



**SUNY  
BROCKPORT**

350 New Campus Dr  
Brockport, NY 14420  
[senate@brockport.edu](mailto:senate@brockport.edu)

**Resolution # 33 2020-21  
College Senate**

**Supersedes Resolution #**



To: Dr. Heidi Macpherson, College President  
From: Cathy Houston-Wilson, College Senate President  
Re:

- I. Formal Resolution (Act of Determination)
- II. Recommendation (Urging the Fitness of)
- III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Rev MSED Physical Education (#49\_20-21 GC)

Signed: Cathy Houston-Wilson Date: 5/12/21  
*(Dr. Cathy Houston-Wilson, 2020-2021 College Senate President)*

**Implementation of resolution requires final approval from:**

SUNY  Yes  No NYS Dept of Education  Yes  No

Signed: Eileen Daniel Date: 5/25/21  
*(Dr. Eileen Daniel, Vice Provost, SUNY Brockport)*

**Decision and Action Taken on Formal Resolution (circle choice below)**

- a.  Accepted
- b.  Deferred for discussion with the Faculty Senate
- c.  Unacceptable for the reasons contained in the attached explanation.

Signed: Heidi Macpherson Date: 6/10/2021  
*(Dr. Heidi Macpherson, College President, SUNY Brockport)*

**Implementation Effective Date:** \_\_\_\_\_

**DISTRIBUTION:**

The College Senate President will forward the signed resolution to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Vice Provost will then sign and forward the resolution with that designation to the College President. Upon approval, the College President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will scan the resolution and send to the Coordinator of Digital Commons where it will be posted to [https://digitalcommons.brockport.edu/senate\\_resolutions/](https://digitalcommons.brockport.edu/senate_resolutions/)



**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS: January 31**

**Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.**

See [https://brockport.edu/support/college\\_senate/proposals.html](https://brockport.edu/support/college_senate/proposals.html) for full details. Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

<b>Routing Number</b> <i>Routing # assigned by Senate Office</i>	<b>49_20-21GC</b>
<b>This Proposal Replaces Resolution</b>	
<b>Revision Date(s)</b>	
<b>Anticipated Effective Date:</b>	

**Title of Proposal in Title Style**

Revision of the MSED Physical Education

**Brief Description of Proposal**

The KSSPE Department seeks to revise the MSED Physical Education. Specifically, an added focus in Coaching Education will be integrated into the Masters. The addition of Coaching Education within the Masters will enhance the marketability of our graduates, who by nature of their employment as physical education teachers, serve as coaches in their districts, their community and at the collegiate level. In addition, Coaching Education in the Masters will attract more students who have a high interest in developing their knowledge and skills in coaching.

**Budgetary Resources Needed**

The necessary content related to coaching will be embedded in the already existing curriculum as a result of several revision. Therefore, no new faculty or resources are needed to accommodate this proposal.

**Student Learning Outcomes Assessment Data**

No Student Learning Outcome Assessment Data was used to develop this proposal, however, the proposal is based on interviews with students, a review of peer-institution offerings, and a demand in the field for competent coaches, not only in the public schools but also in youth and collegiate sports.

**Effect on Transfer Students**

Not Applicable

**Proposer Information**

Sheri Treadwell, Associate Professor, KSSPE – [streadwe@brockport.edu](mailto:streadwe@brockport.edu)

**Senate Office Use Only**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	4/7/2021
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

**NOTES:**

### Side by Side Comparison of MSED Physical Education & Sport Coaching

In the proposed revisions of the Master of Science degree in Physical Education Pedagogy, students will complete 21 credits of core curriculum and then complete nine (9) credits in coaching to total 30 credits. The degree may be 33 credits if a student chooses to complete a thesis. This reflects no change in the existing curriculum.

