Resolution 731, 1984-85

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

RE:  
   I. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the fitness of)
   III. Other (Notice, Request, Report, etc.)

SUBJECT: Physical Education Major Revision

(see attached)

Signed  
Date Sent 4/17/85

(For the Senate)
Kenneth R. Laffley, President, Faculty Senate

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

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date: 4/15/85
   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: [Handwritten list of names]
Others: [Handwritten list of names]

Distribution Date: 4/15/85
Signed: [Handwritten signature]
(President of the College)

Date Received by the Senate: [Handwritten date]

[Full document to]
March 6, 1985

Professor Jack Crandall, Chairperson
Undergraduate Curriculum Committee, Faculty Senate

Dear Jack:

Enclosed please find 14 copies of a set of recommendations that the Department of Physical Education and Sport wishes to implement in its physical education major curriculum, Fall Semester 1985. These recommendations have the support of the Department's Curriculum Committee (the results of endless hours of discussion), the faculty (three special faculty-at-large meetings were held to discuss these recommendations and a formal vote taken shortly thereafter) and the Department Chairperson, Dr. William F. Stier, Jr.

We strongly believe that implementation of these five recommendations will significantly improve the major in the ways discussed (see accompanying rationales). Further, the proposal will provide our majors with a curriculum more responsive to their needs and interests. Lastly, we firmly believe that these changes give the Department a much more attractive program to market to the public at-large.

I am prepared to meet with you and your Committee to discuss these proposed changes if you should so desire. Your earliest attention to this proposal will be greatly appreciated.

Sincerely yours,

Dr. Merrill J. Melnick,
Chairperson of the Curriculum Committee
PHYSICAL EDUCATION MAJOR
(Revised)

I. INTRODUCTION

PHE 234 Introduction to Physical Education and Sport
(new course)

Credit Hours
2

II. PERSPECTIVES

PHE 310 Physiological Perspective
2
PHE 320 Kinesiological Perspective
2
PHE 330 Psychological Perspective
2
PHE 340 Sociocultural Perspective
2
PHE 350 Historical Perspective
2
PHE 360 Philosophical Perspective
2 1/2

III. PERFORMANCE/THEORY

PHE 369 Motor Learning and Performance
(new course)
2
PHE 370 Advanced Performance
3
PHE 371 Advanced Performance
1/8

IV. ELECTIVES

Minimum of 9-credit hours
9 1/2
RECOMMENDATION #1. It is recommended that the physical education major remain at 31-credit hours.

Rationale:
1. The Curriculum Committee is very sensitive to the needs of the two-year transfer student and his/her desire to graduate from Brockport in four semesters. We believe that it makes good sense not to overburden the transfer with unnecessary or non-essential requirements. We depend very much on the transfer student to bolster our enrollment figures; we should pay particular attention to his/her needs. More and more departments on campus are cutting back on their major requirements, not adding to them. It is for these reasons that we recommend that no additional credit hours be added to our present major. At least the transfer student has a chance to graduate in four semesters with our 31-credit major; any additional hours would make it virtually impossible for him/her to do so. Common sense and good public relations dictate that we not tamper with the present requirement.
RECOMMENDATION #2. It is recommended that we add a new, two-credit hour, required course PHE 284 INTRODUCTION TO PHYSICAL EDUCATION AND SPORT to the physical education major.

Rationale:

1. The functions of the proposed course are twofold.
   
   (a) Nowhere in the required physical education major curriculum is a formal attempt made to introduce our students to the depth, scope and variety implicit in the formal study of physical education and sport. Further, nowhere in the major curriculum are students made aware of the articulation between liberal arts and professional/career possibilities insofar as their merger more fully illuminates the richness and practical applications of the sport experience. Typically, the student's first contact with the Department occurs when he or she enrolls in one of the perspective courses, usually second semester of the sophomore year. The Curriculum Committee believes that this first contact occurs too late in the student's education. The proposed introductory course will be taken first semester of the freshman year (second semester the latest).

   (b) This early, formal "hands-on" contact with the prospective major should prove especially valuable in terms of providing him or her with important knowledges and understandings needed for a deeper appreciation of sport, both as a field of scholarly inquiry and, as the focal point of a professional career. In addition, the proposed course should also result in improved student program planning, more informed career decision-making, better student recruitment and retention and an improved esprit d' corps within the Department.

