SUNY BROCKPORT
Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-3925
(716) 395-2586 (Fax) 395-1246

Resolution #22
2000-2001
FACULTY SENATE

TO: Dr. Paul Yu, College President
FROM: The Faculty Senate Meeting on: April 30, 2001
RE: _X_ I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the Fitness of)
     III. Other, For your Information (Notice, Request, Report, etc.)

SUBJ: Dual Major in Physical Education and Health

AMENDMENT: That while the Faculty Senate considers the proposed changes to the Health Education and Physical Education Dual Program to be rigorous and responsible, it takes no position on the allocation of scarce resources necessary for the program.

Signed: [Jennifer Lloyd, Faculty Senate President]  Date Sent: 5/10/01

TO: The Faculty Senate
FROM: Dr. Paul Yu, College President
RE: I. Decision and Action Taken on Formal Resolution (circle)
     a. Accepted. Effective Date: __/__/__
     b. Deferred for discussion with the Faculty Senate on __/__/__
     c. Unacceptable for the reasons contained in the attached explanation

   II, III. Response to Recommendation/Other
     a. Received and acknowledged
     b. Comment: __________________________

DISTRIBUTION: __________________________________________________

Distribution Date: __/__/__  Signed: __________________________
(Dr. Paul Yu, President of the College)
April 16, 2001

Ms. Jenny Lloyd, President
Faculty Senate

Dear President Lloyd:

This letter is in support of the proposed joint undergraduate degree in Health/Physical Education that is before the Faculty Senate for review.

After review and full consideration, we (the Deans of Professions and of Arts and Performance) agree that the proposal has merit. However, we wish to be clear that our approval of this proposal is based on the implementation of the program with no additional allocation of resources. Clearly, it would be irresponsible given the current budgetary climate to promote a new degree program that would demand new resources as a condition of launching it.

After discussion with the chairs of Health Science and Physical Education and Sport, we are all in agreement that the reference to additional personnel ($40k) should be struck.

If we can provide any further information regarding this matter, please do not hesitate to contact us.

Sincerely,

Joseph R. Mason, Dean
School of Professions

Sharon L. Vasquez, Dean
School of Arts and Performance
To: Executive Committee,  
Faculty Senate  
From: HE/PE Proposal Committee  
Subj: HE/PE Dual Program Proposal  

Date: April 7, 2001  

Attached to this memo please find copies of a proposal to create an interdisciplinary major in health and physical education with dual teacher certification. It follows the format required by the State University of New York and includes the Faculty Senate Resource Template. We have been working on this proposal for nearly three years. We had an exploratory meeting with Vice President Flanagan in July 1998 and floated our "trial balloon" to the Academic Priorities Committee in 1999. Representatives from both departments worked to try to develop a combined program that would preserve the essence of each of the individual programs (academic majors and teacher certification curricula in both) while trying to contain the number of credits in the combined program.

It is our understanding that some questions arose from the deliberations of the Undergraduate Curriculum Committee and it was suggested that we might attempt to address those questions here in case the Executive Committee had similar concerns. Here, then, are our responses:

- What happens if a student begins the dual program, but is unsuccessful or changes his/her mind about completing the program?

  Students will always have the option of pursuing one of the individual programs. The dual program essentially is a "re-packaging" of existing courses in both HLS and PES, so the dual program has a great deal in common with both individual programs and switching from the dual to an individual will not be difficult.

- Inasmuch as the dual program exceeds 120 credits, it appears that students might need additional time to complete the program. Is that true?

  It is possible that some students might need to take more than 8 semesters to complete this program. Completing requirements in general education, an academic major, and teacher certification sometimes results in more time. This is currently true in Education and Human Development and with transfer students in Physical Education and Sport. Nevertheless, motivated and focused students can complete this curriculum in 8 semesters.
The proposal calls for a faculty line in Health Science. Is the line absolutely necessary?

In addition to developing this proposal, faculty in Health Science and Physical Education have also been involved with working on the new State Education requirements for teacher certification as well as NCATE accreditation. As a result of these discussions it appears that it will be recommended that HLS and PES be provided support for placing students in both practica and student teaching settings. If that happens, HLS could withdraw its request for a line to support this proposal since most of the rationale for that line pertained to placement support.

Can this curriculum support the new upper division writing class (U) in general education?

Right now the proposal does not include a U class. It is anticipated, however, that one of the HLS classes (probably 312 or 313) will be identified for that purpose.

Since BIO 221 is required in the proposed program, will this increase the demand for this class and, if so, should the Biology Department be consulted?

We do not believe that the demand for BIO 221 will increase significantly as a result of the program described in this proposal. It is true that a small number of higher parameter students may be attracted to Brockport to pursue this curriculum and that these "new" students will need access to 221. Currently, however, all 750 PES majors must have 221 (or equivalent), so any minor fluctuations in enrollment engendered by this program likely would go unnoticed by our colleagues in BIO. We believe that the greatest demand for this program will come from the pool of traditional PES majors seeking dual certification and these students already are taking BIO 221.

Do the two deans support this program?

Interim Deans Elliott and Davis wrote a formal letter of support. We anticipate support from our current deans and will follow up.

Thank you for the consideration.
<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Current Health Education program</th>
<th>Dual program</th>
<th>Current Physical Education Program</th>
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<tbody>
<tr>
<td><strong>Natural/Behavioral Sciences</strong></td>
<td></td>
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</tr>
<tr>
<td>BIO 321 – A &amp; P I* (4)</td>
<td>PES 325** Kin. Basis (4)</td>
<td>PES 325** (4)</td>
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<tr>
<td>BIO 322 – A &amp; P II (4)</td>
<td>PES 335 Phys. Basis (4)</td>
<td>PES 335** (4)</td>
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<td><strong>Content Courses</strong></td>
<td>HLS 303 Environmental Hlth.</td>
<td>HLS 426 – HIV/AIDS.</td>
<td>PES XXX – Upper Division Elective</td>
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<td>HLS 311 – Nutrition</td>
<td>HLS 311 – Nutrition</td>
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<td>HLS 312 – Mental Health</td>
<td>HLS 312 – Mental Health</td>
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<td>HLS 313 – Intro. Safety</td>
<td>HLS 313 – Intro. Safety</td>
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<td>HLS 314 – Family Life</td>
<td>HLS 306 – contemporary Issues</td>
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<tr>
<td>HLS 419 – Human Sexuality</td>
<td>HLS 419 – Human Sexuality</td>
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<td>HLS 488 – Epi.and Biostatistics</td>
<td>HLS 301 – Health Behaviors</td>
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<td></td>
<td>HLS 210## – First Aid and CPR (2)</td>
<td>HLS 210## – First Aid and CPR (2)</td>
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<tr>
<td>Skill Requirements</td>
<td>None</td>
<td>Skills Areas (12)</td>
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<td><strong>Education Courses</strong></td>
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<td>1 Advanced</td>
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<td>HLP 302 Pk. Health Ed</td>
<td>HLP 302 Pk. Health Ed</td>
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<tr>
<td>HLP 491 –Methods in Health Education</td>
<td>HLP 491 –Methods in Health Education</td>
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<td></td>
<td>PEP XXX Electives</td>
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<tr>
<td>Course Overview</td>
<td>Credits</td>
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<td>HLP 486 - Experiential</td>
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<td>PEP 445 - Adapted</td>
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<td>HLP 495 – Student Teaching (12)</td>
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<td>HLP/PEP 477 – Elem. Stud. Teach (5)</td>
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<td>PEP 477 – Elem. Stud. Teach (5)</td>
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<td>HLP/PEP 478 – Secondary Stud. Teach. (3)</td>
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<td>PEP 478 – Secondary Stud. Teach. (3)</td>
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<td>PEP 476 Coaching Seminar (2)</td>
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<td>PEP 476 Coaching Seminar (2)</td>
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**Total Credits**

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<th>Total Credits</th>
<th>Major #</th>
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</table>

* BIO 111 or BIO 221 is a prerequisite

** BIO 221 is a prerequisite

# All courses are three credits unless otherwise indicated.

### This course is waived if students possess a current, valid Red Cross First Aid and CPR certification.
General Education / Dual Certification Health and Physical Education

For New Freshmen Entering in Fall 2001

<table>
<thead>
<tr>
<th>Requirement</th>
<th>How to Fulfill</th>
<th>Discipline Requirements</th>
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<tbody>
<tr>
<td>APS</td>
<td>GEP 100</td>
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<tr>
<td>Computer Skills Exam</td>
<td>GEP 150</td>
<td></td>
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<tr>
<td>Composition</td>
<td>ENL 112 or waiver</td>
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<tr>
<td>Quantitative Skills</td>
<td>QNT 112 or waiver</td>
<td></td>
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<tr>
<td>Knowledge Area</td>
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<tr>
<td>Fine Arts</td>
<td>F or P (2 required)</td>
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<tr>
<td>Western Civilization</td>
<td>G</td>
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<td>Humanities</td>
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<tr>
<td>Natural Science</td>
<td>N.L</td>
<td>BIO 221 required</td>
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<tr>
<td>Social Science</td>
<td>S</td>
<td></td>
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<tr>
<td>American History</td>
<td>V</td>
<td></td>
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<tr>
<td>Foreign Language</td>
<td>111 level course or waiver</td>
<td></td>
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<tr>
<td>Other Requirements</td>
<td></td>
<td></td>
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<tr>
<td>Contemporary Issues</td>
<td>I or J</td>
<td>HLS 306 – Cont. Iss. Hlth</td>
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<tr>
<td>Perspectives on Women</td>
<td>W</td>
<td>HLS 419 – Human Sex.</td>
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<tr>
<td>Other World Civil.</td>
<td>O</td>
<td>Take as W. Civ.</td>
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<tr>
<td>Upper Level Writing</td>
<td>U</td>
<td>HLS 312 (to be proposed)</td>
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<tr>
<td>Diversity</td>
<td>D</td>
<td>HLS 306, 426</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>E</td>
<td>HLS 306, 313, 426</td>
</tr>
</tbody>
</table>
To: Jenny Lloyd
From: Frank Short
Subj: Proposal for Dual Program in Health and Physical Education
Date: January 23, 2001

Jenny, included you will find a proposal for an undergraduate degree program in health and physical education. Specifically, we have included 10 copies of the narrative portion of the proposal and one copy of the relevant appendices for review by the Undergraduate Curriculum Committee of the Faculty Senate. Additionally there are 10 copies of an abbreviated Faculty Senate Resources Template as well as 10 copies of a letter from Mary Jo Orzech regarding the availability of sufficient computing resources on campus.

