Resolution #14
1981-1982

To: President John E. Van de Watering
From: The Faculty Senate

RESOLVED:

I. Formal Resolution (Act of Determination)
   a. Accepted. Effective Date

II. Recommendation (Urging the fitness of)

III. Other (Notice, Request, Report, etc.)

SUBJECT: Proposal for an Undergraduate Concentration in Special Physical Education

(See attached)

Signed: [Signature]
Date Sent: 4/20/82

For the Senate:
[Signature]
President, Faculty Senate

TO: The Faculty Senate
FROM: President John E. Van de Watering

RE: Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date
   b. Deferred for discussion with the Faculty Senate on 4/18/82
   c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged
   b. Comment: I feel it is necessary to delay the acceptance of an expansion into this field until the completion of the reduction of the staff. Once that has been done, this can be reconsidered.

Distribution: Vice Presidents:

Others:

Distribution Date: 4/18/82
Signed: [Signature]
(President of the College)

Date Received by the Senate: [Signature]
PROPOSAL FOR AN UNDERGRADUATE CONCENTRATION
IN SPECIAL PHYSICAL EDUCATION

October 1981

Submitted by
Joseph P. Winnick

and the
Unified Curriculum Committee
of Physical Education
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PROPOSAL FOR AN UNDERGRADUATE CONCENTRATION IN SPECIAL PHYSICAL EDUCATION

State University of New York
College at Brockport
Professional Studies Unit
Physical Education Faculty

INTRODUCTION

This is a proposal for an undergraduate concentration in Special Physical Education within the Professional Studies Unit of the Faculty of Physical Education. It is a concentration designed to prepare students at the undergraduate level who wish to prepare for positions related to special physical education and to prepare students for graduate work in the area of special physical education.

Within the last 20 years, a great deal of attention has been given to the preparation of special physical educators throughout the United States. In 1975, this attention was enhanced by the passage of PL 94-142, Education for All Handicapped Children Act. This act requires that all pupils with handicapping conditions have physical education made available to them and that teachers be appropriately trained to provide such services. The Act requires each participating state to develop a comprehensive system of personnel development to assure qualified teachers to implement the law. Since New York State is a participant in Public Law 94-142 and has developed a State plan as well as laws which are consistent with PL 94-142, this mandate applies in the State of New York.

In the State of New York, physical education for pupils with various atypical conditions in schools is conducted by special education teachers, physical education teachers who specialize in special physical education, regular physical educators, or some combination of these. Special educators teach physical education in situations where certification to teach physical education by physical educators is not required. Regular physical educators generally teach physical education to pupils with handicapping conditions in integrated settings. Special physical educators generally teach physical education where environments are more restrictive. This proposal is designed to prepare specialists in special physical education who elect to teach individuals with handicapping conditions full-time or nearly full-time in various special schools, agencies, or in regular schools with special programs. Although the primary focus of this proposed concentration is to prepare specialists, courses in the concentration may be selected by regular physical educators who teach individuals with handicapping conditions in integrated programs and who wish to further develop their education for this task.

At the present time, the Physical Education Faculty at Brockport offers an undergraduate physical education major which is designed to prepare physical educators of pupils K-12. Implicit in this program is adequate preparation to prepare teachers to integrate appropriately placed individuals with and without handicapping conditions into physical education classes. In addition,
since 1968, the Physical Education Faculty has offered a graduate special-
ization in special physical education. Until now, the program has not
offered a formal/recognized opportunity for the training of specialists at
the undergraduate level.

The need for a program at the undergraduate level may be determined in
everal ways. One way is to determine whether graduates of this program are
needed throughout the United States. In its second annual report to Congress
(1980) the U.S. Department of Education estimated the need for 5,000 physical educators to implement Public
Law 94-142 in 1978-79. It is the latest information of this type that is available at
Office of Special Education and Rehabilitative Services, U.S. Department of
Education, funds, at the master's degree level, the preparation of less
than two specialists per state (n = 82 in 1980), and that at least 95 percent
of these funded students were employed in settings pertaining to physical
degree. This information is supported by data pertaining to the special
which has been supported by the Department of Education since 1971, has
had a virtual 100 percent placement rate of its graduates. In the summer of
1981, the graduate program in special physical education was not able to
provide sufficient number of teachers for the jobs that were available to its
graduates.