(\*) Denotes new course title and revised course content (\*\*) Denotes new course offering

<b>Current MSED Physical Education</b>	<b>credits</b>	<b>Proposed MSED Physical Education &amp; Sport Coaching</b>	<b>credits</b>
PES 604 Research Methods & Evaluation of Physical Activity	3	PES 604 Research Methods & Evaluation of Physical Activity	3
PES 605 Quantitative Analysis <b>or</b> PES 606 Qualitative Analysis	3	PES 605 Quantitative Analysis <b>or</b> PES 606 Qualitative Analysis	3
PES 601 Analysis of Teaching	3	PES 601 Analysis of Teaching	3
PES 607 Curriculum Design in Physical Education	3	PES 607 Curriculum Design in Physical Education	3
PES 614 Behavior Management in Physical Education	3	PES 614 Behavior Management in Physical Education	3
PES 617 Seminar in Physical Education	3	*PES 617 Seminar in Physical Education & Coaching	3
EDI 601 Diversity in Education	3	PES 530 Foundations of Sport & Exercise Psychology	3
PES 795 Thesis <b>or</b> PES 798 Synthesis	6 <b>or</b> 3	PES 795 Thesis <b>or</b> **PES 7XX Comprehensive Capstone Project	6 <b>Or</b> 3
Elective (1-thesis/2 synthesis)	3-6	PES 552 Challenges in Coaching	3
		PES 660 Fitness Conditioning for Teachers & Coaches	3
<b>Credits=(33 if thesis is completed)</b>	<b>30</b>	<b>Credits= (33 if thesis is completed)</b>	<b>30</b>

## 2a. How does the proposal reflect the campus mission focus?

The revised program will support the College's mission in several ways. For example, the College's Mission Statement states, "*The College at Brockport is an inclusive learning community that inspires excellence through growth, engagement, and transformation.*" The proposed revision of the MSED in Physical Education will contribute to this aspect of the College's mission by offering students the opportunity to engage in their community (school, and/or coaching) through various learning experiences including, but not limited to, projects, action research, and other applications of knowledge embedded within the program's curriculum.

In addition, the proposed revision of the MSED in Physical Education program is consistent with both Brockport's current strategic plan and SUNY's strategic plan. For example, Brockport's current strategic plan specifically addresses Brockport being a great place to learn. The proposed revised MSED in Physical Education allows students to pursue a focus on coaching as part of the MSED. The knowledge and skills gained from coursework in this degree will enable graduates to be successful in a competitive job market.

The proposed revision of the MSED in Physical Education aligns well with The College's Strategic Plan and the Provost's initiative of increasing enrollment at the graduate level by 10% or more. The Plan states, "*We will do this through targeting new markets, developing innovative and attractive programs and using alternative modes of delivery*" (The College at Brockport, 2016). The College has been targeting enrollment growth at the graduate level, in part, by programs that are offered online. Students can complete the revised MSED Physical Education & Sport Coaching program entirely online. The ability to complete the program online will be very attractive to graduate students that may be employed but need to complete a Master's degree to secure their professional teaching certification in physical education.

Finally, the proposed revised MSED in Physical Education & Sport Coaching aligns with SUNY's strategic plan. Specifically, it aligns with one of the six big ideas that are part of SUNY's strategic plan. The proposed revised program supports the big idea of "SUNY and a Healthier New York." Physical education and coaching, contributes to a healthier New York in that graduates from this program will be employed in positions that contribute to and support the physical well-being and mental health of New York's P-12 learners.

**2b. What is the market demand factors that this proposal responds to? Include program competition from other regional colleges.**

There are several market demand factors that will contribute to the growth of the proposed revised MSED Physical Education. Those factors include but are not limited to the job market, enrollments at institutions that offer an advanced degree in physical education in Western New York and the increase in the number of undergraduates in NYS that are pursuing degrees in physical education-teacher education.

