TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the fitness of)
    III. Other (Notice, Request, Report, etc.)
SUBJECT: Revision for Master of Science in Education, Physical Education

(See attached)

Resolution #30
1974-1975

Signed Ara Zulalian
Date Sent 4/29/75
(For the Senate)

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date: September 75
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation
II, III. a. Received and acknowledged
   b. Comment:

DISTRIBUTION: Vice Presidents: 
Others as identified: 

Distribution Date: 
Signed: (President of the College)
Date Received by the Senate: JUN 6 '75

June 3, 1975
PROPOSED REVISION
FOR
MASTER OF SCIENCE IN EDUCATION
PHYSICAL EDUCATION

MARCH, 1975

GRADUATE UNIT
FACULTY OF PHYSICAL EDUCATION AND RECREATION
STATE UNIVERSITY OF NEW YORK
COLLEGE AT Brockport

CURRICULUM COMMITTEE
Dr. Dorothy Allen
Dr. Ronald French
Dr. Judith Jensen
Dr. Scott Kretcmar
Dr. Sandra Scott
Dr. Martina Pathoff, Chairperson

SUB-COMMITTEE
Dr. Theodore Johnson
Dr. Evelyn Schurr
PROPOSAL FOR REVISION OF MASTER OF SCIENCE IN EDUCATION
(PHYSICAL EDUCATION)

INTRODUCTION

The present degree program for the Master of Science in Education with a major in physical education was accepted by the Faculty Senate in March, 1968, and implemented the Fall Semester, 1968. Since that time, a number of minor revisions have occurred in admission standards, nature of comprehensive examinations and expanded course offerings. Due to the lack of flexibility in the program structure and requirements, these short range efforts have not been sufficient in meeting the needs of the present graduate student population and the goals of the program.

The following reflects the general goals for the Master of Science in Education degree programs at State University of New York, College at Brockport:

The award of the Master of Science in Education implies that the recipient has made successful efforts to broaden, deepen, and synthesize knowledge in fields of study bearing on his professional growth; that he has demonstrated an ability to communicate such knowledge and to advance it through methods of scholarly direction.¹

Within this framework, programs of study in physical education have been designed for the attainment of these goals and prepare

¹Graduate Catalogue, State University of New York College at Brockport, pp. 11-12, 1966-68.
the student to fill the role of a master teacher or supervisor in elementary or secondary physical education. The goals of the program are the same, however, the graduate student population has changed and the competencies needed to fill the goals are different.

Specifically, the profile of the present and immediate future graduate student population is significantly different from that of six years ago. Our prospective students of today are younger than in past years and have had different undergraduate experiences which have provided them with a number of competencies heretofore expected after some graduate experience.

The changes in public school education during the past decade demand different competencies in the master teacher, hence, the need for a degree program which will adequately prepare these teachers for the schools of today and in the future.

The newly prescribed requirements for provisional and permanent certification in New York State will call for newly developed programs to meet these requirements. The State Department of Education has mandated that all provisional and permanent programs in physical education be competency based by 1980.

The proposed revision would serve as an interim program of study to better serve the student population from 1975 to 1980. It would also serve as a beginning in the initiation of the competency concept into the program while working toward a final
new total competency based degree program to be initiated in 1980.

The proposed revision will be characterized by its flexible individually prescribed programs based upon the student's entering competencies and mutually designed in such a way to meet his immediate and long-range career goals. Opportunities for a number of program concentrations will exist as well as freedom to develop those terminal competencies with a minimum of core course requirements.

SUMMARY OF PRESENT PROGRAM

Entrance Requirements:

1. An undergraduate major in Physical Education.
2. Teaching Certification in Physical Education.
3. A. Undergraduate grade point average of 3.0, (on a 4 point scale), or better for all work completed;
   B. Undergraduate grade point average of 2.75 or better with a minimum of 200 on combined (verbal and quantitative) aptitude section of the GRE;
   C. A total score of 2200 when multiplying undergraduate grade point average by the combined GRE score.

