1996), and the National Standards for Physical Educations sponsored by the National Association for Sport and Physical Education (NASPE). The Department of Physical Education and Exercise Science is making plans to pursue the national accreditation through NASPE and the National Council of the Accreditation of Teacher Education.

Early in the blended program candidates will be introduced to and begin to make use of the state-adopted academic content standards and curriculum frameworks in Physical Education. Their familiarity with the standards and frameworks and with the underlying principles and values of the discipline will be strengthened as they apply these understandings to increasingly complex instructional planning, delivery and assessment tasks. Throughout their program, candidates will learn about the specific principles, values, demands, challenges, instructional strategies and resources of their discipline with the assistance of Physical Education content experts including CSU, Chico faculty, the Physical Education/Health Education Subject Matter Project, K-12 Physical Education teachers, professional organizations such as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), content-specific texts and journals and online resources.

Finally, all candidates in the blended program will be required to maintain a professional growth portfolio throughout their program and to successfully complete each of the Teaching Performance Assessments (TPA).

**Interim Standard 4: Collaboration in Curriculum Development**

*Faculty members from education and subject matter areas collaborate, as appropriate, to develop the content and instructional methods of the courses. The institution provides adequate time and resources to facilitate effective collaboration for developing program curriculum and courses.*

The Blended Program Committee members found that this standard was the one that required the most discussion, and consequently, numerous meetings. Even though each Committee member had worked with at least one of the faculty in the other department on various projects, and all members had Education degrees and experience in the public secondary school, thereby providing some commonality, we found we began with unrealistic expectations based on insufficient knowledge and understanding of the
requirements of the existing undergraduate and professional programs. The principal component of true collaboration had to be the establishment of trust. It was only this that allowed us to come to an agreement about how to start, and to learn how to overcome and minimize, if not discard, obstacles and affective filters that were not immediately apparent.

It is important for any departments desirous of establishing a blended undergraduate/professional program to realize that there is no short route to that goal. Group dynamics and group process in order to establish trust must be part of successful consideration.

At the first meetings, the Department Chairs for Education and Physical Education and Exercise Science, Blended Program Planning Committee members representing the Single Subject Credential and Physical Education and Exercise Science programs took part in the discussions. Later, for efficiency, only the faculty on the Blended Program Planning Committee met to discuss issues and concerns related to the Interim Standards, and what would be required of the blended program. The meetings were always open to other faculty who wished to attend. The rest of the faculty members received reports during separate and respective department faculty meetings. Each department gave feedback, and eventually participated in the decision-making process for the blended program.

In addition, the Department of Education already had a model of a successful blended program with Liberal Studies and the Multiple Subjects Program - the Integrated Teacher Core (ITC). From time to time, members of the Physical Education and Exercise Science and the Education Departments who served in the ITC offered the benefits of their experience during meetings with the Blended Program Planning Committee.

We studied not only the relevant courses from each Program, but what the CCTC required of each Program, thereby gaining understanding of the basis on which each had been approved and accredited. As the Blended Program Planning Committee inspected the state and local requirements of each Program, the committee members also looked at the outcomes expected for each of the courses. In this way, it could be more readily seen what was duplication, what was unique, and what needed to be modified.

The sharing of outcomes for candidates in the blended program allowed us to see that the undergraduate and professional programs had similar expectations. The joint outcomes are listed below. It is anticipated that successful candidates in the blended program will have exhibited the following characteristics:

1. Embrace core democratic values and strive to live and teach by them,
2. Know the content of the curriculum, including state-adopted standards, and be able to teach it to a diverse population of students who will:
   - Demonstrate competency in many movement forms and proficiency in a few movement forms.
Apply movement concepts and principles to the learning and development of motor skills.

- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

3. Design learning experiences based on an understanding of students' physical, intellectual, emotional, social, cultural and linguistic needs,

4. Utilize assessments to monitor student progress and modify instruction,

5. Create and maintain a democratic learning environment that supports all students' academic and personal success,

6. Develop as a reflective practitioner who exercises legal and ethical responsibility and engages in continuous professional renewal, and

7. Understand the role of teachers as moral stewards of the school and community.

One of ways in which each department facilitated collaboration for developing the blended program, was by hosting a highly successful focus group dinner meeting with university faculty, cooperating teachers from the field, pre-service teachers, and graduate students. Much was gained there to use as guidelines for blended program curriculum development. Two questions were considered at the focus group meeting:

(1) What do our student teachers do well?
(2) What are areas for growth?

The answers from the small group deliberations were used in the discussions and planning of the Blended Program Planning Committee. Upon reporting back to the Focus group attendees, we showed how their suggestions were incorporated into the new blended program.