There is an impending teacher shortage in New York State, which means there will be an increased need for teachers in all subject areas to handle the influx of teaching positions vacated by retirees. The U.S. Department of Education estimates that 1.6 million new teachers will be needed nationally between 2012 and 2022. It is estimated the nation will need about 300,000 new teachers per year by 2020. In New York, more than 50,000 active State Teachers' Retirement System members are older than 55, according to the 2016 NYSTRS annual report. Within the next five years, TRS projects more than one-third of the nearly 270,000 active members could be eligible to retire (NYSUT, 2017). Finally, State officials estimate New York will need more than 180,000 new teachers in the next decade, the teacher shortage is already hitting selected subject specialties and geographic areas. Big city and rural districts are reporting severe shortages in many subject areas.

Every year approximately 1,183 students graduate from a health and/or physical education program from one of 15 programs in New York State ([collegefactual.com](http://collegefactual.com)). Every one of those graduates will be seeking an accredited graduate program in Physical Education to earn their professional certification if they intend to stay in the teaching field in New York. Currently in our region, only Canisius College and SUNY Cortland have graduate programs in Physical Education.

In addition, the coaching focus will provide graduates the expertise needed to secure coaching jobs in a variety of settings. Roughly 46 million American youth participate in youth sport (Aspen Institute, 2016) and thus the job market for sport coaching is growing. The New York State Department of Labor (NYSDOL, 2021) projects an 18% increase in demand for sport coaches from 2016-2026, increasing from 13,520 in 2016 to 16,000 coaches in 2026.

URL information

<https://statistics.labor.ny.gov/lspoj.shtm> NYS Department of Labor

<https://www.aspenprojectplay.org/youth-sports-facts/participation-rates>

## **2c. How is program quality addressed in this proposal?**

Program quality is addressed by the academic rigor of the revised MSED in Physical Education. The courses will be delivered by qualified faculty, and will be included in our portfolio of programs overseen by Brockport's Professional Education Unit, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP), which is the national-level recognition of quality. In addition, the program will be assessed on a regular basis and faculty will make programmatic decisions based on data to maintain program quality. These efforts will enhance program quality by ensuring that this program will meet or exceed the requirements of CAEP.

## **3. Description of new courses**

There is only one new course being added to the revised MSED in Physical Education. This course will be a Capstone Project to replace PES 798 Synthesis. Students in the Capstone will be able to choose one of two avenues to complete the requirements for the course. First, students can choose to write an article on a topic of their choosing, as it relates to teaching and/or coaching pedagogy, to be submitted for publication to a peer-reviewed journal. The Journal of Physical Education, Recreation, & Dance, Strategies, and Palaestra are three examples of journals that students may choose to submit their work. The other option, at the discretion of the instructor, is to complete an Alternative capstone creative/educational project that demonstrates the student's overall understanding of the experiences they have been involved in during their graduate experience in the Department of Kinesiology, Sport Science and Physical Education. These experiences include, but are not limited to, their coursework. Through this capstone experience, the student will demonstrate comprehension of how the individual courses and related experiences inform each other. Essential components of this creative/educational endeavor include a) an initial proposal; b) completion of the project and c) an oral presentation that demonstrates mastery of the material and the ability to clearly communicate the work that has been done. Through presenting this creative project, the student will be required to integrate what has been learned in his/her program. As noted, this creative/educational endeavor will allow the student to demonstrate mastery of their subject area through a variety of products. Examples could include the design of a piece of equipment, the development of a training program or the establishment of a peer mentoring program.

One other course PES 617 Seminar in Physical Education has been significantly revised and renamed to PES 617 Seminar in Physical Education and Coaching and will include modules on coaching, grant writing and current topics in PE and Coaching, such as teaching and coaching diverse (LGBTQIA+) student bodies and adaptations for the inclusion of all students in sports and physical education. This builds off the content learned in undergraduate physical education curriculums which includes coursework in diversity in physical education and adapted physical education.

## **4. Staffing**

There is not a need for new staff. All of the courses in the revised MSED in Physical Education's coaching emphasis are classes that are already on the books and can be taught by existing faculty in the KSSPE department.