The present program of study requirements includes:

I. Thirty hours of course work to be distributed in the following areas:
   A. Required Physical Education Core, (12 hours).
PHE 602, Seminar in Foundation of Physical Education
PHE 605, Research Methods in Physical Education
PHE 607, Curriculum Design in Physical Education
PHE 608, Measurement and Evaluation in Physical Education.

B. Professional Physical Education Elective Area, (9-12 hours).

Courses to be chosen under advisement.

C. Core Area, (6-9 hours).

Courses utilized in meeting this requirement are courses in disciplines other than physical education which would either enhance the student's tools of inquiry or contribute to a broadening of knowledge which the student could bring back to his particular specialization within physical education.

II. Comprehensive Examination or Thesis

In addition to fulfilling course requirements, a candidate for the masters degree in physical education must pass a graduate comprehensive examination or present an acceptable thesis and pass a thesis oral examination. The comprehensive examination for the non-thesis student presently is essay type stressing the application of principles or facts to the solutions of hypothetical problems -- in dealing with the four core areas of required courses as well as one question designated general area.

SUMMARY OF PROPOSED PROGRAM

Entrance Requirements:

1. An undergraduate major in Physical Education.
2. A. Undergraduate grade point average of 3.0, (on a 4 point scale), or better for all work completed; OR
   B. Undergraduate grade point average of 2.75 or better with a minimum of 800 on combined (verbal and quantitative) aptitude section of the GRE; OR
   C. A total score of 2200 when multiplying undergraduate grade point average by the combined GRE score.
The proposed program of study requirements would include:

I. Thirty hours of course work to be distributed in the following areas:

A. Required Physical Education Core, (6 hours).
   
   PHE 601, Analysis of Teaching Physical Education, (3 hours)
   PHE 607, Curriculum Design in Physical Education, (3 hours).

B. Prescribed Electives, (21 hours).

   To be selected from concentration areas, general support courses in physical education, and cos mata disciplines.

II. Culminating Experience in the form of a thesis or synthesis project.

RATIONAL FOR NEW PROGRAM STRUCTURE, CONTENT AND REQUIREMENTS

The following assumptions are the bases for the development of the proposed revision of the physical education major for the Master of Science in Education degree.

Assumption 1: Individuals enrolling in the Master of Science in Education program in physical education will be interested in expanding and improving their knowledge and skills as a teacher or supervisor of physical education.

Assumption 2: Teaching is an activity with three major functions:

A. A curriculum planning function,
B. An instructional function,
C. An evaluative function.

These assumptions imply that students need advanced theoretical content and experiences which enhance the individual's competency in:
A. Assisting in the formulation of educational goals, designing objectives, conceptualizing a framework for selecting content, planning learning experiences for students in a relevant fashion;
B. using appropriate teaching strategies and teaching behaviors; and,
C. evaluating appropriateness of objectives, and the effectiveness of instruction, selection and/or creation of measuring devices, the interpretation and utilization of evaluative data.

These implications are reflected in the development of new core requirements and opportunities for in-depth study in area concentrations.

Assumption 3: The students will have different interests in various levels of instruction and curriculum, in various program emphases of physical education and will enter with different competencies.

Assumption 4: The students will have three basic needs differing in intensity:
A. Immediate professional needs,
B. Long range professional needs,
C. Personal needs.

These assumptions imply the program must offer choices to students for individual needs and interests in meeting competencies both in advanced theoretical content and teaching functions.

These implications are reflected in the flexibility of the program requirements and the individualized nature of the student's study program.

**PROPOSED PROGRAM FOR MASTER OF SCIENCE IN EDUCATION**  
*(PHYSICAL EDUCATION)*

The revised program would change the nature and extent of core
requirements in the professional elective area of physical education and cognate area; increase the opportunities for concentrated study in a specialization or specially designed, synthesis of experiences which cut across specializations; and, the nature and options for the culminating experience.