The most compelling points listed for each focus group question are provided below:

1. **Minimizing duplication of undergraduate Physical Education and Exercise Science coursework, credential prerequisites and Department of Education coursework:**
   - Motor Development and Behavior *(PHED 144)* will substitute for the current Educational Psychology *(PSY 202)*
   - Introduction to Adapted Physical Activity *(PHED 212)* will substitute for Teaching Special Populations *(EDTE 230E)*
   - Developmentally Appropriate Physical Education for High School *(PHED 111)* will substitute for Subject Area Pedagogy I *(EDTE 230D)* and be jointly planned.
   - Advanced composition requirements *(ENGL 110)* will be completed through *(PHED 114)*
Computer literacy will be met by Measurement and Evaluation in Physical Education and Exercise Science (PHED 184).

Introductory classroom experience (EDTE 065) will be completed through the following:
- Developmentally Appropriate Physical Education for Children (PHED 109)
- Developmentally Appropriate Physical Education for Middle School (PHED 110)
- Developmentally Appropriate Physical Education for High School (PHED 111)
- Philosophy of School-based Physical Education (PHED 143)
- Motor Development and Behavior (PHED 144)
- Measurement and Evaluation in Physical Education and Exercise Science (PHED 184)
- and for later candidates, Introduction to Adapted Physical Activity (PHED 212)

2. Giving candidates a richer traditional sports experience.
There will be three one-unit activity courses as electives. Choices will be made in consultation with the Physical Education Teacher Education advisor, based upon the candidate’s lack of specific prior experience and skill needed.

3. Providing candidates more independent teaching experience
There will be a minimum of 50 hours of early field experiences attached to the following courses which will progress from students teaching small groups with a partner, to students teaching larger groups solo:

- PHED 109, Developmentally Appropriate Physical Education for Children
- PHED 110, Developmentally Appropriate Physical Education for Middle School
- PHED 111, Developmentally Appropriate Physical Education for High School
- PHED 143, Philosophy of School-based Physical Education
- PHED 144, Motor Development and Behavior
- PHED 184, Measurement and Evaluation in Physical Education and Exercise Science
- PHED 212, Introduction to Adapted Physical Activity

There are additional teaching experiences in the Professional Preparation Program Practicum I (EDTE 230F):
- The two-day experience, which comes about mid-semester, has been increased to six days
- Candidates, with the cooperation of the cooperating teachers, are encouraged to progress from team-teaching to solo teaching before and after the six-day teaching experience

The issue of total number of units required was examined very carefully. Some courses were dropped, substituted, or modified to ease the way for undergraduates who were interested in pursuing the blended credential program. Based on whether prospective students of the blended program know their career choice at the beginning of their undergraduate program, the units can range from as few as 124 to 142, if their career...
choice is decided later. The fact that there are fewer units that undergraduate credential candidates will now take, shows how the Blended Program Planning Committee, with the help of other faculty from both Departments worked together on the issues of collaboration and resources. Although this project was started before the enormity of the current budget deficit even was perceived, the blended program committee members were aware that this new program had to be cobbled from the resources at hand, to be cost neutral. We believe the blended program curriculum shows we have achieved this additional goal.

The CSU system had long considered collaboration with the public schools, K-12, important. In addition, the University mission statement encourages collaboration between faculty of different Departments and Colleges. The Dean of the College of Communication and Education, which houses the two Departments, strongly encourages faculty collaboration on professional projects, including publications, research and conference presentations. Blended Program Committee members involved with the California Subject Matter Projects (CSMP) have worked with Open Institutes sponsored by Projects other than their own affiliates, i.e. the Northeast California Arts Project, Resources for International Studies Education, and Northern California Physical Education-Health Project (NCPE-HP). There is also a Democracy project under way in Education, in collaboration with faculty from other departments: Art, English, Physical Education and Exercise Science, and Political Science. These affiliations have given a predisposition to working with K-12 faculty and students. They speak to experience in blending subject matter and praxis.

**Interim Standard 5: Developmental Quality**

*The blended program’s coursework and field experiences are organized to reflect the developmental nature of learning-to-teach. The California Standards for the Teaching Profession are utilized throughout the program as a means to promote early decider’s dialogue and self-assessment regarding their preparation as prospective teachers.*

The California Standards for the Teaching Profession (CSTP) were used to guide early discussions during blended program development. The implementation of the Physical Education/Teacher Education Blended Program will coincide with that of the new Department of Education Credential Program designed to meet the new standards resulting from SB 2042. Therefore, we are using the Commission’s Teaching Performance Expectations (TPE) based on the CSTP and published in the Draft Standards of Quality and Effectiveness for the Professional Teacher Preparation Programs, January 4, 2001. We are committed to using the TPE in all aspects of the Blended Program and to making clear connections between TPE and CSTP. To this end, the Department of Education has created a document entitled *California Standards for the Teaching Profession Aligned with Teaching Performance Expectations*, which will be included in our program Handbook and made available to all candidates, supervisors, cooperating teachers and faculty.