The ad hoc committee that developed this proposal (E. Daniel, K. Cardina, L. Cruz, T. Heary, and myself) attempted to follow the procedures and form contained in the September 15, 1999 materials distributed by the Academic Programs (Priorities) Committee. With the support of then-deans Elliott and Davis, a “trial balloon” was presented to the APC. As a result of that review we were given permission to develop the full proposal contained herein (Dr. Flanagan’s letter to this effect was dated June 16, 1999.)

If either you or the committee requires more information or has any questions, please contact either Eileen Daniel or myself. Thank you for the consideration.
FACULTY SENATE RESOURCES TEMPLATE
Interdisciplinary Major in Health and Physical Education

A. PERSONNEL AND OTHER HUMAN RESOURCES

1. Administrative personnel
   1.1 Chair/Program Director(s): Eileen Daniel and Frank Short
       (existing administrators) will serve as co-chairs.
   1.2 Other administrative staff: None

2. Support personnel: None

B. FACILITIES NEEDS

1. Classroom/teaching facilities: No additional needs.

2. Offices: One additional faculty office with computer, desk and other
   appropriate office furnishings

C. PROGRAM-SPECIFIC SUPPLIES AND EQUIPMENT.

   No additional supplies or equipment. See B above.

D. SERVICES NEEDED:

   No additional services

E. FINANCIAL RESOURCES (NOT COVERED IN ITEMS A-D, ABOVE):

   None

F. PROGRAM-SPECIFIC INTANGIBLE RESOURCES (RESOURCES THAT DO
   NOT HAVE FIXED DOLLAR VALUES THAT ARE NECESSARY TO MAINTAIN
   THE PROGRAM):

   None
April 11, 2000

Dr. Eileen Daniel  
Health Science  
23B Hartwell Hall  

Dear Dr. Daniel:  

This letter is sent regarding the Interdisciplinary Major in Undergraduate Health and Physical Education (dual teacher certification) Proposal to offer:  

An interdisciplinary major leading to provisional teacher certification in Health and Physical Education (grades K-12).  

It is anticipated that current campus computing resources will be sufficient to meet program needs as long as equipment and software is maintained and upgraded on an ongoing basis. Academic Computing Services supports the Interdisciplinary Major in Undergraduate Health and Physical Education program in their efforts.

Sincerely,

Mary Jo Orzech, Ph.D.  
Director, Academic Computing Services  

cc: Dr. Frank Short  

MJO/d
STATE UNIVERSITY OF NEW YORK
PROPOSED UNDERGRADUATE PROGRAM

Cover Sheet

Campus(es): (Specify name of branch campus, if relevant. If joint with another institution, specify institution.)

Brockport

Proposed program title:

Dual Major in Health and Physical Education

Proposed award:  

Bachelor of Science

Total credit hours:  

125

Academic unit(s) that will offer program:

Department of Physical Education and Sport and Department of Health Science

Suggested BEGIS code:

Proposed beginning date:

Fall 2002

Program summary: (As an attachment to this cover, describe in 250 words or fewer, the purpose, content, and structure of the proposed program.)

Project enrollment:  

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>0</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Part-time students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Will program lead to certification or licensure? (Yes/No) If Yes, in what field or specialty?

Yes. Initial teacher certification in both health and physical education.

Will special accreditation be sought? (Yes/No) If Yes, by what group? By what date?

Program would become part of campus-wide pursuit of NCATE accreditation.

Will program or any constituent courses be offered off-campus? (Yes/No)

Yes, field placements will be offered off-campus.

If Yes, at what address?

Various public schools primarily in Monroe County

How much? (Specify number of courses and related credits)

Field placements are part of the methods classes.

Student teaching is a 10-credit experience.

Via telecommunications? (Yes/No) If Yes, to what location(s)?

No.

For more information, contact the following academic officer:

Name: Dr. Timothy Flanagan

E-mail: Flanagan@brockport.edu

Voice: (716) 395-2524

Fax: (716) 395-2401
Proposal for a Dual Major in Health and Physical Education

Abstract

Historically (e.g., 1950's-1960's) it was very common for students in health and physical education to seek training and certification in both areas and for colleges and universities to offer combined degree programs. During the 1970's, however, many colleges and universities, including Brockport, separated their health and physical education programs and chose, instead, to offer independent degrees in each area. More recently (i.e., late 1990's), the New York State Education Department developed and published the New York State Learning Standards for public school students. Standards for both health and physical education are included and categorized under the rubric “Health, Physical Education, and Home Economics.” The re-affirmation of the importance of health and physical education learning outcomes (and possibly their common categorization) has led school districts increasingly to seek candidates who can teach both health and physical education content. In response to this important trend, the Department of Health Science and the Department of Physical Education and Sport at SUNY, College at Brockport are proposing a program with a dual major in health and physical education as an additional option to the existing programs in both departments. The program would be restricted to higher parameter students (essentially GPAs equal to or greater than 3.00) and is designed to produce graduates qualified to teach in both areas. The program consists of 125 credits and, in addition to satisfying the College's general education requirements, includes 32 credits of courses offered by Health Science and 47 credits of courses offered by Physical Education and Sport, and a combined student teaching experience. This proposal seeks to build on the existing strengths of the two departments; no new courses are proposed per se, although the existing student teaching experiences have been re-worked into a common course.
ii. Campus and System Planning

The intent of this section is for the campus to demonstrate institutional planning, both locally and as part of the University System. It is important to demonstrate that the program is based upon existing campus strengths and specializations.

1. Describe the purpose, goals, and objectives of the proposed program. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them. Indicate if this program replaces an existing program(s). Indicate if it is entirely or primarily a restructuring of existing courses and resources.

The purpose of the program is to prepare teachers who are certified to teach both physical education and health education. Having knowledge and skills in both disciplines would enhance educators' abilities to promote physically active and healthy lifestyles among the youth of New York State. For example, the 1997 Youth Risk Behavior Survey of New York State, presented by the State University of New York (SUNY) and New York State Education Department (NYSED) (1998), identified five priority health-risk behaviors established during youth. One priority area was improving dietary behaviors and physical activity. An educator knowledgeable in both physical education and health education would be able to effectively address dietary and physical activity behaviors as they both contribute to prevention and management of coronary heart disease, hypertension, diabetes, and obesity. Obesity alone is a serious concern for the nation. Over 20% of all boys and girls (aged 6-17) and over 30% of all men and women (aged 20 and above) are overweight. As the recent Surgeon General's Report points out, "The Healthy People 2000 goals for the nation's health have recognized the importance of physical activity and have included physical activity goals. The 1995 Dietary Guidelines for Americans, the basis of the federal government's nutrition-related programs, included physical activity guidance to maintain and improve weight—30 minutes or more of moderate intensity physical activity on all, or most, days of the week" (U.S. Department of Health and Human Services, 1996, p. 5).

The rationale for a dual program is further supported by the actions of NYSED which logically combined health education and physical education in the Learning Standards approved by the Board of Regents (NYSED, n.d.). The Learning Standard most relevant for this proposal reads, "Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health." Developing and implementing a dual certification program in health education and physical education clearly would support the initiatives of NYSED and contribute to the well-being of youth in New York State.

The goal of the program is to prepare teacher candidates who have achieved the beginning teaching skills and the entry-level competencies of both physical and health educators. Therefore, the objectives of the program are designed so teacher candidates may achieve the goal of the program. As a result of the program, students will be able to.
Use disciplinary knowledge and tools of inquiry to enhance the development of physically active and healthy people.

Assess needs for health and physical education.

Plan effective health and physical education programs.

Implement developmentally appropriate health and physical education programs.

Evaluate the effectiveness of health and physical education programs.

Be a reflective practitioner who will seek opportunities for professional growth.

Understand the importance of collaborative, professional relationships with colleagues, parents/guardians, and members of the community in the development of physically active and healthy individuals.

Existing programs at SUNY Brockport include initial (baccalaureate and masters level) and advanced (masters level) certification in health education and initial (baccalaureate level) and advanced (masters level) certification in physical education. The existing programs in health education and physical education will continue to attract significant numbers of students. These are two of the most popular programs on campus. The Department of Physical Education and Sport currently enrolls approximately 675 undergraduate students and the Department of Health Science currently enrolls about 450. The proposed program would not replace existing programs, but would combine resources to form an enhanced program option where high achieving, motivated students may benefit academically and professionally by pursuing a dual major (including teacher certification) comprised of two high quality, well established programs. The proposed program, therefore, consists primarily of a restructuring of existing courses and resources.

2. Explain the relationship of the proposed program to the approved mission of the institution. Please document how the development of the program is related to the campus on-going planning process, as well as its Middle States Association reaccreditation reviews, specific program accreditation reviews, and/or Rethinking SUNY.

Mission Statement: The highest priority of the SUNY College at Brockport mission statement is promoting the success of its students. That success is operationalized as encompassing admission to graduate and professional schools, securing employment, and civic engagement in a culturally diverse society. An interdisciplinary major with dual certification would (1) make our students more attractive to prospective employers. Students would bring both certifications, health and physical education, to a school district. This would be particularly advantageous for students applying for positions in small, rural districts and for those students seeking employment outside of New York State. (Less than ten states require a master's degree for permanent certification). (2) For students who must or desire to further their education at the master's level, they would have the opportunity to pursue a third concentration in adapted physical education, sport management, special education, etc. (Currently most Brockport students interested in dual certification are locked into an undergraduate degree in physical education and a master's in health.)
SUNY College at Brockport also is committed to achieving cultural diversity which includes attracting capable students who represent variance in gender, age, ethnicity, and regionality. Currently, the majority of Brockport’s students are from mostly local counties. Despite recent efforts by our Admissions Office, the number of students from Long Island, the New York City Metropolitan area and the Catskill region is limited. It is anticipated that an interdisciplinary major in health and physical education, the only one in the SUNY system, would attract a diverse group of students from throughout the State. The population of the New York City Metropolitan area is ethnically mixed which would increase the likelihood of drawing such students to SUNY College at Brockport.

