

Resolution #12

1996-97

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on: *April 21, 1997*
RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)
For your information

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SUBJ: ***Proposal for Revising the Graduate Program in Physical Education, M.S. Education (Major: Physical Education)***

Signed: *Arne H. Parsons* Date Sent: *4/28/97*
(Faculty Senate President)



TO: The Faculty Senate
FROM: President John E. Van de Wetering
RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date: *Fall 97*
b. Deferred for discussion with the Faculty Senate on / /
c. Unacceptable for the reasons contained in the attached explanation

SUNY
COLLEGE AT BROCKPORT
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FACULTY SENATE
BROCKPORT, NY 14420

II, III.
a. Received and acknowledged
b. Comment: _____

DISTRIBUTION: *Cover sheet only - full proposal available through Faculty Senate*

Distribution Date: *5/21/97* Signed: *[Signature]*
(President of the College)

Resolution::12-9697.res::nyk

**Proposal for Revising the
Graduate Program in Physical Education,
M.S. Education (Major: Physical Education)**

**Submitted by
The Department of Physical Education and Sport**

F. X. Short, Department Chair

W. F. Stier, Graduate Coordinator

**Curriculum Committee:
J. Winnick (*Chair*), L. Cohen, S. Gross, C. Houston-Wilson**

February 1, 1997

**MASTER OF SCIENCE DEGREE PROGRAM
WITH A MAJOR
IN PHYSICAL EDUCATION**

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**Proposal for Revising the
Graduate Program in Physical Education
MS in Education (Major: Physical Education)**

I. Introduction

The current structure of the graduate program in physical education has been in place for over 20 years. The primary purpose of the program, as conceived, was to provide additional course work and professional preparation to physical education teachers seeking permanent certification in New York State. In fact, one of the requirements for admission into the program was “. . . evidence of qualification for a teaching certificate in physical education . . .”.

Since the 1970s and up until the early 1990's, the graduate program consisted of a 9-credit core (PES 601, PES 604, PES 607), a culminating experience (PES 795 OR 798), and either a series of electives taken in consultation with the graduate coordinator or a set of courses (a “concentration”) specifically designed for those interested in adapted physical education. Under any circumstances the degree program consisted of a total of 30 credits. In 1991, an additional concentration in athletic administration was added to the curriculum giving students a third choice (in addition to the series of electives and the adapted concentration) in designing their program of study.

The addition of athletic administration to the program was noteworthy in that the department now offered a graduate concentration not designed specifically toward teacher certification. Even in retrospect the addition of the athletic administration concentration was proper and reflected the fact that the field of physical education is broader than teaching; a fact that the department has recognized in its undergraduate program for many years. Still, the addition of this new concentration has been problematic. The “evidence of qualification” requirement for admission is routinely waived and athletic administration students often must take undergraduate courses in teacher preparation as prerequisite to the graduate courses in teaching included in the 9-credit core, Analysis of Teaching (PES 601) and Curriculum in Physical Education. (PES 607).

Members of the department believe that it is time to revise the program in a way that it can continue to serve the needs of those students who are interested in teaching and permanent certification, but also more effectively meet the needs of students who are interested in a graduate degree in physical education but who do not desire teacher certification. Such a revision also provides the opportunity to strengthen other aspects of the program.

This is a single proposal with two separate elements. The first element includes changing the core, creating a concentration in teacher education/pedagogy, and revising PES 798 (Synthesis) with a more narrow focus. The second element consists of a revision of the athletic administration concentration. The department has elected to propose the athletic administration revision as a separate element because the proposed changes go beyond those dictated by a revision of the core. Consequently, more attention is given to the athletic administration concentration.

II. Proposal

The curriculum in the current proposal is revised as follows:

1. the core is reduced from 9 credits to 6. PES 601 (Analysis) and PES 607 (Curriculum) would be eliminated from the core. Research Methods (PES 604) would be retained and a new course (PES 605 Research Design and Data Analysis) dealing with data analysis (both quantitative and qualitative) is developed and added to the core.
2. a third concentration teacher education/pedagogy is created and includes PES 601, PES 607, and other courses recommended by teacher certification faculty.
3. a certification as well as a noncertification option is created in the teacher education/adapted physical education concentration.
4. the current athletic administration concentration consisting of high school and college "tracks" are combined to form a single concentration in athletic administration. Also, the athletic administration program is modified to include one new course (PES 692), and change a present elective to a required course (PES 552); and, a course name change (PES 791).
5. a "general" (i.e., elective-based) certification or noncertification option is retained.
6. PES 798, Synthesis Project, is retained as an option for the culminating experience, but the focus is narrowed so that the product is based on a stricter interpretation of research.

