

DEPARTMENT OF KINESIOLOGY, SPORT STUDIES AND PHYSICAL EDUCATION

212 Tuttle North

(585) 395-5332

Chairperson and Associate Professor: Susan C. Petersen, EdD, Teacher's College, Columbia University; *Distinguished Service Professors:* William F. Stier, Jr., EdD, University of South Dakota; Joseph P. Winnick, EdD, Temple University; *Dean of The School of Health and Human Performance and Professor:* Francis X. Short, PED, Indiana University; *Professors:* Cathy Houston-Wilson, PhD, Oregon State University; Lauren Lieberman, PhD, Oregon State University; Merrill J. Melnick, PhD, Ohio State University; Robert C. Schneider, EdD, Temple University. *Associate Professors:* Heidi K. Byrne, PhD, University of Texas; Douglas Collier, PhD, Oregon State University; Luz M. Cruz, EdD, Teacher's College, Columbia University; Timothy J. Henry, PhD, University of Pittsburgh; Alisa James, EdD, University of Massachusetts at Amherst; Francis M. Kozub, PhD, The Ohio State University; Danny Too, PhD, University of Illinois; Cesar R. Torres, PhD, Penn State University; Christopher Williams, PhD, Auburn University; *Assistant Professors:* Timothy Brusseau, PhD, Arizona State University; Rikki Cannioto, EdD, University of Kentucky; Peter Hager, PhD, University of Tennessee, Knoxville; Pamela Haibach, PhD, Penn State University; Ferman Konukman, PhD, Virginia Tech; Craig O. Mattern, PhD, The Ohio State University.

At The College at Brockport, the graduate program in physical education provides an opportunity to gain professional certification to teach physical education and to acquire skills and knowledge related to physical education that can contribute to a variety of personal, professional or academic needs of the students. At the successful completion of the program, students are awarded a MSED in Physical Education. Depending on the background of candidates and courses selected, the degree program may lead to one or more of the following:

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

Admission

Matriculation into the graduate program depends on several factors, including the attainment of a bachelor's degree (see the Graduate Admissions section of this catalog for further details), an acceptable grade point average, an undergraduate major in physical education, evidence of qualification for an initial teaching certificate in physical education, and the development of an approved *Plan 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 non-certification option in adapted physical education or the general program. Individuals pursuing the non-certification option in adapted physical education must demonstrate a relevant knowledge base, including, at minimum, 12 credits in the professional field of physical education approved by the department.

Applications are available online at www.brockport.edu/graduate (see Graduate Admissions section of this catalog for details). For questions, please call the Office of Graduate Admissions at (585) 395-5465; e-mail gradadmit@brockport.edu; or write the Office of Graduate Admissions, The College at Brockport, 350 New Campus Drive, Brockport, NY 14420.

Specific standards for admission are as follows:

- a. Students with a cumulative undergraduate GPA of 3.0 and above will be eligible for regular admission status as matriculated students in the PES graduate program.
- b. Students with a cumulative undergraduate GPA of between 2.5 and 2.999 may be recommended for conditional admission. Students granted conditional admission must successfully fulfill a conditional contract established by an advisor. The contract outlines three courses from the student's Conditional *Plan of Study* that must be completed with a grade of "B" or higher. Once these courses are successfully completed, the student is granted regular admission and may enroll in the remaining courses listed on the regular *Plan of Study*. Consistent with College policy, any student who earns a grade less than "B" in any graduate course while in conditional status, will be dismissed from graduate study.
- c. Students who apply for graduate study and have less than a 2.5 undergraduate GPA (from the undergraduate institution from which they graduated) will be denied admission to matriculated status.
- d. Graduate courses in the Department of Kinesiology, Sport Studies and Physical Education are not open to non-degree (non-matriculated) students.

Program Requirements

The program requires a minimum of 30 credits of course work 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. a limited number of 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. In any case, courses selected must define a coherent program of study.

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)

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.

Note: PES 601, 607, 617, 621 and 627 are open only to students who have completed undergraduate programs in physical education with teacher certification.