Planning Process: SUNY College at Brockport’s planning process includes review by the Academic Priorities Committee (APC) whose function is to review and prioritize all new program submissions. The committee reviews the budgetary requirements among other considerations, and determines if new proposals are consistent with the overall mission based on demand, quality and essentiality. The APC reviewed and approved a “trial balloon” proposal which authorized further development of the plan to offer the dual program on this campus. This proposal is a reflection of that development.

Middle States Program Review: The Middle States review of 1992 focused on descriptions of governance, assessment, planning, diversity, and financing at the College. While the current review may emphasize other aspects of the College, specific curricula evaluations are not anticipated and as such this proposal would not affect that review.

NCATE Accreditation: All teacher certification programs at SUNY College at Brockport are in the midst of applying for accreditation with the National Council for the Accreditation for Teacher Education (NCATE). These programs include both health and physical education. Both departments will be submitting folios, which include syllabi, faculty vitae, etc. There is every expectation that, if approved, the interdisciplinary major would be included in this package in the future.

Rethinking SUNY: The mission statement of this document emphasizes increased differentiation of campuses, and prioritizing undergraduate education. Underlying Rethinking SUNY is the theme of increasing efficiency by allowing individual campuses to manage their academic affairs. An interdisciplinary health and physical education major would be unique to the System and would prioritize undergraduate education. Students with a bachelor’s degree would be employable as a health and physical education teacher. They would earn their degree within a four-year time frame, unlike the existing option which is to “double major” and requires at least one and likely two additional semesters.

III. System Need and Effect

The intent of this section is for the campus to demonstrate the need for the proposed program and to describe its effect on the University system. Responses to the Program...
Announcement will be necessary for completing this section. It is important to document that the program will not unnecessarily duplicate University resources.

1. Identify similar programs at other institutions, public and independent in the service area, region and state, as appropriate.

There is no other SUNY College which offers an interdisciplinary major in health and physical education leading to dual teacher certification. SUNY Cortland is the only other SUNY institution which offers health and physical education, but they are separate departments with no plans to merge programs in the near or distant future according to the chair of Health Education, Dr. Joseph Governali (personal communication, February 14, 2000).

Only one known private institution, Ithaca College, offers a program leading to dual certification in health and physical education through a bachelor’s degree (http://www.ithaca.edu). Adelphi University on Long Island does have a course of study (not a program) which can lead to dual certification and advises students that “through careful course selection dual certification or close to dual certification is possible” (http://www.adelphi.edu/study/edu/healthstudies/ugradinfo.shtml).

There are other separate programs in health and physical education in the state, but no other institution offers both disciplines at the same school. They would, therefore, not be in a position to duplicate an interdisciplinary major in health and physical education in the foreseeable future.

2. Provide evidence of appropriate consultation with SUNY campuses. (See Program Announcement guidelines for consultation by program type and level.) Summarize the results of the consultation, noting in particular comments from institutions with similar programs. Describe the results of discussions regarding suggested inter-campus collaboration and program articulation. Describe the resolution of discussions regarding perceived competition between campuses.

The Proposed Academic Program Announcement, including the Program Summary, was disseminated to other SUNY campuses through Brockport’s office of the Vice President of Academic Affairs.

3. Justify the need for the program in terms of the clientele it will serve, the economic and/or educational needs of the area and of New York State. Describe in detail how the level of need was established.

In order to justify the need for the dual major in health and physical education, the committee performed an informal telephone/e-mail survey of administrators in school districts across New York State. The survey included 21 athletic directors from both public and private schools. Each of the 21 administrators indicated that, if given the option between prospective candidates with single certification in either health education or physical education or a candidate with dual certification in health/physical education,
they would choose the candidate with dual certification. This was a unanimous response from all administrators. In essence, each response indicated that candidates with dual certification are of more value to the school district. The responses of the administrators generally fell into one or more of three categories as follows:

1. Practical- the dual certification gives more options for administrators

2. Philosophical- health education and physical education are inseparable (e.g., Goals 2000, New York State Learning Standards)

3. Logical- it makes sense to students and teachers alike to promote health and wellness as part of physical education

In addition to the survey, the committee spoke with Rick Amundson, president, New York State Association of Health, Physical Education, Recreation, and Dance. Mr. Amundson felt very strongly that the dual certification in health and physical education is long overdue in New York State. Mr. Amundson also stated that “colleges are far behind the districts’ needs in this pursuit.” Finally, speaking from his position as president of the association, he states that he feels “comfortable speaking for all of the physical educators in his association that they would prefer dually certified people.” (Parenthetically, the Department of Physical Education and Sport is in receipt of a letter from the Amherst, NY school district indicating its intention to hire only dually certified teachers in the future.)

In summary, everyone contacted with regard to the need for dually certified educators appear to agree that there is a need for this type of educational program. The need covers all of New York State, rural and urban schools, as well as upstate and downstate. SUNY Brockport is stepping to the forefront in order to best meet the needs of incoming students in landing positions in education.

4. State how the enrollment estimates (displayed on the Program Cover Sheet) were determined. Provide summaries of the surveys conducted and/or other sources utilized in determining enrollment. Specify the number of students, if any, who have indicated an explicit interest in the program.

Estimate the impact of the expected enrollment in the program on the distribution of students among major fields of study and on total enrollment.

There is little doubt that the proposed program would be very popular among students. Informal “polls” conducted in both physical education and health science suggest that the vast majority of current Brockport students (all of the physical education students and approximately 67% of the health science students who were polled) would be interested in pursuing the proposed program if it were currently offered. High school students who are considering attending Brockport increasingly are inquiring about the availability of a dual program. Currently, 20 students are double majoring in health and physical education, an option which will require them to complete at least one and likely two
additional semesters. They are willing to devote the effort, time, and money for this added study in order to obtain dual certification. Furthermore, an additional 19 graduates of the physical education program currently are pursuing a master's degree in health on this campus as an additional way of securing dual certification.

The only enrollment problem that this program would have is if it attracts too many students, not too few. The program, however, is conceptualized as one that would only be open to higher parameter students (it is anticipated that 35 "slots" per year will be available to students with Brockport GPAs equal to or greater than 3.00). The higher admission requirement is meant to account for the perception among the faculty that successful completion of the dual program will be academically challenging. The higher requirement also is consistent with Brockport's strategic plan which calls for the recruitment, enrollment, and retention of higher parameter students. "Slotting" will assure that demand does not outstrip the resources necessary to deliver the program.

As part of this proposal, 75 students in physical education were surveyed to more formally determine interest in, and eligibility for, the proposed program. While the vast majority were interested in such a program, only 7 (approximately 9%) were both interested and eligible. (For the purpose of this survey, an "eligible" student was defined as a native student with at least sophomore status pursuing teacher education with a GPA at or above 3.00. Transfer students also can be eligible, but the faculty believes that it is less likely that transfers will pursue this program. See section III.7 for more information.) It is estimated, therefore, that approximately 57 current physical education majors would be in the program if it existed at this time (675x.09-60). Since this sample primarily included students from two academic classes (i.e., juniors and seniors), it is estimated that approximately 30 traditional physical education students per year would be interested and eligible. No such data is available from health science, however even if only 3% of those students were both interested and eligible, an additional 14 students would be enrolled at this time bringing the total estimated number to 74 (or 37 per year). This, along with the necessity to "cap" the program, is the basis for the projected enrollment data on the cover sheet. Since students would actually be admitted to the program at the end of their sophomore year, Year 1 shows 0 students. In Year 3 the first cohort will be admitted and that is estimated to be 35 students. By Year 5 the program would have a full complement of students enrolled and that is estimated at 70.

5. For programs designed to prepare graduates for immediate employment, document the potential employers of such graduates. Please use the New York State Department of Labor publication, "New York State Occupational Outlook: Through 1999," available in statewide and ten regional versions. Specify employers who have requested establishment of the program and describe their specific employment needs. Careful assessment of employment demand, especially for focused programs requiring new resources, is critical.

Occupational outlook was determined by consulting the New York State Department of Labor Web site. Total needs for both health educators and physical educators from 1996
to 2006 with projected annual openings is summarized below regionally (Western New York and Finger Lakes) as well as statewide.

<table>
<thead>
<tr>
<th></th>
<th>1996</th>
<th>2006</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western NY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Ed.</td>
<td>270</td>
<td>300</td>
<td>50</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>2290</td>
<td>2740</td>
<td>550</td>
</tr>
<tr>
<td>Finger Lakes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Ed.</td>
<td>250</td>
<td>280</td>
<td>50</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>2020</td>
<td>2420</td>
<td>480</td>
</tr>
<tr>
<td>Statewide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Ed.</td>
<td>3300</td>
<td>3600</td>
<td>580</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>29000</td>
<td>35200</td>
<td>6990</td>
</tr>
</tbody>
</table>

Brockport currently graduates approximately 130 students per year who are certified to teach physical education and another 25 students per year who are certified to teach health education.

4. **Describe proposed arrangements for any required external clinical instruction, agency placement, practice teaching, internships, fieldwork, etc. Attach copy of affiliation contract and list of prospective affiliates.**

For clinical placements for professional health and related programs, written documentation, signed by the responsible official at each proposed clinical site, should be provided, committing the site to a numerical range of students to be served and indicating the time period of that commitment.

Describe how these arrangements would impact other institutions using the same facilities.

The proposed program will use the current process of the College for arranging field experiences, which includes practice teaching and student teaching. In general, a faculty member contacts school administrators to request field placements in their schools. The school administrator recruits master teachers to supervise field experiences and then notifies the College faculty of teachers that have been recruited. The College faculty then contacts the teacher to establish a meeting to discuss the requirements of the field experience. An example of an affiliation contract is in Appendix A and a list of current affiliates can be found in Appendix B.
There are no clinical placements associated with this proposal.

Since the proposed program will use the same affiliates (i.e., school districts and master teachers) that are currently used by the Department of Physical Education and Sport and the Department of Health Science for their individual programs, the proposed program will not have any additional or noticeable impact on other institutions using the facilities (i.e., school districts and master teachers).

7. The University views as one of its highest priorities the facilitation of transfer students from lower-division to upper-division study. Identify institutions with which articulation arrangements have been made or discussed, and describe the articulation of the program with the preceding and next appropriate level of instruction.