In addition to these curricular changes, the "evidence of qualification" requirement for admission would be eliminated for certain programs (see section on Admission Reinforcements).

III. General Rationale

This proposal would do a number of positive things for the graduate program in physical education. First, it opens the program up to a greater number of potential students. In addition to being more attractive to students in athletic administration, others, including international students, would not be bound to the pursuit of New York State certification.

Second, this proposal strengthens the problem-solving/research base that is at the heart of graduate education. The creation of a data analysis class provides the opportunity to study research methods in greater detail since much of the statistics currently taught as part of research will be moved to the data analysis class thereby creating more "space" in PES 604 (Research). Furthermore, this proposal will ensure that students will apply their problem solving skills in more "research-appropriate" ways than is currently required in PES 798 (Synthesis).

Third, the proposal allows the opportunity for the department to define a more structured curriculum for those students interested in teaching. On a practical level, a more defined curriculum in this important area of the program will allow for a more consistent rotation of classes which will help students complete their program in a timely fashion.

Finally, the proposal provides a model that is flexible enough to accommodate additional concentrations in the future. Although there are no plans at this time to go beyond three concentrations, the elimination of a teacher training-based core (in favor of a research-based core) increases the possibility that such expansion could take place as warranted. Sports studies, athletic training, and exercise science are three examples of curricular areas which could potentially be housed within the parameters of this proposal.

IV. Comparison of New and Old Program

In this section the old and new programs are contrasted within the following sections: introduction, admission, and program requirements. In reading the introduction section, it is clear that the revisions recommended in the new program add noncertification options in association with the adapted physical education concentration and the general program.

The admission section in the old and new programs are the same with two exceptions. The new program enables the department to waive the requirement of an undergraduate degree and provisional teaching certification in physical education for students pursuing noncertification programs in areas other than athletic administration. The second difference is that the adapted physical education concentration specifies a requirement of 12 semester hours in the professional field of physical education as a part of the admission requirements for matriculation into its noncertification program.

In regard to program requirements, both programs require a 30-semester hour degree program and the requirement of a thesis or synthesis project. The new overall program core requirements include PES 604 and PES 605 whereas the old program core requirements include PES 601, PES 604, and PES 607. The new program has a single designated concentration in athletic administration whereas the old program included concentrations in high school or college athletic administration. Requirements within the teacher education/adapted physical education concentration are the same in the old and new programs. In the new program a teacher education/pedagogy concentration is specifically identified. In the old program, no such designation existed. In the new program, PES 601 and PES 607 are required courses in the teacher education/adapted physical education concentration but not in the other program options. If students in the teacher education/adapted physical education concentration complete PES 601 and PES 607 as well as other requirements in the concentration, they may be credited with concentrations in both teacher education/pedagogy and teacher education/adapted physical education.

Requirements in the old and new program related to culminating experiences and grade point average are the same. However, request for a change in the course description of PES 798 Synthesis accompanies this proposal.

A. New Program

Introduction

At SUNY Brockport, the graduate program provides an opportunity to gain permanent certification to teach physical education and to acquire skills and knowledge related to physical education which can contribute to a variety of personal, professional, or academic needs of the students. Depending on the background of candidates and courses selected, the degree program may lead to one or more of the following:

1. Permanent certification to teach physical education in New York State;
2. A concentration in teacher education/pedagogy
3. A concentration in athletic administration
4. A concentration in teacher education/adapted physical education, with an option to elect an emphasis in early childhood adapted physical education.
5. A certification and noncertification concentration in adapted physical education.
6. A general program developed in consultation with an advisor.

Admission

Degree candidacy admission depends on several factors, including the attainment of bachelor's degree, an acceptable grade point average, an undergraduate major in physical education, evidence of qualification for a teaching certificate in physical education, and the development of an approved Program of Study. The requirement for an undergraduate degree in physical education and teaching certificate is waived on a case-by-case basis for (a) students wishing to pursue athletic administration or (b) students wishing to pursue a noncertification option in adapted physical education or the general program. Individuals pursuing the noncertification option in adapted physical education must demonstrate a relevant knowledge base including, at minimum, 12 semester hours in the professional field of physical education approved by the department. Admission materials may be requested from the Graduate Admissions Office or from: Graduate Coordinator, Department of Physical Education and Sport, SUNY College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2989.