Note: The fact that there are approximately 14 different textbooks available for such a course attests to the nationwide popularity of an introductory course experience in physical education and sport curricula.

2. Need. The following needs will be met by the proposed course.

   (a) Our physical education major students have indicated, both formally and informally, the desire to have such a course. They want an earlier contact with the
Department; they want to get to know the program and faculty at an earlier point in their college careers; they want to acquire a knowledge and an understanding of the "Big Picture" before they plunge into the major curriculum; in short, they want to get to know us and establish a relationship with us at an earlier point in their formal studies.

(b) The major curriculum lacks an adequate orientation or introductory experience for our students. Confusion, misunderstanding, inconsistency and surprise have characterized our program for too long. Questions concerning the differences between the academic discipline and the profession, the major and teacher certification, teaching competencies and the professional concentrations continue to be asked by our students; unfortunately, these questions are sometimes never answered or, not to their satisfaction. The proposed course will tell the "Brockport Story" in a clear, concise and definitive way; students will know what we are and what we're about before they begin their perspective course work. The contribution the proposed course will make toward improved communication and better understanding between and among faculty and students should be considerable.

3. Duplication Check.
There is presently no course in the physical education major curriculum which attempts to do what is proposed for PHE 284 INTRODUCTION TO PHYSICAL EDUCATION AND SPORT.

B. Entrance Competencies or Prerequisites.
None

C. Waiver.
Students who have successfully passed a course similar in objectives and content to PHE 284 will be waived from this major requirement.
RECOMMENDATION #3. It is recommended that a new, two-credit hour course entitled PHE 369 MOTOR LEARNING AND PERFORMANCE be developed and required of all physical education majors.

Rationale.

1. Motor learning and performance information in the physical education major is presently included in PHE 370 Advanced I Performance (4-credit hours). This content is recognized as the equivalent of 1-credit hour (25% of the course); the performance portion (advanced skill acquisition) constitutes the remaining 3-credit hours or 75% of the student's final grade. The performance instructor is responsible for organizing and teaching the motor learning and performance content, selecting and evaluating assignments and combining the two parts of the course to arrive at a single grade for the student. It is the considered opinion of the Curriculum Committee that a more efficient and effective approach to the teaching of motor learning and performance content is available.

2. Individual PHE 370 sport instructors, have, with few exceptions, felt uncomfortable dealing with content (motor learning concepts, principles, models, theories, research, etc.) with which they're unfamiliar or, in some cases, not interested in. Further, the new directions taken in motor learning over the past few years have rendered some of the content less useful to the students we typically attract. For example, it is arguable whether recent developments in the areas of short term memory, motor control and the neurophysiological bases of human movement have much to offer the student interested in the phenomenon of sport. It seems reasonable to suppose that only someone who is fully conversant with the motor learning literature is in a position to "pick and choose" those research questions and practical considerations which have special meaning for our students and that are compatible with the philosophy and intent of our advanced performance courses. With few exceptions, PHE 370 sport instructors are not adequately prepared to make these critical content and organizational decisions.
3. More importantly, not all of the sports offered at the PHE 370 Advanced I Performance level are appropriate for including motor learning and performance content. For example, the concepts of learning, performance, skill, transfer, retention, distribution of practice sessions, whole vs. part learning, etc., have little meaning in such PHE 370 sport courses as conditioning and weight training, climbing/backpacking and distance running. On the other hand, some sports that could conceivably be included, are not, e.g., bowling, archery, and fencing. In short, there is no consistency and little rationale for the ways in which sports are included, or not included, under PHE 370 Advanced I Performance.

4. While the Curriculum Committee believes that the goal of integrating theoretical knowledges and understandings from the academic subfield of motor learning and performance with physical activity experiences is worth pursuing, the present arrangement, with few exceptions, has been less than successful as judged by most students and instructors.

5. If synthesis and integration between theory and performance is indeed going to take place, it seems reasonable to assume that it most likely will happen when the faculty member responsible for the material is well-versed in both the subfield of motor learning as well as sport skills. Such has not been the case to-date; the Curriculum Committee believes that the proposed change successfully addresses the problem.