PROGRAM OF STUDY

The new program of study requirements would include thirty hours of course and/or research work to be distributed as follows:

1. Required Physical Education Core, (6 hours):
   - PHF 661 - Analysis of Teaching Physical Education, (3 hours).
   - PHF 667 - Curriculum Design in Physical Education, (3 hours).

The basis for the 6 hours of required core rests with the first two assumptions reflecting the roles of all teachers and the two main areas of identified competencies for the future certification programs.

The structure of these two courses will be developed along a competency orientation. By the end of the interim period, (1975-1979) experimentation with competencies in these two main areas will permit the student to identify his competencies either through completion of these courses or through alternate options. However, until the completion of the new competency based certification program in physical education in 1975, the inclusion of the two required courses is warranted.

2. Prescribed electives, (21 hours):
The courses selected will be from:
A. the recommended courses in a concentration, (elementary, secondary, coaching, adapted),
B. a combination of courses from several concentrations,
C. general support courses in physical education which may be prescribed or recommended when they are appropriate to an area of interest or concentration,
D. courses in other disciplines which either enhance the student's tools of inquiry, (statistics, computer science, physics, etc.) or contribute to a broadening of knowledge which strengthen the student's specialization in physical education and/or fulfill a personal need.

There are no minimum or maximum number of courses to be selected from the A). concentration areas, B). general support courses, or C). cognate disciplines.

3. Culminating Experience in the form of a thesis or a synthesis project.

PROPOSED AREAS OF CONCENTRATION

Opportunities will exist to specialize through organized concentrations of course and research experiences in Adapted Physical Education, Elementary School Physical Education, Secondary School Physical Education, Coaching Interschelastics or through individually arranged in-depth study programs which cut across or synthesize selected offerings in the concentrations to focus in on such areas as Analysis of Teaching Behavior, Individualized Instruction, Curriculum Design and Development as well as Philosophical, Psychological, Biological and Sociological Dimensions of Human in Physical Activity.

Within each concentration, a series of courses are identified for consideration which would strengthen a student's knowledge and skills but remain as recommendations from which a student might select depending upon his entering competencies and his career goals within the concentration.
ADAPTED PHYSICAL EDUCATION CONCENTRATION

Recommended Physical Education Courses for Concentration

PHED 531 Remediation of Developmental Disabilities
PHED 602 Motor Performance Problems of Children with Chronic and Permanent Disabilities
PHED 683 Organization of Programs for Students with Motor Performance Disabilities
PHED 684 Seminar and Practicum in Special Physical Education and Recreation
PHED 689 Independent Study in Physical Education

Recommended General Support Courses in Physical Education

PHED 605 Research Methods in Physical Education
PHED 592 Theory of Motor Learning
PHED 517 Seminar in Elementary School Physical Education
PHED 621 Self-Directed Learning in Physical Education
PHED 321 Perceptual-Motor Development

Examples of Recommended Courses from Core Related Disciplines

SOC 531 Sociology of Medicine
EDP 512 Psychology of Experimental Education
EPS 511 Perception
PH 526 Theories of Learning
PSY 542 Psychometrics
PSY 551 Cognition Seminar
PSY 661 Psychology of Mental Retardation
PSY 632 Psychopathology of Childhood
BIO 673 Neurobiology
BOL 555 Advanced Developmental Biology
BIO 355 Genetics and Eugenics
NUR 604 Mind-Body Relationships
SOC 652 Diagnosis of Speech and Language Disorders
DYS 137 Dance in Rehabilitation
ED 555 Cognitive, Intellectual, and Conceptual Growth in Childhood
ED 635 Educational Statistics
ELEMENTARY SCHOOL PHYSICAL EDUCATION CONCENTRATION

Recommended Physical Education Courses for Concentration:

PHE 617 Seminar in Elementary School Physical Education
PHE 623 Perceptual Motor Development
PHE 690 Independent Study

Recommended General Support Courses in Physical Education

PHE 621 Self-Directed Learning in Physical Education
PHE 644 Advanced Motor Learning
PHE 645 Perception of Self in Movement Environment
PHE 665 Research Methods
PHE 611 Advanced Seminar in Teaching Physical Education
PHE 662 Evaluation