Program Requirements

The program requires a minimum of 30 credits of course works to be distributed as follows:

- | | | |
|--|--|----------------|
| 1. | Physical Education Core Requirements (6 credits) | Credits |
| All students are required to take: | | |
| | PES 604 Research Methods in Physical Education | 3 |
| | PES 605 Research Design and Data Analysis | 3 |
| 2. | Prescribed Electives (18-21 credits) | |
| In consultation with an assigned advisor, each student selects from: | | |
| a. | general support courses in physical education that may be prescribed or recommended when they are appropriate to an area of interest; and/or | |
| b. | courses in other disciplines that either enhance the student's tools of inquiry, contribute to a broadening of knowledge, strengthen the student's background for physical education, or fulfill a personal need, and/or | |
| c. | supervised independent study, and/or | |
| d. | a specific set of courses in a concentration. | |

Additional course requirements for concentrations are summarized below:

Concentration: Teacher Education/Pedagogy

Required: (6 credits) **Credits**

PES 601	Analysis of Teaching	3
PES 607	Curriculum in Physical Education	3

Electives: (12-15 credits) **Credits**

PES 621	Instructional Design in Physical Education	3
PES 617	Seminar in Elementary Physical Education	3
PES 627	Seminar in Secondary Physical Education	3
PES 599	Independent Study in Physical Education	3
PES 581	Instructional Strategies in Adapted Physical Education	3
PES 582	Adapted Physical Activity and Sport	3
PES 583	Early Childhood Physical Education	3

Other elective classes may be taken with departmental approval

Concentration: Athletic Administration

Required: (18 credits) **Credits**

PES 552	Challenges of Coaching	3
PES 590	Administration and Supervision of Physical Education and Athletics	3
PES 690	Problems in Physical Education and Athletic Administration	3
PES 691	Marketing and Fundraising in Physical Education and Sport	3
PES 692	Budgeting, Finance and Facility Management in Physical Education and Sport	3
PES 791	Internship in Athletic Administration	3

A thesis (6 credits) may be substituted for PES 791 and PES 798

Concentration: Teacher Education/Adapted Physical Education

Required: (12-18 credits) **Credits**

PES 581	Instructional Strategies in Adapted Physical Education	3
PES 582	Adapted Physical Activity and Sport	3
*PES 583	Early Childhood Physical Education	3
PES 683	Program Development in Adapted Physical Education	3
PES 684	Seminar and Practicum in Adapted Physical Education	3
	or	
*PES 685	Seminar and Practicum in Early Childhood Adapted Physical Education	3

*only required of students electing the Early Childhood emphasis

Electives: (0-6 credits)

Elective classes must be selected with departmental approval.

Students electing the concentration may also take PES 601 and pes 607 and receive recognition for a double concentration in teacher education/pedagogy as well as adapted physical education.

3. Culminating Experience (3 or 6 credits)

Each student must complete a satisfactory culminating experience in the form of a thesis (PES 795-six credits) or a synthesis project (PES 798-three credits). Students pursuing the concentration in athletic administration may choose between a thesis (PES 795-six credits) or a synthesis project (PES 798-three credits) and an appropriate internship or practicum related to athletic administration (PES 791-three credits). Students in the early childhood emphasis of the adapted physical education concentration must complete a project related to early childhood adapted physical education.

4. Students whose GPAs fall below 3.0 will have their files reviewed by an advisory committee with a recommendation for continuation or non-continuation.

Complete information about program requirements, policies and procedures is available from the graduate coordinator.

B. Old Program

Introduction

At the graduate level, physical education is the study of human behavior in sport and exercise, including considerations of why people play, reaching one's potential in participation, ethical problems, conditioning and fitness. At SUNY Brockport, the program focuses, in particular, on gaining insight into the teaching of physical education and the administration of athletics. Depending on the courses selected, the degree program may lead to:

1. permanent certification to teach physical education in New York State;
2. a concentration in adapted physical education, with an option to elect an emphasis in early childhood adapted physical education; or
3. a concentration in athletic administration.