## **5. Academic administration commentary**

Letter from Graduate Director Mike Harrison

Letter from Dean Thomas Hernandez

Letter from Chairperson Cathy Houston-Wilson

## **6. Resources, facilities and non-teaching staff**

Statement from Diane Fulkerson

Statement from Bob Cushman

**Course outline:**

<b>Week 1</b>	Introduction and Project Selection
<b>Week 2 &amp; 3</b>	Project Proposal (1 <sup>st</sup> draft)
<b>Week 4 &amp; 5</b>	Project Proposal Review and Approval
<b>Week 6 &amp; 7</b>	Writing First Draft
<b>Week 7, 8 &amp; 9</b>	Writing Second draft
<b>Week 10, 11 &amp; 12</b>	Writing and Turn in (week 12) Final Draft
<b>Week 13 &amp; 14</b>	Final Project Review and Presentation—All presentations will be done via Skype or Voice Thread
<b>Week 15</b>	Final Project Approval

**Capstone expectations:**

1. Failure to divulge earlier work is automatic failure for the class even if it is deemed different or the current project has more information. The student has to let the instructor know so the instructor can decide if the project is a continuation or a replication.
2. You must clear your project in writing with the instructor so there are no confusions about the nature and scope of the capstone project. If you are building on earlier work you must show the instructor the earlier project and provide information on the course and instructor associated with the earlier work.

**Assessment methods:****Passing this course will be based on the following criteria:**

- Attending meetings (including online)
- Selecting a topic
- Turning in first and second draft of project proposal
- Turning in final project
- Presenting final project
- Project final approval



**State University of New York, College at Brockport  
Department of Kinesiology, Sports Studies, and Physical Education**

**Seminar in Physical Education and Coaching  
PES 617**

**Required Course Texts:**

Aronica, L., & Robinson, K. (2015). Creative schools: The grassroots revolution that's transforming educations. Penguin Publishing: USA.

**Course Objectives**

- 1- Read, analyze, apply, and discuss current research in the field of physical education and coaching, as related to the teaching of physical education and the coaching of youth sports.
- 2- Discuss a variety of critical issues related to the life of a physical education teacher and/or coach such as organizational socialization and teacher coach role conflict.
- 3- Discuss and analyze factors that influence student learning and coaching effectiveness.
- 4-Discuss and analyze issues related to diversity and inclusion in physical education and coaching.

**Assignments**

Tests (3-4) Period assessment to insure student accountability (Short Answer)

Participation in Discussion Forums based on Readings

Term Paper on Educational Issue

Scavenger Hunt

This course is set up as a seminar which means a small group of students discussing research and other topics with the goal being for us to “exchange information.” Although the faculty leader will set the topic, the success of this class will be based on how well we as a class share our thoughts, knowledge, and in some cases ability to find information on key topics.

**Evaluation and Grading**

Exams.....	40
Participation.....	20
Term Paper.....	30
Scavenger hunt (TBA).....	10

Bonus Points\*

Total = 100 points

A = 92 – 100 points; A- = 89-91.99 points; B+ = 86-88.99 points; B = 82-85.99 points; B- = 79-81.99 points; C+ = 76-78.99 points; C = 70-75.99 points; E = below 70 points.

\*From time to time extra course information, accompanied by an assignment of some sort, may be found and where a student can earn extra points. More on this as it becomes relevant.

**Course Procedures**

All work requires the use of word processing software, PowerPoint, and/or excel/spss. Work submitted to the professor should be converted to pdf format. It is acceptable (preferred) to email me your final paper/term paper. If you do not have access to a computer/software at home, you

will need to use the library resources. Students who do not have access to computer, internet, and appropriate software should not take this class.

Graduate students tend to be both hardworking and busy learners. However, please note that your work needs to be handed in on time and that you need to complete on-line assignments by the end of the week they are posted. This assists the instructor in getting you timely feedback on your progress in the course. When your life schedule gets so busy that you cannot hand work in on time, please email or call the instructor to make alternate arrangements or discuss penalties for late work. If work is not received or you do not access the online learning opportunities, the instructor is forced to give zero points for the assignment.