Proposals leading to the Associate of Arts or the Associate in Science degree must include evidence of consultation with at least two baccalaureate institutions which provide assurance that the A.A. or A.S. graduate will be able to transfer without undue credit loss.

Proposals for baccalaureate programs which anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs without undue credit loss.

SUNY College at Brockport has a strong tradition in working with community colleges to serve the needs of transfer students. For example in physical education alone, more than 67% of its current students transferred to Brockport. The nature of the proposed program, however, is not viewed as being transfer-friendly. The specific selection of general education classes coupled with an earlier-than-usual entrance into upper division coursework will make it difficult for transfers to complete this program in a timely fashion. It is important to clarify that transfers are not excluded from this program; rather the faculty believes that it would be more expedient for transfers to pursue a different path to dual certification (i.e., complete the physical education teacher education program as an undergraduate and pursue health education as a master’s degree student). The traditional programs in physical education and health education would continue to be available and convenient to transfer students.

IV. Program Access and Support

The intent of this section is for the campus to document access to the program and the support services available to assure student success.

1. Describe the criteria for admission of students to the proposed program. Indicate the means by which the admissions process shall encourage the increased participation of persons from groups historically underrepresented in such programs.
Criteria for admission into the proposed program includes (a) a minimum GPA of 3.00 for at least 45 credits of course work and (b) a grade of C or better in all classes with the following prefixes: PES, PEP, HLP, and HLS.

The program is open to all qualified and interested applicants including those who might be associated with programs that currently exist on campus to assist underrepresented groups (e.g., McNair Program, C-Step, EOP, etc.).

1. Students interested in pursuing the proposed program would follow this process:
   For freshmen—
   a) incoming students would declare HPE* as their intended major;
   b) intents would be required to attend an informational meeting prior to meeting with their assigned advisor during each of their first three semesters at Brockport;
   c) intents meet with advisors who are familiar with the program;
   d) intents apply for admission into the program during the second semester of their sophomore year;
   e) successful applicants become HPE majors;
   f) unsuccessful applicants declare PES or HLS (or possibly both if interested in a “double major”) as their major and pursue one of the existing programs in the two departments.

   For transfers—
   a) incoming students would meet with an advisor to determine eligibility for the program and to discuss timeframe issues and alternative routes to dual certification;
   b) interested and eligible students may declare HPE in their first semester (provided they have at least 45 credits of coursework and meet grade requirements);
   c) HPE students meet with an advisor who is familiar with the program on a regular basis.

2. Outline measures which will be taken to determine the capacity of a student to undertake the program. Describe the advisement and instructional support arrangement for students.

Instructional support would be the same for HPE (and HPE*) students as currently exists on this campus for PES and HLS students, including but not limited to use of the Student Learning Center, Student Support Services, and Academic Advisement offices, as well as regular contact with a departmental advisor.

V. Course of Study

The intent of this section is for the campus to document the curriculum which must be developed in accordance with the Rules of the Board of Regents and the Regulations of the Commissioner of Education.
1. Append a complete outline of the course of study, including requirements and credit hours, and indicate when and how often each course will be offered over the period of time required for program completion.

Course requirements, in the form of course numbers and titles, frequency of offerings, and a suggested sequence, are provided below. A current Brockport catalog is appended to this proposal (Appendix B) and provides descriptions for all courses in the program (although the student teaching courses will be combined in the proposed program).

**DUAL HEALTH EDUCATION/PHYSICAL EDUCATION PROGRAM SEQUENCE OF COURSES**

**YEAR 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>GEP 100</td>
<td>Breadth—Fine Art (3)</td>
</tr>
<tr>
<td>ENL 112</td>
<td>BIO 221</td>
</tr>
<tr>
<td>QNT 111</td>
<td>XXX XXXX</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>XXX XXXX</td>
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<td>XXX XXXX</td>
<td>XXX XXXX</td>
</tr>
<tr>
<td>Total = 16</td>
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**YEAR 2**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>PES 315</td>
<td>PES 413</td>
</tr>
<tr>
<td>PES 325</td>
<td>PES 335</td>
</tr>
<tr>
<td>PES 345</td>
<td>PES 2XX</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>HLS 210</td>
</tr>
<tr>
<td></td>
<td>PEP 441</td>
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**YEAR 3**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PES 414</td>
<td>PEP 442</td>
</tr>
<tr>
<td>HLS 306</td>
<td>Secondary PE (3)</td>
</tr>
<tr>
<td>PEP 445</td>
<td>PES 2XX</td>
</tr>
<tr>
<td>HLS 302</td>
<td>Int. Perf (1)</td>
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<tr>
<td>PES 2XX</td>
<td>HLS 419</td>
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<tr>
<td>HLS 315</td>
<td>Hum Sex (W) (3)</td>
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<td></td>
<td>HLS 409</td>
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<tr>
<td></td>
<td>Drug Use (3)</td>
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<td>HLS 311</td>
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<tr>
<td></td>
<td>Nutrition (3)</td>
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<td></td>
<td>PES 3XX</td>
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<tr>
<td></td>
<td>Adv Perf (3)</td>
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<td>Total = 17</td>
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YEARN 4

<table>
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<tr>
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<tbody>
<tr>
<td>HLP 491 Methods in HE (3)</td>
<td>HLP/PEP 477 Stu Teach (9)</td>
</tr>
<tr>
<td>HLS 312 Mental Health (3)</td>
<td>HLP/PEP 478 (Elementary)</td>
</tr>
<tr>
<td>HLS 426 HIV/AIDS (3)</td>
<td>HLP/PEP 478 Stu Teach (9)</td>
</tr>
<tr>
<td>PEP 444 Elementary PE (3)</td>
<td>HLP/PEP 476 (Secondary)</td>
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<tr>
<td>PES 2XX Int Perf (2)</td>
<td>HLP/PEP 476 Seminar (2)</td>
</tr>
<tr>
<td>Total = 14</td>
<td>Total = 12</td>
</tr>
</tbody>
</table>

Grand Total = 125 Credit Hours

2. Append a brief vitae of current faculty members who will implement the program, and/or describe the qualifications of the faculty to be hired. Indicate the faculty rank and whether the faculty is (will be) full-time or part-time. If known, indicate the faculty member(s) qualified to teach each course described in the major/option. Identify the program director or coordinator.

The Department of Health Science currently has 12 tenure-track faculty and the Department of Physical Education and Sport has 21 (including three tenured professional staff who teach). Brief resumes for each of these people appear in Appendix C. In addition, this proposal asks for an additional line to be assigned to Health Science to accommodate the expected increase in student credit workload associated with this program. (It is expected that more traditional physical education majors will pursue the new program than traditional health science majors.) The job description for this new line appears in Appendix D. Finally, at least initially, the program will have co-coordinators, Dr. Eileen Daniel and Dr. Frank Short, the current chairs of Health Science and Physical Education and Sport.

3. Describe the library resources presently available for use in the program and plans for making available additional library materials as needed.

The current library holdings in the Departments of Physical Education and Sport and Health Science include 41,929 holdings. This is more than adequate support for this proposal. In addition, the book budget for these Departments is adequate to support the acquisition of new materials for this program. More specific information can be found in Appendix E.

4. For an internship or field experience, describe the duration of the experience, the responsibility and qualifications of the supervising personnel, and the course grading requirements.

For all internships and field experiences, master schoolteachers supervising students should be certified in both health and physical education. College supervisors will include faculty who have academic preparation and professional experience in health education and/or physical education.
The following section provides a brief description of courses that require field experiences and the duration of each experience. In general, field experiences are presented as components of required courses. For each course, students earn letter grades. Assessments of students' performance during field experiences are included in their final course grades.

**Introduction to Teaching Physical Education (PEP 441), 3 credit hours**
Students will have their initial field experience in PEP 441. Overall, this course emphasizes factors that influence the development of a PreK-12 curriculum in health and physical education, which includes examining various curriculum models. In addition, a field experience required during this course provides students with opportunities to observe and learn about schools and to examine variables associated with the teaching and learning process. Students use observation instruments for systematic development of teaching skills.

**Secondary Methods and Instruction (PEP 442), 3 credit hours**
Students have their second field experience in PEP 442. This course allows students to develop knowledge of current concepts and trends in secondary physical education and the ability to plan and implement a physical education program designed to meet the needs of middle school and high school youth. In order to enhance their knowledge, a field experience at the secondary level is required. Note that this field experience will emphasize both health and physical education. Content specific to knowledge of current concepts and trends in health education will occur during Contemporary Issues in Health (HLS 306) and content specific to planning and implementing health education programs will occur during Foundations of Health Education (HLP 302). Therefore, students will be enrolled concurrently in HLS 306, HLP 302, and PEP 442. One additional requirement of PEP 442 is that students have already taken or are currently enrolled in Human Growth and Development (PES 413).

**Elementary Methods and Instruction (PEP 444), 3 credit hours**
PEP 444 includes the students' third field experience. The purpose of this course is to provide students with opportunities to acquire fundamental skills necessary for sequencing and teaching physical education in elementary school settings. This course requires a field experience in an elementary school. Because this field experience emphasizes both health and physical education, students must have successfully completed Foundations of Health Education (HLP 302) and Contemporary Issues in Health (HLS 306).

This next section describes the duration of the internships (student teaching) and course grading requirements.

**Elementary Student Teaching/Coaching (PEP 477), 5 credit hours**
Students have a 8-week elementary student teaching experience, which occurs during the final semester of the program. Students are required to work cooperatively with an elementary master teacher and a college supervisor to achieve a variety of specified...
teaching competencies in health and physical education. Students must earn a letter grade of "C" or better in this internship experience.

Secondary Student Teaching/Coaching (PEP 478), 5 credit hours
Students have an 8-week secondary student teaching experience, which occurs during the final semester of the program. Students are required to work cooperatively with a secondary master teacher and a college supervisor to achieve a variety of specified teaching competencies in health and physical education. Students must earn a letter grade of "C" or better in this internship experience.

5. Indicate provisions for granting credit for learning based on life and/or work experience.

There are no provisions in this proposal for granting credit for learning based on life or work experience.

VI. Program Quality Assurance

The intent of this section is for the campus to demonstrate continuing academic quality assurance through assessment and, where possible, through external validation.

1. Describe how the proposed program will be incorporated into the campus system for assuring continuing academic quality (e.g., the University-required five-year periodic review and relevant professional accreditation review) and the campus assessment plan.