The program provides an elective component which can be used to tailor a program to serve particular interests such as teaching in elementary or secondary schools or coaching, and includes a thesis or a synthesis project designed by the student.

Admission

Degree candidacy admission depends on several factors, including an acceptable grade point average, an undergraduate major in physical education, evidence of qualification for a teaching certificate in physical education, evidence of qualification for a teaching certificate in physical education, and the development of an approved Program of Study. The requirement for an undergraduate degree in physical education could be waived on a case-by-case basis for students wishing to pursue athletic administration in higher education. Admission materials may be requested from the Graduate Admissions Office or from: Graduate Coordinator, Department of Physical Education and Sport, SUNY College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2989.

Program Requirements

The program requires a minimum of 30 credits of course works to be distributed as follows:

1. Physical Education Core Requirements (9 credits)

Credits

All students are required to take:

PES 601	Analysis of Teaching Physical Education	3
PES 604	Research and Evaluation for Physical Education Teachers	3
PES 607	Curriculum Design in Physical Education	3

2. Prescribed Electives (15-18 credits)

In consultation with an assigned advisor, each student selects from:

- a. General support courses in physical education that may be prescribed or recommended when they are appropriate to an area of interest; and/or
- b. courses in other disciplines that either enhances the student's tools of inquiry, contribute to a broadening of knowledge, strengthen the student's background for physical education, or fulfill a personal need, and/or
- c. supervised independent study, and/or
- d. a specific set of courses in a concentration.

Additional course requirements in adapted physical education and athletic administration are summarized below:

Concentration: Adapted Physical Education **Credits**

PES 581	Instructional Strategies in Adapted Physical Education	3
PES 582	Adapted Physical Activity and Sport	3
PES 583	Early Childhood Physical Education*	3
PES 683	Program Development in Adapted Physical Education	3
PES 684	Seminar and Practicum in Adapted Physical Education	3
	or	
PES 685	Seminar and Practicum in Early Childhood Adapted Physical Activity*	3

Concentration: High School Athletic Administration

PES 590	Administration and Supervision of High School and College Athletics	3
PES 690	Problems in Physical Education and Athletic Administration	3
EDA 600	Foundations of Educational Leadership	6
EDA 678	Clinical Supervision	3

Concentration: College Athletic Administration

	Credits	
PES 590	Administration and Supervision of High School and College Athletics	3
PES 690	Problems in Physical Education and Athletic Administration	3
PES 691	Marketing & Fundraising in Physical Education and Sport	3
PES 552	Challenges of Coaching (<i>elective</i>)	3

3. Culminating Experience (3 or 6 credits)

Each student must complete a satisfactory culminating experience in the form of a thesis (PES 798-three credits). Students pursuing the concentration in athletic administration may choose between a thesis (PES 795-six credits) or a synthesis project (PES 798-three credits). Students in the early childhood emphasis of the adapted physical emphasis of the adapted physical education concentration must complete a project related to early childhood adapted physical education.

4. Students whose GPAs fall below 3.0 will have their files reviewed by an advisory committee with a recommendation for continuation or non-continuation.

Complete information about program requirements, policies and procedures is available from the coordinator.

*only required of students electing the Early Childhood emphasis

Electives: (0-6 credits)

Elective classes must be selected with departmental approval.

Students electing the concentration may also take PES 601 and pes 607 and receive recognition for a double concentration in teacher education/pedagogy as well as adapted physical education.

3. Culminating Experience (3 or 6 credits)

Each student must complete a satisfactory culminating experience in the form of a thesis (PES 795-six credits) or a synthesis project (PES 798-three credits). Students pursuing the concentration in athletic administration may choose between a thesis (PES 795-six credits) or a synthesis project (PES 798-three credits) and an appropriate internship or practicum related to athletic administration (PES 791-three credits). Students in the early childhood emphasis of the adapted physical education concentration must complete a project related to early childhood adapted physical education.

4. Students whose GPAs fall below 3.0 will have their files reviewed by an advisory committee with a recommendation for continuation or non-continuation.

Complete information about program requirements, policies and procedures is available from the graduate coordinator.