### **Attendance**

Students are expected to log onto Blackboard during the week to check announcements, download materials, and complete weekly assignments. If you have a university approved reason for missing class activities, please let the instructor know ahead of time so he/she can help you keep up and plan for your completion of the course. If a lack of attention to course materials exists based on my monitoring of your online activities via Black Board, you may lose discussion participation points and potentially fail the class. The instructor will handle all issues with class work and schedule on a case by case basis.

**Attendance for this online course will result from the instructor checking the Blackboard logs to ensure that students have accessed the recorded lectures and engaged in the online content.** Failure to log on to Blackboard and access the materials on a regular basis will result in lost participation points and also could result in your loss of access to the materials later once the folders have closed. Folders will not be reopened for students the final week of class to let them catch up. This is not fair to other students, it undermines the course integrity, and it also creates problems for the instructor related to grading. Further, failure to take part in a discussion forum or chat room will result in a loss of participation points.

All on line course materials related to discussion forums will be posted and opened on Sunday at midnight prior to the scheduled activities. You will then have until the following Sunday at midnight to complete the activities and post on discussion forums. Online quizzes are due no later than the Sunday night at midnight following the date of the assigned activities. See course schedule and ask questions if you are unclear of availability of course materials.

**Tentative Topical Outline** (note we may adjust the schedule and even topics based on student needs, time, and instructor preference). Notes are provided to the class over and above the handouts and readings found on Blackboard. The notes I provide for you on Blackboard are meant to be an outline and do not constitute all the information that a student is responsible for examinations.

Please note on any week, there may be a short test or exam posted (no more than 4 total). An exam will not be given during the final week of class; however, there will be others posted throughout the semester. These exams cover the material covered between exams. There is no comprehensive examination for this class only the four exams covering the materials posted. Exams focus on material provided since the last exam and are not comprehensive.

Date	Topic	Assignment
<p>Week 1</p> <p>Log on to Blackboard and download video, notes, and assigned readings</p>	<p>Course introduction and Assignment of term papers.</p> <p>All topics are to be cleared through the course professor. Please view the course outline and review course materials and identify a topic for your paper. The instructor will be available for Facetime or Skype meetings to finalize this topic.</p>	<p>View course syllabus, assignment descriptor, short reading, and follow the directions.</p> <p>Begin listening to or reading Aronica &amp; Robinson (2015)</p>
<p>Week 2</p>	<p>Discipline in school and coaching settings</p> <p>Legal trends in Physical Education and Youth Sport Coaching</p> <p>How discipline affects diverse populations in school and coaching settings</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
<p>Week 3</p>	<p>Athletics and ESSA....will students be able to jump schools to play sports?</p> <p>Relationship between PE High School requirements and athletic participation</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
<p>Week 4</p>	<p>Technology in PE and coaching (Do we need it?) Policies on student use and teacher/coaches' use of Facebook and other social media</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
<p>Week 5</p>	<p>Assessment of students and PE/Youth Sport Programs-- what is current, new, and on the horizon?</p> <p>Grant Writing for Physical Education and Youth Sport Programs</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
<p>Week 6</p>	<p>Educating all children in the public schools and in general classroom settings (Is this possible, practical, and/or fair?)</p>	<p>Scavenger Hunt Due March 10, 2017</p>

	<p>Including students with disabilities into youth sports</p> <p>Educating diverse populations (LGBTQIA+), trends and policies</p>	<p>Log on to Blackboard and download assignment and begin working</p>
Week 7	<p>Fitness training in PE and K-12...who does what?</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
Week 8	<p>Lifelong learners and movers?</p> <p>Alternatives to Youth Sports to get youth involved in physical activity</p> <p>Motivating students to engage in physical activity. How do we deal with non-engaged students?</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
Week 9	<p>Current Issues in Youth Sports/Coaching and issues as they relate to Diverse populations.</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
Week 10	<p>Parent-teacher/coach interactions -- Where is the training for this part of the job?</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
Week 11	<p>After school physical education and home schooling/Comprehensive school PA programs</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
Week 12	<p>The affective domain and how we teach children in relation to the changing "common community values"</p>	<p>**</p> <p>Log on to Blackboard and download readings, any video presentations and take part in discussion forum</p>
Week 13	<p>Discussion forum on Aronica &amp; Robinson</p>	<p>See Aronica &amp; Robinson Discussion forum (Last day to post as provided)</p>
Week 14	<p>Course Summary</p>	<p>Final Discussion forum (required participation).</p>