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

Notes:

- a. Neither PES 791 nor PES 798 are required for students who elect to do a thesis (PES 795) with a topic approved by the graduate coordinator of Athletic Administration.
- b. Students may use the Athletic Administration concentration to gain professional teacher certification by substituting PES 601 and PES 607 for courses approved by the graduate coordinator of Athletic Administration.
- c. The Athletic Administration concentration at the graduate level ONLY prepares students for a professional teaching certificate IF the student enters the program with an undergraduate major in physical education with teacher certification from an accredited college or university and possesses an initial teaching certificate in physical education.

Concentration: Adapted Physical Education

Required: (12–18 credits)		Credits
^{1,2} PES 581	Instructional Strategies in Adapted Physical Education	3
^{1,2} PES 582	Adapted Physical Activity and Sport	3
² PES 583	Early Childhood Physical Education	3
^{1,2} PES 683	Program Development in Adapted Physical Education	3
¹ PES 684	Seminar and Practicum in Adapted Physical Education	3
or		
² PES 685	Seminar and Practicum in Early Childhood Adapted Physical Education	
^{1,2} PES 686	Consultation in Adapted Physical Education	3

Electives: (0–6 credits)

Elective classes must be selected with departmental approval.

¹Required courses in the concentration.

²Courses required for the concentration and the Early Childhood Adapted Physical Education Emphasis.

- Notes:**
- a. The Adapted Physical Education concentration meets state requirements leading to professional teacher certification.
 - b. 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) 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 as a part of PES 795 or PES 798. Complete information about program requirements, policies and procedures is available from the graduate coordinator.

KINESIOLOGY, SPORT STUDIES AND PHYSICAL EDUCATION COURSES

PES 530 Psychology of Sport (A). Examines psychological concepts, research, and theories in relation to sport and exercise participation. Studies individual and environmental factors affecting the performance and experience of athletes and exercisers. Familiarizes students with aspects of psychological skills training (goal setting, self-confidence, arousal regulation, imagery and concentration), as well as knowledge concerning how motivation, cognition and affect influence psychological well-being in sport and exercise setting. *3 Cr. Every Semester.*

PES 552 The Challenges of Coaching (B). Takes a case-study approach to dealing with specific problems involved in coaching. Examines the problem solving process as it can be applied to the coaching of sports at the youth, junior and senior high level, and collegiate level. *3 Cr. Fall.*

PES 560 Ethics of Sport (A). Examines how basic ethical theories relate to problems facing sport communities and professionals today. Provides critical analysis of ethical dilemmas in contemporary sport. Emphasizes the understanding of ethical frameworks and the application of these frameworks to ethical problems arising in sport contexts. *3 Cr. Every Semester.*

PES 581 Instructional Strategies in Adapted Physical Education (B). *Prerequisite: PEP 445.* Studies instructional strategies of adapted physical education. Emphasizes instruction for students with mental retardation, learning disabilities, and/or behavioral/emotional disabilities. Closed to students who have completed PEP 481. *3 Cr. Fall.*

PES 582 Adapted Physical Activity and Sport (B). *Prerequisite: PEP 445.* Covers the effects of physical and sensory disabilities on the physical/motor performance of children and youth, and emphasizes the effects of spinal-cord injuries, cerebral palsy, and auditory and visual impairments. Discusses the implications for the selection and adaptation of appropriate activities. Closed to students who have completed PEP 482. *3 Cr. Fall.*

PES 583 Early Childhood Physical Education (B). *Prerequisites: PEP 445 and PES 413 or equivalent.* Involves teaching physical education to children aged 0-5 with and without disabilities. Emphasizes assessment and program planning for an early childhood population. Incorporates a field

experience to supplement lectures and discussion. Closed to students who have completed PEP 483. *3 Cr. Spring.*

PES 590 Administration and Supervision of Physical Education and Athletics (B). Acquaints interscholastic or intercollegiate athletic administrators with an overview of the idealistic, realistic and practical realms of the management of the competitive sport process. Analyzes the objectives, policies and strategies for the management and supervision of high school and collegiate athletic programs. Focuses on the total responsibility of the athletic director. *3 Cr. Spring.*