As part of this proposal, an HPE Coordinating Committee consisting of faculty from both departments, under the direction of the program co-coordinators, will oversee the new curriculum and will be responsible for quality control issues. Both Physical Education and Sport and Health Science currently participate in five-year program reviews and department-based assessment activities. This proposal requests that PES and HLS be placed in the same cycle for five-year program review in the future, so that the new HPE could be evaluated simultaneously. It is expected that the coordinating committee will work with the assessment committees from both departments to develop an integrated evaluation system. Specifically, the HPE Coordinating Committee will:

- Arrange the application process and make admissions decisions
- Provide information to and consult with advisors
- Make recommendations to department chairs on efficient course scheduling
- Consult with department teacher education coordinators (or committees) on recommendations for student teaching placements and other relevant matters
- Consult with department assessment committees (and, if different, five-year periodic review and NCATE committees) on quality issue pertaining to the dual program. For assessment purposes, the HPE Coordinating Committee will perform the following activities:
• Collect and summarize data
• Provide written reports to appropriate departmental committees
• Recommend changes to the dual program, as appropriate, based on assessment results

2. For proposed professional programs for which special accreditation is to be sought, provide the name of the accrediting agency and a timetable for completing the accreditation process. Please explain your decision to seek or not seek special accreditation.

Presently, the College is pursuing accreditation for physical education and health education teacher certification programs through NCATE, which has formed a partnership with AAHPERD. The projected date for NCATE accreditation of current programs is 2003. Therefore, the proposed program would seek NCATE accreditation during the five-year (2008) continuing education review cycle.

VII. Costs and Resources

The intent of this section is for the campus to document the projected cost of the program and to identify the source of funds, both capital and operating.

1. The form provided as Appendix 3, "Projected Expenditures for Proposed Program," should be completed and included in each copy of the proposal. Append any necessary narratives describing the source of funds, capital and other special needs.

The Projected Expenditures form can be found in Appendix F of this proposal. One faculty line in Health Science is requested to support this program. Since it is expected that more traditional physical education students will pursue this curriculum than traditional health science students, the Department of Health Science will experience a greater influx of students.

2. For proposed programs that require the reallocation of existing campus resources, the campus should be prepared to provide a redeployment of resources plan.

This proposal does not request any reallocation of existing campus resources.

VIII. Governance Approval

The intent of this section is for the campus to document institutional commitment by appending local resolutions and support documents.
1. Community colleges will please include the date of approval of the program by the local board of trustees. Not applicable.

2. State-operated campuses will please include the date of review and/or approval of the program by campus governance bodies.

Reference List:


Appendices

A. Sample Affiliation Contract
B. Current Affiliates
C. Brockport Catalog
D. Brief Resumes
E. Library Information
F. Job Description and Expected Expenditures
MEMORANDUM

November 6, 2000

To: Tim Henry
Physical Education and Sport

From: Sally Petty
Acquisitions Librarian

Re: Program Proposal for a Dual Major in Health and Physical Education

Current library holdings related to your program proposal for a dual major in Health and Physical Education have been assessed and found to be adequate in number to support your proposal. Your current book budget also adequate to support acquisition of new materials in these areas.
Appendix A

Sample Affiliation Contract
December 13, 1999

Dear [Name],

I am very pleased that you have agreed to sponsor a student teacher in health education during the spring, 2000 semester. Enclosed is your student teacher's application form for you to review.

[Name] will be calling you in the near future (if he/she hasn't already) to arrange a time to be interviewed by you. This should be done at your convenience as soon as possible.

Students are required to be in an elementary site for 6 weeks and a secondary site for 6 weeks, not including district vacations. The first teaching placement will begin on Monday, January 24, 2000 and finish on Friday, March 10, 2000. The second teaching placement will begin on Monday, March 20, 2000 and finish on Friday, May 5, 2000. Dates could vary, depending on school district.

If you are in an elementary school, you will also be asked to review a needs assessment that the student has developed to help determine what health content areas teachers would like to have emphasized in their classrooms. You should make suggestions for revision, if necessary, and give the student your approval to distribute this survey to all of the teachers in your school in early December. Doing a needs assessment is one of the competencies our students must demonstrate.

After the initial interview, your student teacher will meet with you again to review the evaluation packet that you will be responsible for. In the meantime, if you have any questions, please feel free to call me. My office number is 395-5475 (I have voice mail if I am not in), and my home number is 637-2933. My email address is: balog@brockport.edu and fax number is 395-5246.

Thank you again for your willingness to supervise one of our students. One of my colleagues or I look forward to seeing you.

Sincerely,

[Signature]

Linda F. Balog, Ph.D., Director
School and Community Health Education and Promotion
September 29, 1999

Memorandum

To: Health Education Student Teacher Supervisors
From: Linda F. Balog, Ph.D.
Re: Student Teaching Supervision for Spring Semester, 2000

I am about to begin working on placements for student teachers for next semester. It would be helpful to me to know if you are willing and/or able to supervise a health education student for their student teaching placement. Could you please respond below and send this form back to me with your current experiential student as soon as possible. Thank you for your consideration.

Your Name ____________________________
School ________________________________
Phone #’s (W) __________________________ (H) __________________________

Yes, I am willing to supervise a student _____ No, I am not willing _____

I would prefer to supervise a student the first 6 weeks of the semester (Tentatively from 1/24-3/10)

I would prefer to supervise a student the second 6 weeks of the semester (Tentatively from 3/20-5/5)

I will supervise 2 students (one the first 6 weeks and one the second 6 weeks) ______

Please let me know who I should contact (with phone #) to get approval for you to do this and make sure that proper protocol is followed (i.e. your principal? your personnel office? your director of health education? etc.)

Thanks!
February 7, 2000

Dr. Linda Balog, Health Curriculum
SUNY Brockport
350 New Campus Drive
Brockport, New York 14420

Dear Colleague:

It is time once again to begin the process of placing student teaching candidates for the fall semester, 2000. In order for your students to be placed in a timely manner, we are asking that you send us your requests by March 1, 2000, if at all possible. This will give us adequate time to begin making placements.

Placement requests are needed as early as possible so that curriculum coordinators, principals, and recommended supervising teachers can be consulted before an assignment is made, thus providing the best possible placements for your students. This procedure, combined with the increasing number of placement requests, makes this a very time consuming process.

Recently, some area colleges have begun to require additional clinical experience (field observation, or participation experience) prior to student teaching. We applaud your requiring additional clinical experience and we look forward to working with you to place students. We realize that clinical experience requests may not be available to you by the March 1st deadline. However, we do need a minimum of 3-5 weeks lead-time in order to accommodate these requests. Please note that student teaching placements are given priority over observation/participation requests because these students rely on these placements for their impending graduation. Consequently, we are including the solicitation or matching for field experience with the timetable already in place for student teacher requests. Student’s names are not necessary but numbers and content areas are needed at this time.

Your placement requests and any other communications may be sent directly to: Ms. Evie Johnson, Greece Central School District, Department of Human Resources, P.O. Box 300, N. Greece, NY 14515.

We are looking forward to working with your students! If you have any questions concerning this information, please contact Evie Johnson at 716.621.1090 extension 2012.

Sincerely,

Keith Johnson

Greece Central School District
Quality Education for Today & Tomorrow
Appendix B

Current Affiliates
MEMO

To: Luz Cruz

From: Susan Petersen

Re: Field experience placements for PEP 442

Date: 2/21/00

This semester (Spring 2000) we have placed students in the schools listed below. This list varies from semester to semester, however, depending on availability of teachers:

Brockport High School
Brockport Middle School
Churchville-Chili Middle School
East Rochester High School
Greece Odyssey High School
Greece Apollo Middle School
Hilton High School
Mecina High School
Pittsford (Barker Road)Middle School
Rush Henrietta (Ruth) Middle School
Spencerport High School
Section 2
Ballston Spa
Bethlehem
Chatham
Cobleskill-Richmond
Duanesburg
East Greenbush
Fonda-Fultonville
Fort Ann
Ganseville
Guilford
Hudson Falls
Greater Johnstown
Nayfield
Noanookens
Niskayuna
North Colonie
Ravena-Coeymans
Salem
Saratoga Springs
Schalmont
Schenectady
Schuyerville
Sharon Springs
Shenendehowa
South Glens Falls
Tamarac
Troy
Warrensburg

Section 3
Canandaigua
Cortland
Cazenovia
Central Square
Central
Catherine
Cooperstown
Copenhagen
DeForest
General Brown
Indian River
Liverpool
Marcellus
Mt. Markham
North Syracuse
Oneida City
Phoenix
Pulaski Academy
Richfield Springs
Sandy Creek
Solvay
Syracuse
Utica
Watertown
West Genesee

Section 4
Bainbridge-Guilford
Binghamton
Barnard
Cato-Meridian
Chenango Forks
Corning-Painted Post
Delaware Academy/Delhi
Dryden
Edmeadow
Elmira
Elmira City
Greene
Laurens
Marathon
Moravia
Newark Valley
Norwich City
Odessa
Rome City
South Kortright
Sussingassena
Troy
Utica
Watkins Glen
Waverly
Windsor

Downstate Schools
Kingston
Mamaroneck
Monroe-Woodbury
Ossining
Washingtonville

Long Island
Commack
Hicksville
Huntington
Merrick
Port Washington
Sayville
Smithtown

Other
Saranac Lake
Section 5
Addison
Alexander
Alfred Almond
Arkport
Avon
Bolivar Richburg
Bloomfield
Bradford
Brighton
Brockport
Byron Bergen
Caledonia-Humford
Cambridge Savona
Churchville-Chili
Cuba-Rushford
Danneville
East Irondequoit
Elba
Fairport
Geneseo
Geneva City
Greece
Harley School
Hilton
Holley
Honeoye Central
Honeoye Falls-Lima
Hornell
Kendall
Keeseville
Leroy
Letchworth
Livonia
Lyndonville
Lyons
Marcus Whitman
Marion
Newark
Palmyra-Macedon
Penfield
Penn Yan
Perry
Rochester
Red Creek