Examples of Recommended Courses in Co-Curriculums

SOC 523 Attitude Formation and Change
CHE 550 Workshop in Creative Arts
PSY 593 Behavior Modification
EDG 582 Children's Literature
EDI 537 Educational Programs for Young Children
EDI 665 Seminar in Curriculum Development in Early Childhood
EDI 662 Seminar in Elementary Curriculum
EDR 597 Measurement in the Affective Domain
EDP 517 Childhood and Youth in American Society
SECONDARY SCHOOL PHYSICAL EDUCATION CONCENTRATION

Recommended Physical Education Courses for Concentration

PHE 607 Seminar in Secondary School Physical Education
PHE 611 Seminar in Teaching of Physical Education
PHE 595 Problems in Program Development in Physical Education
PHE 523 Analysis and Development of Advanced Motor Skill
PHE 599 Independent Study

Recommended General Support Courses in Physical Education

PHE 522 Motor Learning
PHE 520 Psychology of Sport
PHE 521 Self-Regulated Learning
PHE 560 Physiological Aspects of Sport
PHE 562 Biomechanics of Sport
PHE 565 Research Methods
PHE 523 Advanced Motor Learning
PHE 645 Perception of Self in Sport

Examples of Recommended Complementary Courses

PHE 522 Origin/Effects of Teacher Personality
PHE 523 Behavior Modification
PHE 524 Adolescent Psychology
EDP 565 Theories of Instruction
SOC 515 Sociology of Education
EDP 563 Programmed Learning
EDP 562 Audio Visual Production
SOC 523 Attitude Formation and Change
Recommended Physical Education Courses for Coaching

PHE 623 Analysis and Development of Advanced Motor Skills
PHE 641 Social - Psychology of Coaching
PHE 647 Social - Psychological Analysis of Small Sport Groups
PHE 660 Physiological Aspects of Exercise
PHE 692 Biomechanics of Sport
PHE 693 Basic Sport Issues
PHE 699 Independent Study

Recommended - General Support Courses in Physical Education

PHE 522 Motor Learning
PHE 544 Advanced Theory of Motor Learning
PHE 553 Psychology of Sport
PHE 563 Sports Medicine II (To be developed)
PHE 605 Research Methods

Exception of Recommended Courses from Compe Disciplines

BHI 567 Audio-Visual Production
SOC 526 Social and Cultural Differences
SOC 523 Attitude Formation and Change
PHE 553 Psychology of Exercise
PHE 571 Motivation
PHE 563 Group Counseling Concepts
EFC 512 Interpersonal Relations
ANT 573 Socio/Cultural Change
An extensive advisement system with qualified faculty and an efficient administrative structure to oversee the process is the key to providing a suitable balance in offering flexible individualized programs of study while assuring the quality and the integrity of the degree program. The Graduate Unit of the Faculty of Physical Education and Recreation has the resources to provide such a balance. There are thirty-four graduate faculty to carry out advisement functions and a Unit Coordinator to develop efficient procedures for implementation of graduate advisement policy and oversee the advisement system.

Graduate Faculty

The graduate faculty of physical education is outstanding in its number, quality and diversity of competencies. There are thirty-four faculty with earned doctorates who are well qualified in each of the specific specializations within physical education. Among these are five who devote nearly full time to the biological dimensions of physical activity; six concerned with philosophical examination of human physical activity; six faculty examining the psychological aspects of man in movement; five dealing with sociocultural perspectives on man in games, sport, and exercise along with twelve faculty who devote their time to areas of professional preparation, such as effective teaching behaviors, learning theory, curriculum development, and programs for the handicapped. These
Faculty are active scholars who are making significant contributions at the regional, national and international level.

Advisement Procedures

Though advisement is conceived as an ongoing process there are two distinct phases which have been organized. The first deals with program of study advisement system and the second, the culminating experience advisement system.