PES 595 Problems in Physical Education (A). Provides an analysis of selected problems in the liberal arts. Examines professional or performance aspects of physical education problems listed in class schedule. May be repeated for credit. *1-3 Cr.*

PES 599 Independent Study (B). Considered an enlargement of the graduate program, enables students to pursue in greater depth topics studied previously in conventional graduate-level courses. Designed individually through consultation to suit the student's needs and interests and the special competence of the instructor. Additional requirements may be established by the department. *1-3 Cr.*

PES 601 Analysis of Teaching Physical Education (B). Provides an investigation and analysis of decisions and behaviors of physical education teachers in relation to their role as facilitators of learning. Requires students to use descriptive analytic observation systems to analyze personal teaching behaviors. Requires a research paper to include use of an observation system under controlled situations and field experiences in observing physical education teachers. *3 Cr. Fall.*

PES 604 Research and Evaluation (B). 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. Includes the development of library skills for research as an important element of the course. *3 Cr.*

PES 605 Research Design (A). *Prerequisite:* PES 604. Explores quantitative research designs and matching strategies for data analysis in physical activity research. Presents quantitative analysis, including describing relationships among variables and differences among groups. Also introduces multivariate, nonparametric and meta-analysis. Includes the use of spreadsheet programs and statistical software packages to do data analysis. 3 Cr. Every Semester.

PES 607 Curriculum Design in Physical Education (B). Examines the general principles and assumptions underlying development of curriculum as they apply to physical education studied in relation to the student, environment, needs and society. Analyzes and evaluates contemporary models and/or conceptual frameworks of physical education programs as a basis for the development of student's personal beliefs, skills and techniques in design or redesign of curriculum at various organizational levels and program emphases. 3 Cr. Spring.

PES 617 Seminar in Elementary School Physical Education (B). Explores current issues and trends in elementary school physical education. Provides practical experiences in curriculum development, instructional strategies, and assessment for teachers in grades Pre K-5. Based on the content and pedagogy of the American Master Teacher program. 3 Cr. Fall.

PES 621 Instructional Design in Physical Education (B). *Prerequisite:* PES 607. Focuses on relevant concepts from educational psychology and learning theory, as well as on a "generic" instructional design model. Provides methods for analyzing instructional tasks and writing behavioral objectives to elicit desired results. Discusses emerging trends in instructional design, including the use of computer-assisted instruction (CAI) in physical education settings. 3 Cr.

PES 627 Seminar in Secondary School Physical Education (B). *Prerequisite:* PES 607. Explores current issues and trends in secondary school physical education. Provides practical experiences in development of new curriculum materials, innovative instructional strategies, grant writing, technology and assessment for middle and high school teachers. Seeks to apply current research to practical situations. 3 Cr. Spring.

PES 660 Fitness and Conditioning for Teachers and Coaches (B). Provides students with an in-depth understanding of the factors determining physical fitness and various techniques used for physical conditioning. Emphasizes recent findings by researchers. Discusses subject matter relative to its application by teachers and coaches. 3 Cr. Fall.

PES 682 Low Incidence Disabilities (B). *Prerequisite:* PEP 445 or equivalent or instructor's permission. Provides a seminar and teaching experiences with children with low incidence disabilities and unique physical education needs. Sites for practical and field experiences are selected on the basis of interests and needs of students and required course objectives and outcomes. 3 Cr. Fall.

PES 683 Program Development in Adapted Physical Education (B). *Prerequisites:* PES 581 and PES 582. Covers the organization and administration of physical education programs for students with unique needs. Discusses legal implications, instructional adaptations, adapted physical education curricula and other factors that must be considered when programming for students whose needs cannot be met in regular educational programs. 3 Cr. Summer.

PES 684 Seminar and Practicum in Adapted Physical Education (B). *Prerequisites:* PES 581, PES 582. Provides practical teaching experience in adapted physical education programs. Select schools or agencies are chosen on the basis of interests of students and required course competencies. Includes seminar discussion related to practicum assignments and general problems in the area of adapted physical education. 3 Cr. Spring.