Section 6
Albion
Alden
Amherst
Barker
Batavia
Brocton
Buffalo City
Cassadaga Valley
Cleveland Hill
Dansville
East Aurora
Eden
Frontier
Gowanda
Grand Island
Jamestown
Keansburg
North Tonawanda
Olean
Palmerton
Edmore
Hartland
North Tonawanda
Olean
Panama
Pembroke
Royalton-Hartland
Seymour
Stokes
West Seneca
Williamsville South
Mr. Gary Adler, Physical Education  
Neil Armstrong Elementary School  
Gates/Chili Central School District  
3273 Lyell Road  
Rochester, NY 14606

Ms. Kim Belnier, Physical Education  
Quest Elementary School  
Hilton Central School District  
225 West Avenue  
Hilton, NY 14468

Ms. Blodgett, Physical Education  
The Barclay Elementary School  
Brockport Central School District  
Brockport, NY 14420

Mr. Andy Buckenmeyer, Physical Education  
Alexander Central School  
3314 Buffalo Street  
Alexander, NY 14005

Ms. Colleen Conley, Physical Education  
Northwood Elementary School  
Hilton Central School District  
433 North Greece  
Hilton, NY 14468

Ms. Wendy Cooper, Physical Education  
The English Village Elementary School  
Greece Central School District  
800 Tall Avenue  
Rochester, NY 14616

Mr. Coriale, Physical Education  
The Hill Elementary School  
Brockport Central School District  
Brockport, NY 14420

Mr. Brian Donohue, Physical Education  
John Walton Spencer School, No. 16  
Rochester, NY 14619

247-3190  
392-1000 ext. 6181  
637-1840  
591-1551  
392-1000 ext. 4533  
865-5710  
637-1850  
(w) 235-1272  
(h) 247-2153
Mr. Eaton, Physical Education
Village Elementary School
Hilton Central School District
100 School Lane
Rochester, NY 14619

Mr. Forman, Physical Education
Village Elementary School
Hilton Central School District
100 School Lane
Hilton, NY 14468

Ms. Sue Gent, Physical Education
Wheatland Chili Central School
13 Beckwith Avenue
Scottsville, NY 14546

Mr. Rich Healy, Physical Education
Parkland Elementary School
Greece Central School District
1010 English Road
Rochester, NY 14616

Ms. Linda Heitz, Physical Education
The Githker Elementary School
Brockport Central School District
Brockport, NY 14420

Ms. Linda Koha, Physical Education
Lakeshore Elementary School
Greece Central School District
1200 Latta Road
Rochester, NY 14612

Mr. Frank Loiacono, Physical Education
Paddy Hill Elementary School
Greece Central School District
1801 Latta Road
Rochester, NY 14612

Ms. Joyce McKay, Physical Education
Enrico Fermi School, No. 17
158 Orchard Street
Rochester, NY 14611

Mr. Tim McMullen, Physical Education
Lockwood Elementary School
5550 School Road
Gainesville, NY 14066

-2-
Ms. Doana Nesbitt, Physical Education
The Girther Elementary School
Brockport Central School District
Brockport, NY 14420

Ms. Pat Niven
Macedon Elementary School

Ms. Kelly O'Connell, Physical Education
Quest Elementary School
Hilton Central School District
225 West Avenue
Hilton, NY 14468

Ms. Kim Ormsby, Physical Education
Neil Armstrong Elementary School
Gates/Chili Central School District
3273 Lyell Road
Rochester, NY 14606

Mr. Bill Osont
Oak Orchard Elementary School

Mr. Marty Pavone, Physical Education
Leo Bernabi Elementary School
Spencerport School District
69 Lyell Avenue
Spencerport, NY 14559

Ms. Marge Robinson, Physical Education
Longridge Elementary School
Greece Central School District
190 Longridge Avenue
Rochester, NY 14616

Ms. Mary Jo Schmidt, Physical Education
School #7
31 Bryan Street
Rochester, NY 14613

Mr. Joe Setek, Physical Education
The Hill Elementary School
Brockport Central School District
Brockport, NY 14420

637-1830
315-986-4474
597-3449
392-1000 ext. 6181
247-3190
798-2350
349-5471
621-8520
254-3110 ext. 155
637-1850
Mr. Bill Shumaker, Physical Education
Brookside Elementary School
Greece Central School District
11044 Long Pond Road
Rochester, NY 14626
225-2440

Mr. Dave Thomas, Physical Education
Banard School
Greece Central School District
71 Maiden Lane
Rochester, NY 14616
621-5910

Mr. David Tirabusi
Harry F. Abate School
1625 Lockport Street
Niagara Falls, NY 14305
278-7960

Mr. Gary Tiroka
Klem Road North Elementary
1015 Klem Road
Webster, NY 14580
(w) 872-1770
(b) 671-3457

Mr. Vandenburg, Physical Education
The Barclay Elementary School
Brockport Central School District
Brockport, NY 14420
637-1840

Ms. Shannon Williams, Physical Education
Village Elementary School
Hilton Central School District
100 School Lane
Hilton, NY 14468
392-1000 ext. 5157

Ms. Carol Zanghi
Helendale Elementary School
220 Helendale Road
Rochester, NY 14609
339-1330
E Irondequoit

Ms. Anne Zengerie, Physical Education
Greece Central School District
Autumn Lane Elementary
2089 Maiden Lane
Rochester, NY 14626
225-1450
Appendix C

Brockport Catalog
(under separate cover)
Appendix D

Brief Resumes
Faculty Data Summary Sheet

Balog, Linda F., Ph.D.
Associate Professor, Department of Health Science
State University of New York, College at Brockport

1. Academic Degrees
   - Ph.D.  University of Maryland  1978  Health Education
   - M.A.  University of Maryland  1971  Physical Education
   - B.S.  University of Pittsburgh  1969  Health, Physical Education, and Recreation

2. Professional Experience
   - 1982-Present  SUNY, College at Brockport, Associate Professor, Department of Health Science
   - 1978-1982  Assistant Professor, Department of Health Education, School of Public Health, University of South Carolina
   - 1971-1978  Instructor, Department of Physical Education, University of Maryland

3. Faculty and Administrative Load
   - Fall 1999
     - HLP 485.01  Dimensions of School and Community Health
     - HLP 486.01  Experiential Health Education
     - HLS 312.01  Mental Health
   - Winter 2000
     - HLS 471/571.01  Childhood and Adolescent Stress
   - Spring 2000
     - HLS 312.01  Mental Health
     - HLP 495.01  Practicum in School Health
     - HLP 496.01  Practicum in Community Health
   - Summer 2000
     - HLS 471/571.01  Childhood and Adolescent Stress

4. Other Collegiate Assignments, 1999-2000
   - Departmental
     - Director, Professional Program in School and Community Health Education and Promotion
   - Member, Graduate Curriculum Committee
   - Faculty Advisor, Eta Sigma Gamma
   - College
     - Executive Director, The Child and Adolescent Stress Management Institute
     - Faculty Senator-at-Large
     - Acting Chair, Environment Committee (11-12/99)
     - Member, Environment Committee
Member, Faculty Senate Bylaws Committee
Member, Who's Who Among Students in American Universities and Colleges Committee
Member, Chancellor's Awards Committee for Excellence in Teaching
Mentor, EOF Faculty Student Mentoring Program

5. **Current Professional and Academic Association Memberships**
   American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
   American Association for Health Education (AAHE)
   American School Health Association (ASHA)
   Eta Sigma Gamma, National Health Education Honorary

6. **Publications**

6. **Papers/Workshops Presented**
   Stress management for high school students. (4/27/00). Fairport High School, Fairport, NY.
   Stress management for college students. (11/6/99) Annual Resident Assistant Conference, SUNY, College at Brockport.

7. **Research**
   Stress management
   Assessment
   Pedagogy
BANERJEE, PRIYA, Ph.D.
Assistant Professor of Health Science
Undergraduate Faculty
Appointed 1999

1. **Academic Degrees**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Southern Illinois University Carbondale</td>
<td>1999 Health Education</td>
</tr>
<tr>
<td>M.A.</td>
<td>Southern Illinois University Carbondale</td>
<td>1995 Speech Communication</td>
</tr>
<tr>
<td>B.A.</td>
<td>Gujarat University, India</td>
<td>1989 English Literature</td>
</tr>
</tbody>
</table>

2. **Professional Experience**

1999- Present  SUNY College at Brockport, Assistant Professor of Health Science.

3. **Faculty and Administrative Load**

**Spring Session, 2000**
- HLS 301: Health Behaviors and Wellness 3 semester units
- HLS 306: Contemporary Issues in Health (2 sections) 6 semester units

**Fall Session, 1999**
- HLS 301: Health Behaviors and Wellness 3 semester units
- HLS 306: Contemporary Issues in Health 3 semester units
- HLS 492: Interpersonal Communication in Health Education 3 semester units

4. **Other Collegiate Assignments, 1999-2000**

- Academic advisor 45 Undergraduates
- 1 Graduate
- Member (Secretary) Departmental Undergraduate Curriculum Committee
- Member Employee Wellness Committee

5. **Current Professional and Academic Association Memberships**

- American Association of Health Education (AAHE)
- Society for Public Health Education (SOPHE)
- American Public Health Association (APHA)

6. **Publications**


**7. Professional Presentations**

“Jeopardy! Category: Health.” The annual national conference of the American Association for Health Education, 2000, Orlando, FL.

“East Meets West in Women’s Spirituality: A Phenomenological Exploration” The annual national conference of the American Association for Health Education. 2000, Orlando, FL.


“Eavesdropping on a virtual community: A content analysis of a student listserv.” The annual national conference of the American Association of Health Education, 1999 Boston, MA.


“Exploring women’s spirituality: a phenomenological study.” The annual conference of University Women’s Professional Advancement, 1998 Carbondale, IL.

“How to enhance communication in the classroom using a student listserv.” The annual national conference of the Society for Public Health Education, 1998 Washington, DC.

“Assessing the return rate of e-mail surveys.” The annual national conference of the American Public Health Association, 1998 Washington, DC.