In pedagogical studies beginning in the first year with *EDUC 100 Democracy and Public Schooling in America* and in subject matter coursework when appropriate, candidates will
learn, use and reflect on the TPE. Through development of their program portfolio, students will learn to use the TPE as a means for self-reflection, self-assessment, and self-improvement in teaching. Field observation instruments designed around the TPE will assist supervisors and cooperating teachers in dialoguing with candidates about the ways in which the TPEs are being demonstrated or need further strengthening in their teaching practice.

Early in the program, candidates will be introduced to the Plan-Teach-Assess-Reflect cycle that they will use throughout their credential program and during their two-year induction program that completes the Learning-To-Teach System.

In using this cycle, candidates will be encouraged to plan standards-based lessons with clearly articulated learning outcomes, and they will be able to plan and use a variety of developmentally appropriate strategies for meeting the needs of all learners in the class (see especially course descriptions under Interim Standard 2 for EDUC 102 Access and Equity, EDTE 230A Fundamentals of Teaching Practice, PHED 109 Developmentally Appropriate Physical Education for Children, PHED 110 Developmentally Appropriate Physical Education for Middle School, PHED 111 Developmentally Appropriate Physical Education for High School, and EDTE 230G Subject Area Pedagogy II). They will develop and use scoring rubrics, self- and peer-assessment instruments and other tools for conducting ongoing, multiple measures of assessment, and they will be asked to reflect on the outcomes of those assessments to evaluate their teaching effectiveness and to revise their instructional plans as needed (see especially course descriptions under Interim Standard 2 for PHED 143 Philosophy of School-Based Teaching Physical Education, PHED 184 Assessment in Physical Education, and EDTE 230G Subject Area Pedagogy II). With this cycle in mind, candidates will be able to see the practical relationships that exist between the knowledge and skills regarding classroom management, instructional planning, pedagogy and assessment presented in their coursework and the demands of their teaching experiences in the public school classrooms (see especially course descriptions under Interim Standard 2 for EDTE 230F Teaching Practicum I and EDTE 230S Teaching Practicum II). The knowledge and skills presented in their courses are closely tied to the Teaching Performance Expectations (TPE) and these links are made clear in the course objectives and in their accompanying assessments.
Our infusion model, in which topics are introduced explicitly in specific courses and then addressed in greater detail or related to other aspects of teaching and learning in subsequent courses and practica, ensures that candidates' understanding of teaching and learning processes is continually interrelated and reinforced. Learning activities in courses, along with candidates’ teaching practica, provide for transfer of theory to practice as candidates apply quality instructional strategies and practices.

**Interim Standard 6: Early Advisement**

The institution and its multiple academic units provide opportunities for undergraduate students to learn about routes to teaching and to identify themselves as possible candidates. The institution and its academic units provide accurate, comprehensive information that enables early deciders to pass required credential examinations and pursue required and elective coursework leading to degrees and credentials without unnecessary delays or duplications. The four-year institution works jointly with selected community colleges in providing this information to pre-transfer students, and in identifying lower division courses that automatically earn transfer credits.

It is proposed that early advisement be done by tapping into already established advising programs.

1. There are about 20 mandatory freshman and transfer student Summer Orientations. Representatives from the Department of Physical Education and Exercise Science will be at the majority of these sessions. If the Physical Education Blended program adviser cannot attend, other representatives from the Physical Education Department or the Education Department are informed about common questions and provided with advising sheets, brochures and information about when the students can meet the Physical Education adviser.

2. The Advising Program on campus has a hosted high school counselor program that involves about 60 high schools in the CSU, Chico service area. Our plan is to get brochures and advising information to the high-school counselors, so that they may help any students who are thinking about becoming a physical education teacher seek contact with the Physical Education Blended Program adviser as soon as possible.

3. The Education Department has a highly popular annual spring “Celebrate Teaching Day” which brings in senior high school students who are interested in attending Chico State and in becoming teachers. The Physical Education adviser and PETE Blended Program Education department faculty will attend this fair each spring and distribute information about the program.

**Freshman Advising and Support**

As freshmen, some students have a strong sense of what major they want to pursue. In addition, they may have an interest in teaching at the K-12 levels. At the Freshman
Orientation both Education and Physical Education advisers will be present to talk to students interested in a teaching credential. After being part of a group discussion, individual students will be signed up for a specific time to have a one-on-one discussion with the Physical Education Blended program adviser about their program plans. They will be informed about the “double-counting” possibilities in General Education and the Physical Education blended program, as well as the sequence in which they should take General Education, PHED and Education courses. Freshmen would meet each semester with the Physical Education and General Education advisers.