		Probes from the course materials will be provided; students are expected to participate.
End of Finals Week	Hand in final Term paper & all outstanding work is due.	Final day to hand in any work as provided

**State University of New York  
The College at Brockport  
Kinesiology, Sport Studies and Physical Education**

**PES 7XX Comprehensive Graduate Capstone Project**

**Course Description:**

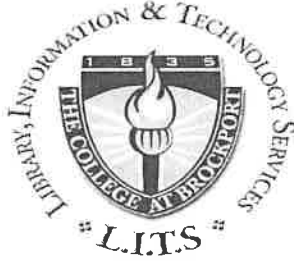
Students will be able to choose one of two avenues to complete the requirements for the course. First, students can choose to write an article on a topic of their choosing, as it relates to teaching and/or coaching pedagogy, to be submitted for publication to a peer-reviewed journal. The Journal of Physical Education, Recreation, & Dance, Strategies, and Palaestra are three examples of journals that students may choose to submit their work. The other option, at the discretion of the instructor, is to complete an Alternative capstone creative/educational project that demonstrates the student's overall understanding of the experiences he/she has been involved in during their graduate experience in the Department of Kinesiology, Sport Science and Physical Education. These experiences include, but are not limited to, their coursework. Through this capstone experience, the student will demonstrate comprehension of how the individual courses and related experiences inform each other. Essential components of this creative/educational endeavor include a) an initial proposal; b) completion of the project and c) an oral presentation that demonstrates mastery of the material and the ability to clearly communicate the work that has been done. Through and presenting this creative project, the student will be required to integrate what has been learned in his/her program.

As noted, this creative/educational endeavor will allow you to demonstrate mastery of your subject area through a product, program or educational intervention. Examples could include the design of a piece of equipment, the development of a training program or the establishment of a peer mentoring program.

**Textbook:** American Psychological Association. (2020). *Publication manual of the American psychological association* (7<sup>th</sup> ed.). Washington, DC: Author

**Objectives:**

- To develop a project topic proposal that demonstrates student's understanding of various issues or problems, and/or current events as they relate to teaching and/or coaching.
- To develop professional writing skills necessary to submit works for publication or to further the body of knowledge within the field of teaching and/or coaching through creative/educational endeavors
- Present the results of your findings in a professional online setting (i.e., a presentation open to students and faculty within the Department of Kinesiology, Sport Studies and Physical Education via Skype or VoiceThread).



Date: February 19, 2020  
To: College Senate  
From: Robert Cushman, Chief Information Officer  
Re: Revised MSED in Physical Education Sport Pedagogy

I write to offer LITS support for the revised MSED in Physical Education Sport Pedagogy program as proposed by the Department of Kinesiology, Sport Studies & Physical Education. The proposed MSED is consistent with both Brockport's current strategic plan (*Building a Better Brockport*) and with SUNY's strategic plan, the *Power of SUNY*. The proposed revision will offer students the opportunity to engage in their community (school, and/or coaching) through various learning experiences including, but not limited to, projects, action research, and other applications of knowledge embedded within the program's curriculum.

Library, Information, and Technology Services is well equipped to support this program. Among the areas where LITS can be of assistance are:

- The College utilizes a world-class Learning Management System (Blackboard).
- We have Help Desk services available 24\*7, year round.
- Library services are continually improving. Students have access to numerous Library databases and journals 24\*7, as well as access to Drake Memorial Library's vast resources and open hours of availability.
- Students have access to a wide array of campus licensed software.
- Students can access our virtual computer lab 24 hours a day from wherever they are.
- Technology enhanced classrooms are located across the campus.
- There are instructional labs where students can learn hands-on, and open access computer labs for students to utilize during non-class time.