**8. Research**

Perceived Computer Knowledge Among School and Community Health Education Students- In progress, 2000.
Faculty Data Summary Sheet

CARDINA, CATHERINE, Ph.D.
Assistant Professor of Health Science
Graduate and Undergraduate Faculty
Appointed 1996

1. Academic Degrees
   Ph.D. The Ohio State University 1994 Health Education and Promotion
   M.A. The Ohio State University 1991 Health Education and Promotion
   B.S. SUNY College at Buffalo 1986 Physical Education/Exercise Science

2. Professional Experience
   1996-Present SUNY College at Brockport, Assistant Professor of Health Science
   1995-1996 SUNY College at Fredonia, Assistant Professor of Education
   1995 YWCA of Jamestown, NY, Principal Researcher and Evaluator
   1994-1995 SUNY College at Fredonia, Adjunct Professor of Education and Psychology
   1994 Jamestown Community College, Adjunct Professor of Psychology
   1988-1991 The Ohio State University, Graduate Teaching Assistant of Teacher Education and Health Education and Promotion
   1986-1988 City of Hopewell Public Schools, Hopewell, VA, Public School Teacher of Physical Education and Health Education (Elementary and Secondary)

3. Faculty and Administrative Load
   Spring Session, 2000
   HLS 645 Applied Strategies in Health Education 3 semester units
   HLP 302 Foundations of Health Education 3 semester units
   HLP 495 Practicum in School Health Education 3 semester units
   
   Fall Session, 1999
   HLP 302 Foundations of Health Education 3 semester units
   HLP 491 Health Education Methods 3 semester units
   HLS 640 Program Planning and Educational Strategies 3 semester units

4. Other Collegiate Assignments, 1999-2000
   Advisor approximately 50 undergraduate and graduate student
   Additional teaching mentor approximately 2 graduate student major papers per semester
   Member Campus Commissions: NCATE Professional Council, Program development of HE/PE dual certification program; Interdepartmental committee (Health Science & Education and Human Development)
   Chair Health Science Department Honor and Awards Committee

5. Current Professional and Academic Association Memberships
   American Alliance for Health, Physical Education, Recreation and Dance; Association for Supervision and Curriculum Development; New York State Federation of Professional Health Educators; American School Health Association; Eta Sigma Gamma (Health Education Honorary Society)
6. **Publications**


7. **Papers Presented**


   "Preparing Health Education Teachers to Use Technology to Enhance Student Learning." SUNY Conference on Instructional Technologies, 1998, Cortland, NY.


   "Preparation of Teacher Education Candidates: Indices from National Data." Presented with J. Roden, Ph.D., New York State Association of Teacher Educators, 1996, Syracuse, NY.


   "Reform in Teacher Education," The Ohio State University Conference, 1991, Columbus, OH.


8. **Research**

   School and community preserve health educators’ perception of their computer knowledge and skills.

Faculty Data Summary Sheet

FOLLANSBEE, PATTI A., Ph.D.
Assistant Professor of Health Science
Graduate and Undergraduate Faculty
Appointed 1982

1. Academic Degrees
   Post Graduate U. of Rochester Medical Center 1996 Family Therapy and
   1999 AAMFT Clinical
   Membership
   Ph.D. Southern Illinois Univ. 1982 Health Education
   M.S.Ed. Southern Illinois Univ. 1977 School Health Ed.: Community Health Ed.
   B.S. Ed. Bowling Green State Univ. 1974 Physical Education; Health Education

2. Professional Experience
   1982-Present SUNY College at Brockport, Assistant Professor of Health Science

3. Faculty and Administrative Load
   Spring Semester, 2000
   HLS/WMS 419/519 Human Sexuality 3 semester units
   Fall Semester, 1999
   HLS 312 Mental Health (2 sections) 3 semester units each
   Spring Semester, 1999
   HLS 312
   HLS 314 Mental Health (2 sections) 3 semester units each
   HLS/WMS 419/519 Family Life 3 semester units
   HLS/WMS 419/519 Human Sexuality 3 semester units
   Fall Semester, 1998
   HLS 312 Mental Health (2 sections) 3 semester units each
   HLS 314 Family Life 3 semester units
   HLS/WMS 419/519 Human Sexuality 3 semester units

4. Other Collegiate Assignments, 1998-1999
   Advisor, approx. 40 undergraduate and 10 graduate students
   Thesis/Major Paper advisor or reader, 4 each semester
   BCEC students; 3 each semester
   HLS Graduate Admissions Officer; Member of 2 HLS departmental committees and 3 College
   committees: Appointments, Promotion & Tenure Committee, Graduate Program Committee, Roles
& Rewards for Residential Life, The Six Weeks Committee (ad hoc), and Committee to Address Concerns of Gay, Lesbian, Bisexual, and Transgendered Faculty, Staff & Students (ad hoc).
Half-time counselor in SUNY Brockport Counseling Center, Fall, '99 and Sp., '00.

5. Current Professional and Academic Association Memberships
   Greater Rochester Wellness Council (GRWC)
   United Way of Greater Rochester, Strengthening Families Investment Team.
   American Association for Marriage & Family Therapy (AAMFT)
   Genesee Valley Chapter of the New York State Association for Marriage and Family Therapy (GVCNYAMFT) Executive Board Member at Large

6. Publications

7. Papers Presented

8. Research
Faculty Data Summary Sheet

DANIEL, STEEN L., D.Ed.
Associate Professor, Chair of Health Science
Graduate and undergraduate faculty
Appointed 1986

1. Academic Degrees
D.Ed. University of Oregon 1986 Health Education
M.S. Ed. SUNY Brockport 1978 Health Education
B.S. Rochester Institute of Technology 1977 Nutrition and Dietetics

2. Professional Experience
1997-present Chair Department of Health Science
1993-present Associate Professor SUNY at Brockport
1986-1993 Assistant Professor SUNY at Brockport
1986-1988 Nutritionist Lakeside Wellness Center, Brockport, NY (part-time)
1985-1986 Adjunct Instructor Monroe Community College (part-time)
1982-1983 Teaching Fellow University of Oregon
1980-1982 Nutritionist Lifetime Assurance, Brockport, NY (part-time)
1979-1986 Lecturer SUNY at Brockport, Department of Health Science
1977-1979 Nutritionist Anthony Jordan Health Center, Rochester, NY
1976-1977 Dietetic Trainee Highland Hospital, Rochester, NY

3. Faculty and Administrative Load
Summer Session, 1999
Department Chair
Spring, 1999
HLS 311 Nutrition 3 semester units Department Chair
Fall, 1998
HLS 311 Nutrition 3 semester units
HLS 303 Environmental Health 3 semester units Department Chair

4. Other Collegiate Assignments, 1999-2000
Advisor, 35 undergraduates; 14 graduates
Member, College committees: Co-chair search committee dean of professions; member special sessions committee
Supervised 4 major papers/theses

5. Professional memberships:
Eta Sigma Gamma National Health Honor Society
American Dietetic Association
New York State Dietetics Association
Genesee Dietetics Association
Advisory Board, Lakeside Wellness Center, Brockport, NY

   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   

7. **Papers Presented**


   "Health practices of non-traditional aged students". Presented at annual Scholar's Day, SUNY Brockport, Spring, 1990.


8. **Research**

Faculty Data Summary Sheet

GOLASZEWSKI, THOMAS J., Ed.D.
Associate Professor
Graduate and Undergraduate Faculty
Appointed 1995

1. **Academic Degrees**
   - Ed.D., SUNY at Buffalo 1979 Health Education
   - M.S., SUNY at Buffalo 1985 Epidemiology
   - M.Ed., SUNY at Buffalo 1973 Health Education
   - B.S., SUNY at Buffalo 1970 Health, Physical Education & Recreation

2. **Professional Experience**
   - 1995-present: SUNY College at Brockport, Associate Professor in Health Science
   - 1985-1995: SUNY College at Buffalo, Director, Center for Worksite Health
   - 1982-1995: DINE Systems, Inc., Vice President, Research and Product Development
   - 1985-1991: Center for Worksite Health (The Travelers Companies), Director, Research and Evaluation
   - 1970-1984: SUNY Buffalo, Assistant Professor in Health Behavior Sciences

3. **Faculty and Administrative Load**
   - **Summer Session, 1999**
     - HLS 490 Internship in Health Care Administration
     - HLS 410 Introduction to Health Care Administration
     - HLS 411 Management Communication in Health Care Administration
     - HLS 698 Major Paper
     - 3 semester units
     - 3 semester units
     - 3 semester units
     - Variable units
   - **Fall Session, 1999**
     - HLS 410 Internship in Health Care Administration
     - HLS 490 Introduction to Health Care Administration
     - HLS 486 Internship in Health Care Administration
     - HLP 486 Experiential Health Education
     - HLS 680 Issues in Health and Wellness
     - HLS 698 Major Paper
     - 3 semester units
     - 3 semester units
     - 3 semester units
     - 3 semester units
     - Variable units
   - **Spring, 2000**
     - HLS 413 Health Risk Management
     - HLS 456 Biostatistics and Epidemiology
     - HLS 490 Internship in Health Care Administration
     - HLP 485 Practicum in School Health Education
     - HLS 698 Major Paper
     - 3 semester units
     - 3 semester units
     - 3 semester units
     - 3 semester units
     - Variable units

4. **Other Colleague Assignments, 1999-2000**
   - Advisor, 5 graduate students
   - Advisor, 40 undergraduate students
   - Coordinator, Program in Health Care Administration
   - Member, one school committee (Metro Library Advisory); chair, one department committee (Appointment, Promotions and Tenure)
5. **Current Professional and Academic Association Memberships**

American Public Health Association (APHA)

6. **Publications**

"The Limitations and Promise of Health Education in Managed Care", *Health Education & Behavior*, (in press).


7. **Papers Presented**

"Health Education and Worksite Health Promotion in Managed Care", *Back to the Future...Strengthening the Foundation: AWHP Region I Conference*, West Springfield, MA, April 9, 1996.


"A Model to Effect Worksite Health Promotion in New York State*, *28th Conference of the New York State Federation of Professional Health Educators*, Utica, NY, November 8, 1996.

8. **Research (in progress)**


"Analysis of HeartCheck and Individual Health Risk Factors, New York State Department of Health.

"Development and Testing of WorkCheck", HealthPartners Co., Minneapolis, MN.