Ongoing advising and support

Each semester thereafter, the Physical Education adviser will at least touch bases with the students to make sure they are on course, and to offer encouragement and support. Studies show that this type of assistance is apt to facilitate the students’ remaining in college and progressing toward the goal of attaining a degree. In addition, staying in touch with the students allows for them to vent problems as they arise, rather than after the problems have intensified to major proportions.

The Education and Physical Education advisers will consult with the university General Education advisers about the Blended Program and goal of an early credential – four to four and one-half years. This should insure efforts are not being duplicated or at cross-purposes. Along those lines, it will be important to schedule the Education and Physical Education advising so it will be most effective.

Sophomores

For the students who decide to become physical education teachers at the end of their freshman or beginning sophomore year, there will be another adjusted list of education courses to fit in the General Education and major studies schedule. That is, beginning freshmen will have multiple entry points. Any student not entering at the beginning will have an adjusted schedule. They will be counseled by the Physical Education Adviser in much the same way as the freshmen: providing a group orientation, then one-on-one advising, and on-going advising and support.

Transfer Students

In addition to self-identification, candidates can be recruited through university functions such as Transfer Day. Transfer students will need to have their first semester given over to orienting and establishing themselves in the major.

Students entering the blended program as Juniors will be advised to contact their on-campus GE adviser immediately in order for the Physical Education adviser to discern if there are any opportunities to double count courses in GE and PETE. Students will then be advised on the shortest route to their Physical Education teaching credential through the PETE blended program.
Representatives from local community college Physical Education Departments will be on the Advisory Board. This way there will be direct communication among all participants.

In summary, the blended program is hoping that many students will decide early on that they want to teach physical education, and thus be ready for early advising. Obviously, the earlier students decide, and the earlier they see the Physical Education adviser, the shorter their route to their physical education teaching credential.

**Interim Standard 7: Guided Early Career Exploration**

_The institution offers early career exploration activities that enable undergraduate students to make valid career decisions on the basis of current, first-hand information about the qualities and characteristics of teaching careers in California’s K-12 schools. With appropriate support by the institution, undergraduate candidates pursue carefully planned and guided early field experiences in selected school settings where they meet teachers, observe their work, become acquainted with school-based resources that teachers use, and discuss and reflect on their observations and experiences. Field-based activities that satisfy existing standards for subject matter programs and professional preparation programs may fully satisfy this standard._

Early career exploration coursework and activities are important to undergraduate students so that they may make appropriate career decisions before they reach student teaching. Members of the Blended Program Planning Committee believe students should have opportunities to learn about the nature of schooling, the demographics of California’s school children, and the process of teacher growth and development starting with their first semester as freshmen, and continuing throughout the blended program. In the case of transfer students, the plan is to work with the local community colleges from which most of the students have come, based on prior transfer experience. For the benefit of students at other community colleges, the blended program will have explanatory material to send upon request.

We have several plans regarding early career exploration:

- 225 hours of early field experiences will be integrated into four or more semesters. Early field experiences will be structured with observations, hands-on experiences and projects with children/youth, teaching, classes outside of subject area, school diversity, school functions, school events, and school/community culture.

- Democracy and Public Schooling in America (EDTE 100) will be offered in the first semester of the blended program. This course is designed to enhance awareness of issues and challenges in public education, with the context of a democratic society. The candidate will be assisted in developing and clarifying educational values and positions.

- Philosophy of School Based Teaching Physical Education (PHED 143) is to be offered in the first semester of the Blended Program. The course focuses on seven
primary content areas to include teacher socialization, teaching/coaching role conflict, reflective teaching and learning, the life time activity model of physical education, inclusion, diversity and equity.

The structured in-class and out-of-class experiences described above will provide students with opportunities to reflect, analyze, and discuss what they have learned in a meaningful way.

There are twice yearly sessions by the Education Services Center, in conjunction with Credential Program Coordinators from the Department of Education and the Department of Professional Studies in Education. These are advertised to anyone who may be interested in or has questions about the Professional Preparation Programs.

At the beginning of each semester, there are sessions for freshmen led by professors from each department in CSU, Chico. There, the students are given an overview of what departments majors are about, what one can do with the major, and who to see to talk with further. This is an appropriate time for both the Physical Education and Exercise Science and the Education faculty to introduce incoming students to information about teaching careers in CA public schools.