A second way to determine need is to analyze student interest. Over the
past several years, an increasing number of student teachers have requested
amount of student teaching in the area of special physical education. Many students who are presently undergraduates at Brockport have
requested information or have stated an interest in the area of special
education as a career during student advisement. These students would have welcomed the opportunity to pursue this career goal on the under-
graduate level. A survey conducted in 1975 at Brockport, by French, Jansma,
and Winnick (1976), indicated that of 108 physical education majors surveyed,
37 percent would have been interested, if not graduating, in taking the
interested in taking some of the courses included in the undergraduate special
involvement of the Brockport campus in programs related to athletics
some education in regard to special physical education. These students have
been pursuing an informal undergraduate emphasis in adapted physical education.
The emphasis that has been suggested to them closely parallels the program
which is proposed herein.

A third way to justify need is related to State certification. Approxi-
mately seven states have developed certification or credentialing requirements
in special physical education. For example, teachers in California must
complete a 12-hour program to meet credentialing requirements to teach special
physical education. Although New York State does not have a certification
requirement in special physical education, many employers are voluntarily
pursuing graduates who have more in-depth preparation in special physical
Opportunity for individuals in the State of New York to pursue careers in special physical education have been limited. Within the SUNY System, only the State University College at Cortland has also offered an informal area of emphasis in the area. Only two programs in the State of New York are provided federal funding to support programs on the graduate level. These are State University College at Brockport for its master's degree program, and New York University for its doctoral program. In 1975, 34 institutions of higher education reported offering a major, specialization, concentration, emphasis, certification, or minor in the United States (TRUE, 1975).

In conclusion, special physical educators are being sought, even demanded, in order to provide quality physical education for pupils with handicapping conditions. Students are interested in pursuing such a program and the State University of New York, College at Brockport has, and will continue to assume an important role in the preparation of special physical educators.

IDENTITY OF THE CONCENTRATION

A. Title: Concentration in Special Physical Education

B. Brief Description: This is a concentration designed to provide an undergraduate course of study in special physical education. The course of study prepares the student for a position in special physical education, provides a background for graduate study in the area of specialization, and also provides elective opportunities for prospective regular physical educators.

C. Objectives of the Concentration: Upon completion of the concentration, students will:

1. Have a command of basic subject matter in special physical education.
2. Be able to modify methods and activities in special physical education.
3. Be able to effectively measure and assess the physical and motor abilities of pupils in special physical education.
4. Be able to thoughtfully and thoroughly plan and implement lessons and units for pupils in special physical education.
5. Have a command of the teaching skills, techniques and styles needed to be a successful special physical education teacher.

D. Degree, Certificate, or Diploma: Graduates will have a Bachelor's of Science Degree with an academic major and provisional certification in physical education with a concentration in special physical education.

E. Proposed Initiation Date: September, 1982.
F. Framework for the Program: The course of study which is being proposed has been formulated on the basis of the following guidelines:

1. The program should be based upon a foundational academic major in physical education, including the study of physiological, kinesiological, psychological, sociocultural, historical, and philosophical perspectives of physical education.

2. The program should be based upon and extend from the undergraduate teacher certification program in physical education.

3. The program should be structured so that it includes relevant contributions from related fields of study.

4. The program should be structured so that all necessary basic competencies are included within the program.

5. The program should be structured so that didactic and practical experiences are available and amenable to integration/synthesis.

6. The thrust of the program should be relevant to the priority of function of physical education.

7. The program should be based upon and concerned with the educational needs, interests, and abilities of pupils to be served.

The field of special physical education has three phases: developmental, corrective, and adaptive. The courses within the special physical education concentration, subsequently presented, reflect these component parts of special physical education. PEP 481, Remediation of Developmental Disabilities, is concerned with the developmental aspect of special physical education. PEP 482 concerns itself with the corrective and adapted phases of special physical education. Although the medical/categorical approach is not emphasized in the program (in accordance with recent developments in special physical education), various areas of exceptionality are dealt with in these two courses. PEP 481 focuses on mental retardation, specific learning disabilities, and emotional/behavioral disabilities. PEP 482 deals with physical handicapping conditions. These two courses are designed to particularly deal with physical education. EDU 511, The Exceptional Individual: Implications for Life Adjustment and Learning, is a course which covers the full spectrum of exceptional individuals and is included because of its broad orientation in regard to the exceptional person, i.e., life adjustment and learning. The final part of the proposed program includes practicum experiences with individuals with handicapping conditions. The practicum experiences will be conducted as a part of a newly proposed course, Special Physical Education Practicum.

In accordance with these guidelines, the concentration proposed herein, and subsequently presented, is based on the academic major and teacher certification program in physical education. The General Psychology course will provide a foundation in the psychological area.
This course is generally accepted as important for teachers of exceptional children. PEP 372 or PHE 413 and PEP 344 are foundation courses in special physical education and are in the undergraduate physical education teacher certification program. Since they are foundation courses in the area of special physical education, they must be taken as prerequisites/co-requisites to courses within the concentration. In regard to recommended course prerequisites/co-requisites, the Water Safety Instructor course is recommended because of the heavy emphasis which is placed on aquatic activities in programs of special physical education. In view of the many socio-educational implications associated with special physical education, an introductory course in sociology is recommended.