PES 685 Seminar and Practicum in Early Childhood Adapted Physical Education (B). *Prerequisites:* PES 581, PES 582, PES 583. Provides a field experience working with infants, toddlers and/or preschool children with disabilities. Emphasizes the development of competencies for providing physical activity/education services. Seminar experiences supplement field work. 3 Cr. Spring.

PES 686 Consultation in Adapted Physical Education (B). *Prerequisites:* PES 581, PES 582. Designed to develop knowledge and skills required to plan, implement and evaluate consultancy services in adapted physical education. Incorporates opportunities to develop abilities for consultation with field experiences designed to provide consultation. 3 Cr.

PES 690 Problems in Physical Education and Athletic Administration (A). *Prerequisite:* Instructor's permission. Examines problems and challenges encountered by secondary and collegiate physical educators and coaches in the administration of physical education and sport programs. Also examines possible courses of action to meet such problems and challenges. Includes case study and problem-solving approaches. 3 Cr. Spring.

PES 691 Marketing and Fundraising in Physical Education and Sport (B). Studies marketing and fundraising concepts, strategies and practices in sport and physical education. Focuses on the methods used by school-based programs to solve

their everyday marketing and fund-raising problems. 3 Cr. *Summer*.

PES 692 Budgeting, Finance and Facility Management in Physical Education and Sport (A).

Studies financial and budgetary aspects of physical education and sport. Also 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. 3 Cr. *Fall*.

PES 791 Internship in Athletic Administration (B).

Provides an entry-level experience in an athletic administrative setting. Requires involvement in day-to-day duties in athletic administration and observation of higher level management operations. 3 Cr. *Every Semester*.

PES 795 Thesis (B). Requires the preparation

and oral defense of a substantial research and writing project planned and completed under the guidance of a graduate faculty committee. 1-6 Cr. *Every Semester*.

PES 798 Synthesis Project Seminar (B). *Prerequisite: PES 604 and PES 605; with instructor's permission PES 798 may be taken concurrently with PES 605.* Requires preparation and presentation of a literature review in a widely investigated topic of the student's choice. Involves analysis, evaluation and integration of the published literature on the topic, as well as the student's conclusions pertaining to the research findings. Students in the early childhood emphasis of the adapted physical education concentration must complete a project related to early childhood adapted to physical education as a part of PES 798. 3 Cr. *Every Semester*.

LIBERAL STUDIES

(585) 395-2262

Director of Liberal Studies and Professor of Computer Science: Kulathur Rajasethupathy, PhD, Tata Institute of Fundamental Research.

The Master of Arts in Liberal Studies is a multidisciplinary degree for students seeking an alternative to traditional graduate courses of study that focus on professional training in a single area. Instead, the 30-credit Liberal Studies program is designed for the life-long learner seeking intellectual development, personal enrichment and the benefits of an advanced education in the liberal arts and sciences. The program allows each degree candidate the opportunity to develop an individualized *Plan of Study* tailored to his or her own personal and/or professional goals. Through this *Plan of Study*, the student examines significant ideas and contemporary issues from the perspectives of the fine arts, humanities, social sciences and natural sciences. It provides an integrative educational experience that promotes a deeper understanding of self, nature and society, and offers opportunities to sharpen critical thinking and communication skills.

Given its multidisciplinary nature, Liberal Studies has no faculty that are exclusively assigned to its program. Rather, it draws upon the best faculty from across The College at Brockport (and elsewhere) to teach its required courses. Some are Distinguished Teaching Professors, the highest academic rank attainable at SUNY. Many are recipients of the Chancellor's Award for Excellence in Teaching, a SUNY-wide recognition for outstanding instruction. Others hold (or have held) high administrative positions in their disciplines, including departmental chairperson, dean, director of the Honors Program, and assistant vice president for academic affairs. All are experts in their disciplines, yet truly capable of teaching from the multidisciplinary perspective that is the hallmark of a graduate Liberal Studies education at The College at Brockport.

Entrance Requirements

Admission requirements include a bachelor's degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details), and completion of the application for graduate admission. Documents required as part of this application include:

1. At least three letters of recommendation.
2. A written essay on reasons for pursuing the Liberal Studies program.