V. Rationale and Program Comparisons Related to the Athletic Administration Concentration

The Physical Education and Sport Department has offered, as part of its master's degree program, a graduate concentration in athletic administration since the early part of this decade. Originally, the program was conceived as a two pronged approach to preparing future athletic administrators by providing two separate tracts, (a) a "collegiate athletic administration concentration" and (b) a "secondary athletic administration concentration." It is recommended herein that there be only one athletic administration concentration in the future. Specifically, it is proposed herein that the "high school athletic concentration" be eliminated and that the "collegiate athletic administration concentration" be renamed the "athletic administration concentration." There is no need to have two separate tracts as part of the athletic administration concentration. The general administrative and managerial competencies, concepts and knowledge needed for success at both secondary and collegiate administrative posts are essentially the same. The old and new programs are contrasted in Table 1 as well as in the earlier contrast of the old and new programs in Section IV.

There are three changes being recommended in terms of the "athletic administration concentration" (previously called the "college athletic administration concentration"). First, it is recommended that the course PES 552 Challenges of Coaching (3 credits) become a required course rather than the elective it is now. Second, it is recommended that the new course, PES 692 Budgeting, Finance and Facility Management in Physical Education and Sport (3 credits) also be required. Third, it is recommended that a name change only be made in one graduate course. Specifically, "PES 791 Practicum in College Athletic Administration" should be changed to "PES 791 Internship in Athletic Administration."

Having PES 552 Challenges of Coaching (3 credits) become a "required" course provides the future athletic administrator with the body of knowledge and experiences necessary to successfully work with coaches. Today, sport administrators need to be competent to evaluate and counsel coaches. In order to be qualified to fulfill this obligation it is necessary that sport administrators understand the role of the coach and challenges and problems facing coaches in today's (and tomorrow's) society. Hence, this course is essential in preparing our graduates to fulfill their duties as leaders, motivators, supervisors and evaluators of coaches.

In regard to PES 692, competent sport administrators need to be skilled in the financial aspects of administering sport programs. This includes the area of facility management. Every sport program is dependent upon appropriate funding and wise fiscal management. This course will provide students with the necessary body of knowledge and experiences in the all important areas of sport budgeting and facility management.

The changes recommended above are in line with the generally accepted curricular programs available at other quality graduate programs. Similarly, the National Association for Sport and Physical Education (NASPE) and the North America Society for Sport Management (NASSM) specifically recommends in the document [Sport Management Program Standards and Review Protocol, 1993] that master's programs in sport management/administration include the content area of financial management and personnel management in sport within a curriculum. These changes are being recommended to enable the department to be in a better position to prepare future sport administrators.

TABLE 1
Master's Degree in Physical Education

**Concentration in Collegiate
Athletic Administration**

Current Program

PES 601 Analysis of Teaching (3 cr)
 PES 604 Research and Evaluation (3 cr)
 PES 607 Curriculum (3 cr)
 PES 590 Admin. & Super. PE & Ath. (3 cr)
 PES 690 Problems in PE & Ath. Admin. (3 cr)
 PES 691 Marketing & Fundraising in PE &
 Sport (3 cr)
 PES 552 Challenges of Coaching (3 cr)
 [elective]

Approved Elective (3 cr)
 [some of these courses are
 PES 530; PES 532; PES 560;
 EDA 675; PES 615; PES 660]

PES 795 Thesis (6 cr)
 OR

Synthesis PES 798 (3 cr)
PLUS
 PES 791 Practicum (3 cr)

**Concentration in Athletic
Administration**

Proposed Program

PES 604 Research Methods (3 cr)
 PES 605 Research Design & Data
 Analysis (3 cr.)
 PES 590 Admin. & Super. PE & Ath. (3 cr)
 PES 690 Problems in PE & Ath. Admin. (3 cr)
 PES 691 Marketing & Fundraising in PE &
 Sport (3 cr)
 PES 552 Challenges of Coaching (3 cr)
[required]
**PES 692 Budgeting, Finance and Facility
 Management in Sport and PE (3 cr)**

Approved Elective (3 cr)

PES 795 Thesis (6 cr)
 OR

Synthesis PES 798 (3 CR)
PLUS
 PES 791 *Internship* in
 Athletic Administration

VI. Evidence of Demand

The revised program presented herein does not propose any new focus or emphasis. However, the proposed program "repackages" the present program and permits the program to meet the needs of students interested in physical education in areas other than teaching or certification. Support for demand may be demonstrated in a variety of ways. First, support for the noncertification athletic administration option in the program is evidenced by the number of matriculated students currently in the program. As of the fall of 1996, approximately 38 students are matriculated in the program. Secondly, demand for the noncertification option in the adapted physical education program is particularly supported by recent interest shown by international students. Also, demand is supported by the reality that other graduate programs throughout the United States have noncertification options which are selected by both American and international students. Third, graduate programs in exercise science, coaching, sport studies, athletic administration, and sport medicine, etc. are developing and thriving throughout the United States and Brockport needs to continue being on the cutting edge to meet the needs of interested students. Structuring the program to permit study in noncertification areas related to physical education enhances the development of these programs.