G. Courses: The program of study includes completion of college-wide general education requirements, 31 semester hours to complete an academic major in physical education, 24 hours to complete the teacher certification program in physical education, and 12 hours in the special physical education undergraduate concentration. The following presents the proposed concentration and its prerequisites/co-requisites.

1. Prerequisites/Co-requisites
   a. Program Prerequisites/Co-requisites
      Academic Major - Physical Education
      Teacher Certification - Physical Education
      Hours
      31
      24
   b. Course Prerequisites/Co-requisites
      1) Required
         *PEP 372 (b) Introduction to Adapted Physical Education DR 3
         *PHE 413 (A) Movement, Human Growth, and Development AND *PEP 344 (b) Special Physical Education Clinic 3
         *PSH 101 (A,1) General Psychology 3
      2) Recommended
         *SOC 100 (A,S) Introduction to Sociology 3
         PEP 281 (b) Water Safety Instructor 2

2. Special Physical Education Concentration
   a. Required
      *PEP 481 (b) Remediating Developmental Disabilities 3
      *PEP 482 (b) Physical Education for Children with Chronic and Permanent Disabilities 3

*May be taken to complete general education requirements, physical education academic major requirements, or physical education teacher certification requirements.
**To be designed as PEP 481/PHE 581 and PEP 482/PHE 582.
EDI 311 (A) The Exceptional Individual: Implications for Life Adjustment and Learning

***PEP 485 (B) Special Physical Education Practicum 3

LONG RANGE PLANNING

A. Relationship to Faculty of Physical Education Master Plan: A special physical education undergraduate concentration was listed as a major priority in the 1976 master plan of the undergraduate physical education unit. The proposed program is clearly within the current (1980) mission statement of the college.

B. Relationship to Existing or Other Project Programs of the Institution:

1. This concentration is based upon and extends from the academic physical education major and the physical education teaching certification program.

2. Both required and recommended prerequisites/co-requisites, as well as a course within the concentration, include courses from disciplines other than physical education.

3. Two presently offered graduate courses that are part of the present graduate concentration in special physical education are included in the program and must be designated as even (400 and 500 level) courses. Courses are PHE 681, Remediation Developmental Disabilities and PHE 682, Motor Performance Problems of Children with Chronic and Permanent Disabilities.

C. Relation to Existing Programs in Other Institutions: At the present time, no formal undergraduate concentration in special physical education exists within SUNY. The State University of New York, College at Cortland, has an undergraduate emphasis in adapted physical education.

RESOURCES

A. Faculty and Staff: Except for one proposed newcomer, all courses in the program have been approved, currently exist, and are offered. Staff arrangements for one additional course are required. Vki of primary staff related to the program appear in the Appendix.

B. Facilities: Present facilities are adequate to conduct the proposed concentration since the college already offers physical education programs, including a graduate concentration in special physical education. Library holdings are already adequate for this concentration. Practical experiences which are associated with the graduate

***Pre or co-requisites include PEP 481 and/or PEP 482 and 50
clock hours of involvement in special physical education related experiences.
program may be used for practical experiences for the undergraduate
program.

C. Expenditures: Minimal expenditures will be needed to communicate the
existence of the program to potential students. Expenditures for
the newly proposed course will be in accord with current SUNY policies.
The program should increase FTE's in both the Faculty of Physical
Education and the total college community, since the program will
attract students who may not normally attend this college.

STUDENTS

A. Identity: The proposed concentration will be open to men and women
who are interested in special physical education at the undergraduate
level, who possess an accumulative undergraduate average of at least
2.50 (on a 4.0 scale) prior to enrolling in PHE 461 and PHE 482, and
who are willing to demonstrate a commitment and enhance their prepara-
tion by meeting a 60 clock-hour non-credit requirement of involvement
in special physical education related activities under the direction of the
concentration coordinator. This requirement would serve as a co-
prerequisite to PHE 485, Special Physical Education Practicum.

B. Counseling: Faculty members with expertise in the area of special physical
education should provide counseling and advisement in this concentration.
Individuals providing these services should be relieved of the responsi-
bility of advising a comparable number of general physical education
majors. A faculty member in special physical education should be
designated as a concentration coordinator.

C. Demand: It is expected that the concentration will attract at least 10
students per year for a total of 40 physical education majors attending
the college at any one time.