6. The recommendation to develop a new two-credit hour motor learning and performance course taught by a faculty member with a recognized expertise in the subfield of motor learning and performance will go a long way in addressing the problems cited above.
RECOMMENDATION #4. It is recommended that all physical education majors take two, three-credit hour advanced performance courses (in two different sports) from among those offered by the Department. It is assumed that said choices will be made by the student following consultation with his or her advisor.

Rationale:
1. The present requirement of PHE 370 Advanced I Performance (four-credit hours; three-credit hours for performance, one-credit hour for motor learning) and PHE 470 Advanced II Performance (four-credit hours for performance) is not consistent or reasonable. Why three credits of performance work in PHE 370 but four credits of performance work in PHE 470?

2. The "performance problem" is further confounded by the scheduling of PHE 370 students and PHE 470 students in the same sport at the same time. This move has been necessitated by the small numbers that typically enroll in each of the courses. The combining of students with different skill levels, whether real or imagined, in the same course often creates very difficult learning situations. More fundamentally, the actual skill differences that exist between PHE 370 and PHE 470 performers are arguable, difficult to define and frequently impossible to measure. One of the most frequently asked questions by our majors is "What is the difference between PHE 370 and PHE 470?" Two of the more popular answers are: "I don't know" and "There isn't any difference."

3. Recommendation #4 affirms the Department's strong commitment to advanced level skill acquisition but does away with the oftentimes arbitrary and capricious distinction between Advanced I and Advanced II level performers.

4. The recommendation goes a long way in guaranteeing the course instructor a more homogeneous group of students to work with in a much more favorable learning environment.

5. The overwhelming majority of our majors take the same sport for both PHE 370 and PHE 470. Those faculty members who would like to see more breadth in the performance requirement should find this recommendation appealing because it requires our majors to demonstrate advanced level skill in two different sports.

6. In summary, recommendation #4 demonstrates to our colleagues and the public-at-large our firm commitment to advanced level skill acquisition for our physical education majors. This is the "differential advantage" we enjoy over other physical education major programs. We expect more of our students in the critical area of performance and, hopefully, we get more.
1. Through carefully chosen content, reading assignments and well-constructed students projects which require the analysis and synthesis of knowledge about performance with advanced levels of performance (advanced sports skills), the heretofore difficult objective of synthesis of theory and practice will have a better chance of being achieved. Course assignments will require students to consider and apply motor learning information to one or more skill sports in which they're competent (it is reasonable to assume that each of our majors has at least one sport he or she performs reasonably well).

2. All of the following motor learning CSTE competencies will be satisfied with the proposed change.
   a. Define and discuss the major concepts and constructs of motor learning (130.1).
   b. Discuss the major components of models of performers and performance theory (130.1).
   c. Analyze their (student) sport, or a specific motor skill within that sport (131.1, 136.2).
   d. List and detect performance errors and make corrections on their own (131.1, 136.2).
   e. Chart and explain their own performance curves (131.1, 136.2).
   f. Explain factors (individual, procedural, performance and learning) that influence their movement behavior (131.1, 136.2).
   g. Apply some self-teaching, cognitive or behavioral change techniques to bring about performance change (131.1).
   h. Explain the relationship between theory and performing their specific skill (136.2, 134.3).
RECOMMENDATION #5. It is recommended that the major elective requirement be reduced from 11-credit hours to 9-credit hours.

Rationale:
1. In order to free up two-credit hours for the new course PHE 369 MOTOR LEARNING AND PERFORMANCE, the Curriculum Committee decided to reduce the elective requirement to 9-credit hours. We do not believe that this recommendation will have any harmful consequences.

2. If the recommendation is approved, it will mean that physical education majors who pursue the teacher certification concentration will have a minimum of one free elective within the academic major (these students are required to take PHE 413 and PHE 420 for two of their electives) and those who choose some other concentration (approximately 50% of our students) will have a minimum of three free electives.

3. Of course, there is nothing to preclude a student from taking elective courses as his or her needs and interests dictate. All that the recommendation does is set a minimum requirement for the elective portion of the major.

4. It is also important to recognize that students are free to elect a professional concentration as they see fit. The Department now provides several concentrations from which to choose, including: teacher certification, coaching athletic training, cardio-fitness specialist and sport management (a sixth concentration in sport communication is presently being developed).