VII. Potential Clientele

The primary clientele for the present program includes physical education teachers holding provisional certification and persons certified or not certified in physical education pursuing a master's degree with a concentration in athletic administration. The program proposal herein retains those target groups but opens the program to others. Specifically, the noncertification concentration in adapted physical education and a noncertification general program will be available to graduate students not provisionally certified in physical education. Thus, for example, the adapted physical education concentration may be pursued by therapeutic recreators, special educators, or international students with a variety of backgrounds holding baccalaureate degrees. In the future other noncertification concentrations may be included in the program. Examples are exercise science, coaching, sport studies, and athletic training.

VIII. Description of New or Revised Courses

PES 552 Challenges of Coaching 3 credits

A case study approach dealing with specific problems involved in coaching. This course will examine the problem solving process as it can be applied to the coaching of sports at the youth, junior and senior high, and the collegiate levels.

PES 691 Marketing and Fundraising in Physical Education and Sport 3 credits

A study of marketing and fundraising concepts, strategies and practices in sport and physical education. Attention will be concentrated on the needs of sport entities in terms of marketing and fundraising needs and the methods to use in solving the marketing and fundraising problems and challenges that programs face on a daily basis.

PES 692 Budgeting, Finance & Facility Management in Physical Education & Sport 3 credits

A study of financial and budgetary aspects of physical education and sport. Additionally, this course examines the areas of indoor and outdoor sport facilities in terms of their construction, maintenance and proper utilization for both physical education and sport programs and activities.

Change:

PES 791 Practicum in College Athletic Administration

to

PES 791 Internship in Athletic Administration 3 credits

Prerequisites: PES 590 and PES 690, and *instructor's permission*. Provides an entry-level experience in a athletic administrative setting. Requires involvement in day-to-day duties in athletic administration and observation of higher level management operations.

PES 604 Research Methods in Physical Education and Sport 3 credits

Covers various methodologies employed in physical activity research including analytical, descriptive, experimental, and qualitative approaches to problem solving. Students learn to design an original study (as part of a required research proposal) and to analyze and critique existing studies which appear in the literature. The development of library skills for research is an important element of the course.

PES 605 Research Design and Data Analysis 3 credits

Prerequisite: PES 604. Explores both qualitative and quantitative research designs and matching strategies for data analysis in physical activity research. Qualitative analysis includes sorting, analyzing, and categorizing data; triangulation of data; reasoning; and theory construction. Quantitative analysis includes describing relationships among variables and differences among groups. Multivariate, nonparametric, and single-subject techniques also are introduced. The development of computer skills is an important element of the course.

PES 798 Synthesis Project Seminar 3 credits

Prerequisite: PES 604. Requires the preparation and presentation of a literature review in a widely investigated topic of the student's choice. The project involves analysis, evaluation, and integration of the published literature on the topic as well as the student's conclusions pertaining to the research findings.

IX. Staffing

A. Existing Graduate Faculty

Chairperson and Associate Professor: Francis X. Short, P.E.D., Indiana University *Professors:* Merrill J. Melnick, Ph.D., Ohio State University; William F. Stier, Jr., Ed.D., University of South Dakota, Joseph P. Winnick, Ed.D., Temple University. *Associate Professors:* Francis W. Keenan, Ph.D., University of Illinois-Champaign-Urbana, Reginald T-A. Ocansey, Ph.D., Ohio State University; Dan Smith, Ph.D., University of Illinois-Champaign-Urbana; *Assistant Professors:* Marilyn L. Colby, Ph.D., Ohio State University; Nat R. Goodhartz, Ph.D., Ohio State University; Cathy Houston-Wilson, Ph.D., University of Oregon; Lauren Lieberman, Ph.D., University at Oregon; Judith Lee Jensen, Ph.D., Ohio State University;

B. Adequacy of Staffing

With existing graduate faculty and persons approved for hiring effective September, 1997, staff will be sufficient to conduct the proposed program. There are two new courses (PES 605 and PES 692), but the department has the expertise to teach them. Also, moving from a three-course core to a two-course core will provide some additional flexibility in creating appropriate course rotations and managing faculty workload.