D. Employment Possibilities: As was mentioned in the introduction to this
proposal, the employment possibilities appear to be positive. This
is based on data which have been provided by the Department of Education
and data which have been supplied by the Graduate Program in Special
Physical Education. Recalling this data, it is estimated by the
Department of Education that there was a need for 5,000 physical educa-
tors to provide physical education services to the handicapped through-
out the United States in the academic year of 1978-79. Over 95 percent
of the graduates of the Brockport Master's Program have been employed
in situations involving the teaching of the handicapped since 1971.
In the summer of 1981, 100 percent of the graduates in special physical
education were similarly placed and the Graduate Program in Special
Physical Education was not able to provide sufficient numbers of teachers
for the jobs that were available to its graduates.

E. Articulation and Transfer: Students who transfer to Brockport with an
A.S. Degree at the end of two years and who expect to finish the physical
education academic major and certification program in two years will
not be able to complete this concentration in that time period. In
view of the course requirements and prerequisites/co-requisites, it would not be possible for a junior-level transfer student to complete the entire program in a two-year period. Thus, this program is primarily designed for a student who enters the State University of New York, College at Brockport as a freshman or sophomore. A student who transfers to Brockport with an AS Degree at the end of two years would ordinarily need two and a half years to complete the program. This situation is due to the fact that this program is based upon the academic major and certification program in physical education. The sequence in the program is of vital importance for proper development of the specialist in special physical education.

In regard to articulation with the graduate program in Brockport, it is felt that the undergraduate program will enhance entrance into the graduate program and contribute to the overall quality of preparation at the graduate level. Students who complete the proposed undergraduate concentration will be prepared to seek more in-depth skills and knowledge in special physical education within the graduate program. In essence, they will be able to select two additional courses in the area of special physical education, if they so desire, because they will have completed two presently required graduate courses at the undergraduate level. When this proposal is accepted, two additional graduate courses in special physical education will be designed for that purpose. On the other hand, students who wish to pursue special physical education at the graduate level, but who do not have an undergraduate concentration, will be required to take PHE 581 and PHE 582 as a part of their master's degree program (the present situation). Thus, the undergraduate program will not only be coordinated with the graduate program, but will enhance the preparation of graduate students in cases where the undergraduate program has been completed prior to entry into the graduate program.

A student completing the undergraduate concentration will have basic competencies to assess performance and implement a special physical education program. A graduate student will be fully prepared to evaluate and implement programs, enhance student and pupil self-development in special physical education, interact with other professionals, and provide leadership in curricular development. Finally, the graduate of the master's degree program will be better prepared to analyze, conduct, and interpret research.

EVALUATION

The cost effectiveness of this program will be evaluated in accordance with college-wide policies and procedures. In regard to academic quality, the following evaluation design will be implemented.

A. The competencies of students will be assessed within courses by classroom instructors.

B. Students' performance in practicum experiences will be evaluated (see sample in Appendix) by sponsor teachers and practicum supervisors.
C. Students will have an opportunity to appraise didactic and practicum experiences (see sample in Appendix).

D. Faculty who are teaching within the concentration will be reviewed in accordance with SUNY Policies as interpreted by the Faculty of Physical Education.

E. The concentration will be periodically submitted to an advisory committee consisting of both on and off-campus professionals, parents, and students.

F. Since the success of the program ultimately depends upon the quantity and quality of instruction provided to individuals with handicapping conditions, graduates of the program will be surveyed to determine if they gain employment in the area, the adequacy of their preparation, the number of pupils they teach, and the nature of their employment. In addition, the program will seek input from supervisors of graduates in regard to their teaching performance (see sample in Appendix).
REFERENCES


French, Ronald; Paul Jansma; and Joseph P. Winnick. Proposal for an Undergraduate Concentration in Special Physical Education. Brockport: Faculty of Physical Education, 1976.


APPENDICES

APPENDIX A - SAMPLE SCHEDULE

APPENDIX B - COURSE OUTLINES

APPENDIX C - LIST AND CHARACTERISTICS OF SPECIAL PHYSICAL EDUCATION PRACTICUM SITES (1980)

APPENDIX D - SAMPLE EVALUATION INSTRUMENTS AND RESULTS PERTAINING TO MASTERS LEVEL FUNDING GRADUATE STUDENTS IN SPECIAL PHYSICAL EDUCATION

APPENDIX E - VITAE OF PRIMARY FACULTY
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<td>SOPH.</td>
<td>PHE 310/320</td>
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<td>PHE 330/340</td>
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<td>PHE Theory</td>
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TOTAL: 119-120

*PEP 485 may also be offered in the second semester of the senior year.