We are looking forward to working with you to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely,

Robert Cushman  
Chief Information Officer  
Library, Information, & Technology Services  
The College at Brockport, SUNY  
rcushman@brockport.edu  
Phone 585-395-2032



**Department of Kinesiology, Sport Studies and Physical Education**

February 25, 2021

Dear College Senate Graduate Committee:

Please accept this letter of support for the revisions to the MSED in Physical Education. The proposal seeks to incorporate a component of Sport Coaching into the major. Students who obtain initial certification in physical education in NYS are automatically certified to coach in NYS Public High Schools by virtue of this degree. However, there is not a strong emphasis on coaching at the undergraduate level. This revised Masters will attract more students as we know coaching is a highly sought after program and will enhance the skill set of students enrolled in the program who will develop more targeted coaching skills and techniques that support athletes at all levels.

Courses proposed in this major are already on the books, with the exception of the Capstone course. Enrollments in the Capstone course will be off-set by less students needing PES 798 Synthesis so there is no net increase overall.

I fully support this proposal and am confident it will help to attract the influx of new undergraduate majors in physical education-teacher education at the undergraduate level. Numbers in the PETE major have increased significantly over the past few years and enrollments at Brockport in the 2019-2020 academic year was 365 majors. This is a large population of students we can pull from just at Brockport, but with the fully online option, we will be able to recruit students from all across the State of New York and beyond.

Thank you for your consideration.

Sincerely,

*Cathy Houston-Wilson*

Cathy Houston-Wilson Ph.D.  
Professor & Chair





**SUNY  
BROCKPORT**

**School of Education, Health  
and Human Services**

350 New Campus Drive

Brockport, New York 14420-2957

**P: (585) 395-2510 | F: (585) 395-2172**

**brockport.edu**

February 28, 2021

To Whom It May Concern:

I offer my support for the Department of Kinesiology, Sport Studies and Physical Education's proposal to revise the MSED in physical education. The revision adds an emphasis of sport coaching while maintaining the required content core for professional certification.

I believe that these changes will make graduates more marketable as well as attract students that have a high interest in sport coaching. Additionally, I do not foresee any additional faculty resources necessary to implement this change.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas J. Hernández', with a long horizontal line extending to the right.

Thomas J. Hernández, EdD, LMHC  
Dean, School of Education, Health & Human Services



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK  
CENTER FOR GRADUATE STUDIES

February 10, 2020

Dear College Senate,

Please accept this letter in support of the proposed revision to the MEd in Physical Education. The decision to include an additional focus on coaching should prove attractive to prospective students. Combined with the option to complete this program fully online, such a change should help grow enrollments and prove beneficial to those who enroll and graduate from this program.

Please accept my endorsement of this proposal and the opportunities such a program will offer.

Sincerely,

Michael Harrison  
Director  
Center for Graduate Studies  
The College at Brockport  
[mharriso@brockport.edu](mailto:mharriso@brockport.edu)  
585-395-5456



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

*Drake Memorial Library*

College Senate  
The College at Brockport  
State University of New York  
350 New Campus Drive  
Brockport, NY 14420

February 3, 2020

To Whom It May Concern:

Drake Memorial Library supports the Department of Kinesiology, Sports Studies, & Physical Education revised MSED in Physical Education. The revised program includes a focus on teaching and coaching increasing the marketability of our graduates.

The Library has the necessary resources to support the revised MSED program in Physical Education. If additional resources are needed they can be obtained through Interlibrary Loan or SUNY Resource Sharing. We wish the program much success as it moves forward in the process. Drake Memorial Library looks forward to working collegially with the Department of Kinesiology, Sports Studies, & Physical Education in continuing to improve the learning experience for all our students.

Sincerely,

*Diane Fulkerson*

Diane Fulkerson, MA, MLS  
Library Director  
Drake Memorial Library  
College at Brockport—SUNY