X. Resources

The current proposal has no impact on Drake Library. It is anticipated that students will utilize the resources at Drake at the same level they do currently. It is anticipated that there will be a slight increase in our formal use of the facilities at the Academic Computing Center (ACS). As part of the existing research class the department has held class at ACS up to 2-3 times per semester. The addition of the statistics class might increase our time at ACS to 5-6 times per semester. (It is also possible that we might conduct the statistics class in our own Apple Lab in Tuttle South). Dr. Orzech has indicated that she considers the possible increase at ACS to be minor and we have included her written statement to that effect in the appendix.

XI. Cooperating Departments

This proposal does not require any additional cooperation from other departments on campus. To the contrary, the revision of the athletic administration concentration will result in fewer courses taken by our students in the Department of Educational Administration. Educational Administration has been very cooperative in the past in providing our students with important experiences related to administration, but the growth in content specifically related to athletic administration has necessitated a revised concentration. Physical education students who desire a certificate of advanced study to qualify as athletic directors or directors of physical education will still enroll in EDA courses.

XII. Competition in Rochester

Brockport remains the only college in the Rochester area offering a master of science in education (physical education) degree.

XIII. Academic Administration Commentary

- A. Dean of School
- B. Department Chair

BROCKPORT

State University of New York
College at Brockport
New Campus Drive
Brockport, New York 14420-2982
Academic Computing Services
Fax: (716) 395-2399

TO: Frank Short
Department of Phys. Ed. & Sport

FROM: Mary Jo Orzech, Academic *mjo*
Computing Services

SUBJ: Proposed revision of PES grad program

DATE: January 28, 1997

Academic Computing Services supports the revision of the PES grad program proposal. No direct impact is anticipated in the provision of computing services. After consultation with Dr. Short, Academic Computing Services wishes the proposal every success.

BROCKPORT

State University of New York
College at Brockport
2nd New Campus Drive
Brockport, New York 14420-2989

Physical Education and Sport
(716) 395-2229

January 29, 1997

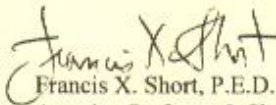
To Whom It May Concern:

Please accept this letter in support of the proposal to revise the M.S. in Education (Physical Education) degree program. I support the notion of re-configuring the core to focus on research and problem-solving skills. The addition of a separate statistics class and a more narrowly-defined synthesis project helps to strengthen this element of our program.

The recommendation to delimit a concentration in teacher education/pedagogy to a specific set of courses is attractive administratively because it fosters a more consistent course rotation. This proposal will also increase the attractiveness of our athletic administration program because students will no longer be required to take two teacher education courses (as well as possible prerequisites) as part of that concentration. Furthermore, changes made internal to the athletic administration concentration are consistent with national trends and serve to strengthen the program.

Finally, the proposal creates a structure that can accommodate future growth. The research based core is applicable to all areas of study in physical education. Additional concentrations could be created within this structure if interest and resources permit.

Sincerely,



Francis X. Short, P.E.D.
Associate Professor & Chair
Department of Physical Education and Sport
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2989

BROCKPORT

State University of New York
College at Brockport
350 New Campus Drive
Brockport, New York 14420-2983

Dean, School of Arts and Performance
(716) 395-2350
FAX: (716) 395-2585

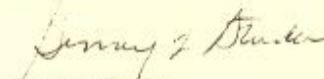
January 27, 1997

To Whom It May Concern:

Please accept this letter as a show of support for the revision of the master of science degree program in the Department of Physical Education and Sport. The revision of the "core" to emphasize research and problem-solving content, rather than teacher education content, is especially attractive. The current "core" has created problems for students interested in pursuing a master's degree in a non-teaching-related area of physical education. Furthermore, the proposed structure provides greater flexibility and potentially greater choice for graduate students in physical education.

In consultation with the chair of the department, it does not appear that the proposed program will require any additional human resources.

Sincerely,



Ginny L. Studer
Dean

GLS/ra