Program Advisement - Each student will have a program advisement committee who will aid his/her in developing his/her individualized program based upon his/her entering competencies and career goals. When the program of study is designed it is then submitted to Unit Coordinator for final approval.

Each student is expected to meet with his/her program advisory committee each semester to review his/her progress and discuss the pertinence of his/her prescribed program in light of his/her progress. Any changes in the prescribed program must be registered in the Office of the Coordinator of the Graduate Unit.

The selection of the committee members will be based upon the following criteria:

1. Mutual agreement by student and individual faculty members with approval by Coordinator; and
2. Faculty chosen are teaching, researching and/or have recognized expertise in the concentration or specialization the student has chosen.
Based upon the nature of the student's culminating experience, the program advisory committee may be retained as his/her culminating experience committee or a new committee may be formed. The advisement procedure for the culminating experience is discussed in that section.

Culminating Experience

One of the objectives of the degree program is for each student to develop the ability to draw from his curricular experiences for the solution of problems, issues and concerns in physical education through critical analysis, synthesis, interpretation and application of principles and facts. Therefore, the final requirement for each student is a culminating experience—a thesis or synthesis project.

The thesis experience provides the student the opportunity to demonstrate his creative ability to identify and treat a significant problem; to collect, analyze, and interpret meaningful data by appropriate research methods; to make valid generalizations upon the findings; and to present the study in acceptable form.

The Synthesis Project which is the alternate culminating experience is an experience which is parallel to that of the thesis project, however, not as technical in nature. The same basic steps in locating the problem and dealing with it logically toward a solution is incorporated in the Synthesis Project, however, the characteristics of the problem and the solutions reached are of more applied nature. The culminating experience allows for more flexibility as well as for broader and encompassing study in the solution of educational problems.
expected that the student would demonstrate his ability to draw upon
his knowledge gained in the coursework, apply such solutions or
educational problems and thus help demonstrate his/her ability to
communicate such knowledge through the presentation of an acceptable
thesis project. It is intended that the synthesis project be
appropriate to the student's curricular specialization and for his/her
career responsibilities or goals.

The student who chooses a thesis may develop his project indepen-
dently with his thesis committee if he is competent in research methods.
Or a student may enroll in STA 565 Research Methods during which time
he will develop his research proposal before he begins formal work
under the guidance of his Thesis Committee.

The procedures for forming the thesis committee under this option
will be the same and follow the same procedures presently utilized.
The present procedures call for the student to develop a written
description of the proposed study to present to a member
of the graduate faculty as advisor for his/her advisor. After
a tentative acceptance of the advisor-member to serve, the student
in consultation with the advisor prepares the thesis proposal according
to written departmental standards. In consultation with his advisor
and with approval of Coordinator he selects the other faculty members
who are willing to serve on the thesis committee. The Thesis Committee
is then formed and meets in a formal proposal meeting to accept,
reject, and/or amend the proposal as presented by the student. This
proposal, if accepted is formalized, with a copy of any amendments,
to the Coordinator of Graduate Unit.
Evaluation of fulfillment of the thesis requirement will be based upon completion of the acceptable thesis and oral thesis examination by his committee.

The student who chooses a Synthesis Project as his culminating experience also has two options for the development and completion of the project. The student may work independently with his Synthesis Project Committee of Faculty who have expertise in the students' project area. Or the student may choose to enroll in PHR 798 Culminating Synthesis Seminar to develop his tools of critical analysis, synthesis, interpretation and application of principles and facts for the solution of educational problems. The faculty team assigned to PHR 798 will guide the student in the development of his synthesis project.

The formation of the Synthesis Project Committee will follow the same general procedures as the formation of the thesis committee. In either situation the fulfillment of the synthesis project requirement will be based upon completion of an acceptable project and an oral project examination conducted by his committee.

Annually, a document listing graduate faculty available for Project, Thesis or other research advisement with each member's specialization, current research interests and experimental methodology expertise is published by the Graduate Unit for student advisement.