The plan is for students to have early field experiences from the first semester that their career choice is indicated. This is yet another way to get hands-on experiences in order to learn about what is involved in the career of teaching. Early field experiences will be a component of the following courses:

- PHED 109, Developmentally Appropriate Physical Education for Children.
- PHED 110, Developmentally Appropriate Physical Education for Middle School
- PHED 111, Developmentally Appropriate Physical Education for High School
- PHED 143, Philosophy of School-based Physical Education
- PHED 144, Motor Development and Behavior
- PHED 184, Assessment in Physical Education
- PHED 212, Introduction to Adapted Physical Activity

The intent is to place students in model situations where teachers are guided by the California Physical Education Framework and Challenge Standards in developing their curricula and teaching strategies, but without causing overburdening of the teachers who are also cooperating teachers for the Professional Preparation Practica I and II.

**Interim Standard 8: Intra-Institutional Collaboration**

*Overall design and implementation of the program include communication, consultation and shared decision-making among the academic units that contribute to the undergraduate teacher education. Specific responsibilities in the program, including program coordination and candidate advisement, are clearly assigned to specific academic units or officers at the institution. The institution provides adequate time and resources to facilitate effective program coordination, candidate advisement, faculty development, collaborative practices, and shared decision-making.*
Collaboration and communication between faculty in the Education and Physical Education & Exercise Science departments are critical to the success of this blended program. Program design and plans for implementation include regularly scheduled meetings and written correspondence via email that enables consultation and shared decision-making among the departments. The following description details the approach taken.

In the Department of Education, Dr. Deborah Summers and Dr. Maggie Payne serve as the coordinators and primary advisers for the single subject credential. Drs. Summers and Payne are responsible for managing teacher education coursework required for credentialing, coordinating meetings among subject matter coordinators on campus, advising teacher candidates, placing student teachers at school-sites, and coordinating university supervisors. Dr. Cathrine Himberg in the Department of Physical Education and Exercise Science serves as the coordinator and primary adviser for the Blended Option in Physical Education Teacher Education. Her responsibilities include recruiting students into the blended program, advising students toward subject matter competency and credential, and approving subject matter competency upon students’ successful completion of required coursework and field work. Dr. Summers, Payne and Himberg dialogue often in effort to assist students with earning subject matter competency and a single subject credential.

Drs. Summers and Payne meet with Dr. Himberg and other faculty responsible for subject matter programs monthly. At these meetings, they discuss the effectiveness of the process toward subject matter competency and credential, as well as ways to improve that effectiveness. Attendees are encouraged to give feedback; and the group works together to solve problems. Drs. Summers and Payne also relay pertinent information from CTC and related associations regarding teacher education and encourage their colleagues to do the same.

Within department meetings among faculty responsible for subject matter and pedagogy coursework occurs monthly as well in order to examine the sequential delivery of course content. These meetings help faculty ensure the connectedness of all coursework.

Another area of intra-department collaboration will be the teaching of EDTE 230 G capstone course. As part of the proposal, PHED 210 Seminar in School Physical Education was eliminated from the subject matter coursework with content moved to Subject Area Pedagogy II, EDTE 230G. Here, physical education and education faculty will work together in determining and delivering course content.

Collaboration and communication contribute greatly to the quality and effectiveness of the concurrent and connected curriculum. Collaboration and communication, however, must be supported with sufficient time and resources. The following time and resources have been committed to the blended program:
• Single Subject Coordinators are given 3 AWTU release time to carry out their responsibilities.
• Single Subject Coordinators receive secretarial and graduate student help.
• The Department of Education provide brochures and other written materials that describe the Blended Option in Physical Education Teacher Education.
• The Department of Education has dedicated 15 sq. feet of bulletin board space to promote the Blended Option in Physical Education Teacher Education.
• The Blended Option in Physical Education Teacher Education Coordinator is given 3 AWTU release time to carry out her responsibilities as coordinator and adviser.
• The Blended Option in Physical Education Teacher Education is given 20 hours of student help per week to assist with her responsibilities.
• The Department of Physical Education and Exercise Science has donated XX sq. feet of bulletin board space to promote and provide information about the Blended Option in Physical Education Teacher Education.
• At this time the Education and Physical Education & Exercise Science Departments believe they can implement and maintain the Blended Program with existing faculty and staff resources. Recent hires acquired with faculty retirements allow the staffing of courses.
• We anticipate increased student enrollment in this program over time. Increased enrollments may lead to a need for additional class sections and additional faculty to teach those sections. We believe this may happen in three to five years. Physical Education and Exercise Science is seeking an assistant professor in physical education pedagogy and motor development this year to assist with program growth.
• No changes are needed in facilities. On campus students will spend their time in classrooms predominately in Modoc, Acker/Shurmer athletic complex and the new Yolo Hall that is designed as a physical education and exercise science research and instructional facility.
• More time during educational coursework will be spent in neighboring schools. This will require more communication among faculty and school teachers/administrators in order to schedule time with classrooms and students.
• Additional library resources are always welcome. We wish to acquire more education and physical education journals that focus on research on teaching and democracy education. We would like to improve the curriculum section of the library with updated physical education curricula. University budget will impact decisions regarding these requisitions.

Interim Standard 9: Inter-Institutional Collaboration

The Blended Advisory Board has been designed to represent multiple agencies that assume joint responsibility for multiple aspects of teacher preparation. The following members of the board represent a variety of the constituents from the educational community:

1. Physical Educators
2. Cooperating Teachers (K-12) in Physical Education

CSU, Chico Blended Option in Physical Education and Teacher Education 21
3. School Principals
4. Teachers from other content areas
5. BTSA coordinators
6. Physical Education Teacher Education Professors
7. Teacher Education Professors
8. University Undergraduates in Physical Education, Option in Teaching
9. University Postgraduates in the Single Subject Program
10. Community College Advisers and Physical Education Faculty

The result of this advisory board has been to increase levels of collaboration among institutions, agencies and organizations involved in the teacher education process are critical to the success of blended programs.

The Blended advisory board has been actively involved in program planning, oversight, implementation, and curriculum development through focus group meetings. The first meeting, held on September 24, 2001, asked participants to discuss the areas of strength and those needing growth in the existing subject matter and teacher credentialing programs. The results were then used to make substantive changes in the new Blended Education and Physical Education program.

The follow-up focus group meeting occurred October 23, 2002. Changes resulting from the first session were announced. These changes included: an opportunity to begin the new program as freshman, an opportunity to transfer into the new program more easily, and a program plan that includes coursework to teach English Learners integrated early and often throughout a candidate's program plan.

Professional K-12 educators are actively involved in the placement and supervision of student teachers and participants in early field experiences because of the link between Physical Education coursework and the fieldwork component. The Blended Adviser meets with the Department of Education placement director to provide guidance for appropriate placement with Physical Education Teachers who are known for their exemplary practice.
The Bachelor of Arts in Physical Education
On-line University Catalog for 2003 - 2005

Total Course Requirements for the Bachelor’s Degree: 120 units

See “Requirements for the Bachelor’s Degree” in The University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Your major department has prepared a Four Year Advising Plan to help you meet all graduation requirements within four years. Please request a plan from your major adviser or view it and other current advising information on the CSU, Chico Web.

Total Course Requirements for the Bachelor’s Degree with the Option in Physical Education Teacher Education: 146 units

Students graduating with the Option in Physical Education Teacher Education earn a Bachelor of Arts in Physical Education, physical education subject matter competency, a single subject teaching credential, and Cross-Cultural Language and Academic Development (CLAD) certification that is required of all California credentialed secondary teachers (beginning July 2003). Students are advised to plan their General Education requirements carefully.

General Education Requirements: 48 units

See “General Education Requirements” in The University Catalog and The Class Schedule for the most current information on General Education Requirements and course offerings. The course requirements marked below with an asterisk (*) may also be applied toward General Education.

Option in Teacher Education

HIST 050 may be used to fulfill Breadth Area C1, C2, or C3 requirements; POLS 055 may be used to fulfill any one of the Breadth Area D1, D2, or D3 requirements; and HCSV 261 may be used to fulfill Area E requirements.

Cultural Diversity Course Requirements: 6 units

See “Cultural Diversity” in The University Catalog. Most courses used to satisfy these requirements may also apply to General Education.

American Institutions Requirement: 6 units
See the “American Institutions Requirement” under “Bachelor’s Degree Requirements.” This requirement is normally fulfilled by completing HIST 050 and POLS 055. Courses used to satisfy this requirement do not apply to General Education.

Literacy Requirement:

See “Mathematics and Writing Requirements” in The University Catalog. Writing proficiency in the major is a graduation requirement and may be demonstrated through satisfactory completion of a course in your major which has been designated as the Writing Proficiency (WP) course for the semester in which you take the course. Students who earn below a C- are required to repeat the course and earn a C- or better to receive WP credit. See The Class Schedule for the designated WP courses for each semester. You must pass ENGL 001 (or its equivalent) with a C- or better before you may register for a WP course.

Course Requirements for the Major: 46-73 units

Course Requirements for the Major with the Option in Physical Education Teacher Education: 107 units

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. Additional required courses dependent upon a selected option or advising pattern are outlined following the degree core program requirements.

DEGREE CORE PROGRAM: 20 units

Lower-Division Core: 6 units

2 courses required:

BIOL 003 Human Anatomy 3.0 FS *

BIOL 004 Human Physiology 3.0 FS *

Upper-Division Core: 14 units

4 courses required:

PHED 114 Embodied Knowledge: Kinesiology 3.0 FS

Prerequisites: ENGL 001 (or its equivalent) with a grade of C- or higher.

PHED 144 Motor Development & Behavior 3.0 FS

PHED 180A Physiology of Exercise 4.0 FS

CSU, Chico Blended Option in Physical Education and Teacher Education
Prerequisites: BIOL 004.

PHED 185 Biomechanics 4.0 FS

THE OPTION IN PHYSICAL EDUCATION TEACHER EDUCATION: 87 units

This option satisfies all requirements for subject matter competency in physical education and the single subject teaching credential program. Additionally, by completing all the required courses, students will be granted the Cross-Cultural Language and Academic Development (CLAD) certification that is required of all California credentialed secondary teachers. Consult with a Physical Education Teacher Education (PETE) adviser early in order to determine your academic plan as courses follow a prescribed sequence.

Lower-Division Courses: 3 units

Select activity breadth courses with the prior approval of a PETE adviser.

3 courses selected from:

PHED 012A Beginning Badminton 1.0 FS
PHED 012B Intermediate Badminton 1.0 FS
PHED 016A Beginning Aerobic Dance 1.0 FS
PHED 016B Intermediate Aerobic Dance 1.0 FS
PHED 016C Advanced Aerobic Dance 1.0 FS
PHED 017A Bicycling 1.0 FS
PHED 018J Intermediate Basketball: Men 1.0 FS
PHED 018V Beginning Basketball: Women 1.0 FS
PHED 018W Intermediate Basketball: Women 1.0 FS
PHED 020A Beginning Bowling 1.0 FS
PHED 020B Intermediate Bowling 1.0 FS
PHED 020C Advanced Bowling 1.0 FS
PHED 029 Flag Football 1.0 FA
PHED 034A  Beginning Golf  1.0  FS
PHED 034B  Intermediate Golf  1.0  FS
PHED 036I  Beginning Gymnastics: Men  1.0  FS
PHED 036J  Intermediate Gymnastics: Men  1.0  FS
PHED 036V  Beginning Gymnastics: Women  1.0  FS
PHED 036W  Intermediate Gymnastics: Women  1.0  FS
PHED 041A  Beginning Jujitsu/Self-Defense  1.0  FS
PHED 041B  Intermed Jujitsu/Self-Defense  1.0  FS
PHED 042  Aikido  1.0  FS
PHED 043A  Beginning Karate  1.0  FS
PHED 043B  Intermediate Karate  1.0  FS
PHED 043C  Advanced Karate  1.0  FS
PHED 044A  Beginning TaeKwonDo  1.0  FS
PHED 044B  Intermediate TaeKwonDo  1.0  FS
PHED 044C  Advanced TaeKwonDo  1.0  FS
PHED 047I  Beginning Indoor Soccer: Men  1.0  FS
PHED 047J  Intermediate Indoor Soccer: Men  1.0  FS
PHED 048V  Beginning Soccer: Women  1.0  FS
PHED 048W  Intermediate Soccer: Women  1.0  FS
PHED 049A  Beginning Slow-Pitch Softball  1.0  FS
PHED 050V  Beginning Softball: Women  1.0  SP
PHED 050W  Intermediate Softball: Women  1.0  SP
PHED 054A  Beginning Swimming  1.0  FS
PHED 054B Intermediate Swimming 1.0 FS

Prerequisites: Ability to swim in deep water; satisfactory performance of front crawl, sidestroke, and elementary backstroke.

PHED 054C Advanced Swimming 1.0 FS

Prerequisites: Ability to swim in deep water; satisfactory performance of front crawl, sidestroke, and elementary backstroke.

PHED 056A Beginning Tennis 1.0 FS

PHED 056B Intermediate Tennis 1.0 FS

PHED 062A Beginning Volleyball 1.0 FS

PHED 062B Intermediate Volleyball 1.0 FS

PHED 064A Beginning Water Polo 1.0 FS

PHED 064B Intermediate Water Polo 1.0 FS

PHED 064K Advanced Water Polo: Men 1.0 FA

PHED 066A Beginning Weight Training 1.0 FS

PHED 066B Intermediate Weight Training 1.0 FS

PHED 069 Yoga 1.0 Inq

Upper-Division Courses: 63 units

20 courses required:

EDUC 100 Democracy & Pub Schl in America 2.0 SMF

EDUC 102 Access & Equity in Education 3.0 FS

EDTE 230A Fundamentals of Teaching Prac 3.0 SMF

EDTE 230B Teaching with Technology 1.0 FS

EDTE 230C Literacy Development 3.0 SMF
EDTE 230F  Teaching Practicum I  3.0  FS

Prerequisites: Admission to the Department of Education Single Subject Program and completion of Block Two courses.

EDTE 230G  Subject Area Pedagogy II  3.0  FS

EDTE 230R  Apps for Democratic Education  3.0  FS

Prerequisites: Capstone course to be taken in the final semester of the program.

EDTE 230S  Teaching Practicum II  9.0  FS

Prerequisites: Successful completion of Practicum I (EDTE 230F).

ENGL 110  Adv. Comp. for Future Teachers  3.0  FS

Prerequisites: ENGL 001. ENGL 124 recommended.

HCSV 261  Hlth Ed for Secondary Sch Tchrs  3.0  FS

PHED 108  Dance/Rhythms/ Educ Gymnastics  3.0  FS

Prerequisites: Faculty permission.

PHED 109  Develop Approp PE for Children  3.0  FS

PHED 110  Develop Approp PE-Middle School  3.0  FS

PHED 111  Develop Approp PE-High School  3.0  FS

PHED 112  Outdoor Education & Aquatics  3.0  FS

Prerequisites: Faculty permission.

PHED 143  Philosophy of School Based PE  3.0  FS

PHED 144  Motor Development & Behavior  3.0  FS

PHED 184  Assessment in Physical Education  3.0  FS

Prerequisites: Faculty permission.

PHED 212  Intro to Adapted Phys Activities  3.0  FS
NOTE: PSY 202 may be substituted for PHED 144; EDTE 230D may be substituted for PHED 111; and EDTE 230E may be substituted for PHED 212. Adviser’s permission is required for substitutions.

Additional Requirements:

FIELD EXPERIENCE: 45 hours aiding or observing in a classroom in the last four years and prior to student teaching is required by the California Commission on Teacher Credentialing. This experience is to be supervised by a credentialed teacher and verified in writing. The following conditions are necessary:
1. Single Subject Credential field experience must be in secondary (grades 7-12) classrooms;
2. CLAD Emphasis credential field experience must be in a classroom with a culturally and linguistically diverse student population. See PETE adviser for assistance in determining field experience.

NOTE: By the beginning of the junior year, at the time of admission to the credential program, students must have a cumulative GPA of 2.67, or a GPA of 2.75 for the last 60 units. Candidates must maintain a 3.0 average or better in EDTE 230 courses. PHED courses listed must be completed with a C- or better.

Cross-Cultural Language and Academic Development (CLAD): 15 units

2 courses required:

ENGL 121  Principles of Language  3.0  FS
ENGL 232  Second Language Acquisition  3.0  FS

Prerequisites: ENGL 121.

1 course selected from:

ANTH 104  Language and Culture  3.0  FS
HIST 134  American Ethnic Origins  3.0  FS *Eth

This course is the same as MCGS 134 which may be substituted.

RS 185  Religion/Amer Ethic Minorities  3.0  FS *Eth

This course is the same as MCGS 185 which may be substituted.

SOSC 102  Temporal Concepts  3.0  FS *Eth

6 units selected from:

CSU, Chico Blended Option in Physical Education and Teacher Education --------------- 30
6 units of course work in any single non-English language. NOTE: This requirement may be waived for students with demonstrated competence in any non-English language or with three years of high school language courses in a single language with a B or higher average. See adviser for other alternatives.

NOTE: Students are also reminded that the following courses are required for the Option in Physical Education Teacher Education: CMST 011 or CMST 012; CSCI 010 (or equivalent); ENGL 110; POLS 055 or POLS 155. Students interested in earning subject matter competency in physical education with intentions of entering credential programs other than the Physical Education Teacher Education Option must take an alternate set of courses. See a PETE adviser as soon as possible to establish an academic contract.

Optional Adapted Physical Education Specialist Credential: 20 units

In order to complete the specialist credential in adapted physical education, students must obtain or be working toward a credential that authorizes them to teach physical education. This credential allows future physical education teachers to instruct individuals with disabilities in the public schools. These courses may be taken in addition to the Option in Teacher Education program, but are not required for that option or degree.

7 courses required:

PHED 051 Aquatics for Adaptive Instructor 2.0 SP
Prerequisites: First Aid and CPR or faculty permission; WSI recommended.

PHED 051 may be applied to the lower-division requirements.

PHED 212 Intro to Adapted Phys Activities 3.0 FS

PHED 213 Prog for Phys/Neuro Disabilities 3.0 SP
Prerequisites: PHED 212 or faculty permission.

PHED 214 Prog for Mental/Emot/Lrn Disabil 3.0 FA
Prerequisites: PHED 212 or faculty permission.

PHED 215 Collaboration in Adapted PE 3.0 SP
Prerequisites: PHED 212 or faculty permission.

PHED 216 Motor Assess Exceptional Child 3.0 FA
Prerequisites: PHED 212 or faculty permission.

PHED 217 Fieldwork Adapted Physical Educ 3.0 FS

Prerequisites: PHED 215; faculty permission.