"Relative Value of Academic Scholarship and Service", SUNY Brockport.
SAMPLE, CAROL J., Ed.D.
Assistant Professor - Health Science Department
Graduate and Undergraduate Faculty
Appointed 1996

1. **Academic Degrees**
   Ed.D. University of Rochester 1993 Higher Education/Health Professions
   M.S.Ed. SUNY College at Brockport 1988 Health Education
   Perm. Cert. SUNY College at Brockport 1973 Early Secondary English
   B.S. SUNY College at Brockport 1969 English Education (K-9)

2. **Professional Experience**
   1996-Present SUNY College at Brockport, Assistant Professor Health Science
   1994-1996 SUNY College at Brockport, Term appointments Health Science
   1988-1994 SUNY College at Brockport, Lecturer-Adjunct Health Science

3. **Faculty and Administrative Load**
   Spring Semester, 2000
   HLS 409/509 Intro. to Psychoactive Drug Use & Abuse 3 semester units
   HLS 600 Issues in Health and Wellness 3 semester units
   HLP 495 Practicum in School Health 12 semester units

   Fall Semester, 1999
   HLS 301 Health Behavior and Wellness 3 semester units
   HLS 306 Contemporary Issues in Health 3 semester units
   HLP 494 Experiential in School/Community Health 3 semester units

   Spring Semester 1999
   HLS 301 Health Behaviors and Wellness 3 semester units
   HLS 409/509 Intro. to Psychoactive Drug Use & Abuse 3 semester units
   HLS 600 Issues in Health and Wellness 3 semester units

4. **Other Collegiate Assignments, 1992-2000**
   Advisor: 12 graduates, 38 undergraduates
   Chair, departmental - Health Science Undergraduate Curriculum Committee
   Member, College and departmental committees: Global Interdependence & Cultural Diversity Committee, Better Community Coalition, Faculty Senate General Education Committee, Strategic Planning Committee
   Student Teacher/Experiential supervision - 8 students
   Major Paper/Thesis supervision - 4 Fall, 8 Spring
   Independent study/Internship - 2 Spring 99

5. **Current Professional and Academic Association Memberships**
   Eta Sigma Gamma: Professional Health Educators Honorary Society
   New York State Federation Professional Health Educators (NYSPPHE)
   American School Health Association
   American Public Health Association
   American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
6. Publications


"Destiny Proposal: In Moral and Legal Defense of Physician Assisted Suicide"

7. Papers Presented

8. Research

Health Education Baseline Information: Monroe County Public Schools (Grades 6-12) In progress. Funded by a Scholarly Incentive Award.
Gary J. Metz, M.S., M.P.A.
Associate Professor, Health Science Department
Graduate and Undergraduate Faculty
Appointed 1986

1. Academic Degrees
   M.P.A. SUNY College at Brockport
   M.S.Ed. SUNY College at Brockport
   B.S. SUNY College at Brockport
   1985 Health Care Administration
   1976 Health Education
   1975 Health Education/Recreation

2. Professional Experience
   1986 to Present
   SUNY College at Brockport, Associate Professor of Health
   Coordinator of Alcoholism and Substance Abuse Studies
   Director of the United States Department of Education
   Demonstration Grants for Rural Substance Abuse Prevention
   and Director of the United States Information Agency Grant
   for the Near East Asia Regional Project for Drug
   Education and Prevention (Total Amount of External Funding
   was $600,000)
   Consultant to the South American Regional Project on
   Drug Prevention
   St. Joseph’s Villa of Rochester, Director of the LIFE (Living
   in Freedom Early) Adolescent Chemical Dependency
   Residential Treatment Program
   State of New York Division of Criminal Justice Services,
   Associate Director of the Governor’s Task Force on
   Alcoholism Treatment in the Criminal Justice System
   Ridge Hospital and Chemical Dependency Program
   Supervising Counselor, Intensive Outpatient Treatment
   Greece Central School District, Health Educator

3. Faculty and Administrative Load

   Spring Semester, 2000
   HLS 418/518 Alcohol Use and Abuse
   HLS 418/518 Alcohol Use and Abuse
   HLP/HLS 498 Alcoholism and Substance Abuse Program
   Internship
   3 semester units
   3 semester units
   12 semester units

   Fall Semester, 1999
   HLS 418/518 Alcohol Use and Abuse
   HLS 418/518 Alcohol Use and Abuse
   HLS 409/509 Psychoactive Substance Abuse
   HLP/HLS 498/598 Alcoholism and Substance Abuse
   Program Internship
   3 semester units
   3 semester units
   3 semester units
   12 semester units

   Spring, 1999
   HLS 418/518 Alcohol Use and Abuse
   HLS 409/509 Psychoactive Substance Abuse
   HLP 302 Foundations of Health Education
   HLP/HLS 498/598 Alcoholism and Substance Abuse
   Program Internship
   3 semester units
   3 semester units
   3 semester units
   12 semester units
4. Other Collegiate Assignments, 1996-2000
   Departmental Advisor – 50 plus students
   Member of the Department Appointment, Promotion and Tenure Committee
   Campus Employee Assistance Back Up Coordinator
   Chair for the Assistant Chief of University Police Position
   Member of various other departments tenure committees

5. Current Professional and Academic Association Memberships
   New York Federation of Professional Health Educators
   New York Federation of Alcoholism and Substance Abuse Counselors
   National Association of Alcoholism and Drug Abuse Counselors
   International Narcotics Enforcement Officers Association

6. Professional Credentials
   MAC - Master Addictions Credential - National Association of Addiction Counselors
   NCAC II – Nationally Certified Addictions Counselor II – National Association of Addiction Counselors
   CASAC – New York Credential for Alcoholism and Substance Abuse Counseling
   N.Y.S. Permanent Teaching Credential for Health Education – K-12
   N.Y.S. Certified Police Officer
   N.Y.S. Certified Police Instructor
   N.Y.S. Certified Police Evaluator
   N.Y.S. Certified Police Driving Recognition Instructor

7. Publications
   Spalding, A. and Metz, G. “Spirituality and Quality of Life in Alcoholics Anonymous.”

8. Awards Received
   SUNY Brockport Alumni Award for Outstanding Service to the College
   United University Professions Award of Appreciation for Outstanding Service and Contributions to the Employee Assistance Program
   Phi Beta International Scholars Medal for International Drug Prevention Efforts
   SUNY Office of Academic Affairs Careers Achievement Award for External Funding
   SUNY Office of Residential Life Award for Outstanding Contributions to Residential Life
   International Narcotics Enforcement Officers Award of Honor
Faculty Data Summary Sheet
Kathleen J. Hunter Ph.D., CHES
Assistant Professor of Health Science
Graduate and Undergraduate Faculty
Appointed 1996

1. Education
Ph.D. - 1994 Health Education
Southern Illinois University at Carbondale

MPA - 1988 Master of Public Administration
State University of New York (SUNY), College at Brockport

B.S. - 1986 Health Science and Sociology (Summa Cum Laude)
State University of New York, College at Brockport

2. Professional Experience
1994– present Assistant Professor
Department of Health Science
SUNY, College at Brockport, Brockport, NY

1981-1995 Adjunct, Assistant Professor
Health Education Department
Monroe Community College, Rochester, NY

3. Faculty and Administrative Load
Spring Semester, 2000
HLS 314 Family Life
HLS 419/519 Human Sexuality
HLS 641 Health Education Organization in the School and Community

Fall Semester, 1999
HLP 493 Health Education Program Planning and Evaluation
HLS 312 Mental Health
HLS 419/519 Human Sexuality

Summer 1999
HLS 490/590 Topics in Death and Dying

4. Other Collegiate Assignments
Faculty Senator, and Executive Committee member
Chair, Faculty Senate Graduate Curriculum and Policy Comm.
Department Graduate Curriculum Committee & Graduate Newsletter
Advisor: Undergraduate 12, Graduate 11
Strategic Planning Steering Committee
Graduate Council
Academic Priorities Committee
Institutional Review Board for Human Subjects Approval
Strategic Planning Implementation Committees #3, 4, 6
Board Member of Women's Studies
5. **Current Professional and Academic Memberships**

- Association for the Advancement of Health Educators (AAHE)
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- American School Health Association (ASHA)
- Certified Health Education Specialist (CHES)
- ETA SIGMA GAMMA, BETA PSI Chapter, Health Science Honors
- KAPPA DELTA PI, Education Honors,
- ALPHA CEI, a National Honor Society.
- ALPHA KAPPA DELTA, Sociology Honors.

6. **Publications**

- *Textbook for the Topics of Dying and Death Course*

  Webmaster for 130+ web-sites linked to Sections of the Perspectives: Dying and Death book. 1999-Ongoing.

  Created an Instructor's Manual available on the web for faculty utilizing the Perspectives: Dying and Death book in their course. 1999-Ongoing

- **Book Reviews - Peer-Reviewed.**
  - *The American Journal of Health Behavior 24(2), Mar./Apr.2000*

- **In Review:**
  - Cox, D., Hunter, K.J., & Follansbee, E. Planning, implementing, and evaluating a four week Multiple Sclerosis (MS) program in a rural area for persons living with MS and their social support. *Health Promotion Practice.*

7. **Papers Presented**

- "Using Multi-media Resources and Peer Educators to Teach Issues about Loss, Dying, and Death to Middle and High School Students", AAHPERD National Conference, Orlando, FL - 3/24/00

- "Eating Disorders", Annual Resident Assistant Conference, SUNY College at Brockport - 11/6/99


8. **Research**

- Being a Multi-generational Caregiver and Female Reentry College Student (Qualitative - in progress)
- Resiliency-based, Skill building for Faculty Inservice Faith-based Weight Loss Programs (in process)
Celia A. Watt, Ph.D., LCDC
Assistant Professor of Health Education
Graduate and Undergraduate Faculty
Appointed 1997

1. Academic Degrees
   Ph.D. University of Texas 1992 Educational Psychology
   B.A. Southwest Texas State University 1986 Psychology

2. Professional Experience
   1997 - Present SUNY College at Brockport, Assistant Professor of Health Education
   1995 - 1997 University of Texas, Austin Community College, Adjunct Professor of Psychology
   1992 - 1996 Program Director, Solution’s Counseling and Treatment Center

3. Faculty and Administrative Load
   Fall Semester, 1998
   HLP 492 Interpersonal Communication for Health Educators
   HLS 422/522 Individual Treatment Planning for Alcohol and Substance Abuse Counselors
   HLS 421/521 Group Counseling for Alcohol and Substance Abuse Counselors

   Spring Semester, 1999
   HLS 306 Contemporary Issues in Health
   HLS 422/522 Individual Treatment Planning for Alcohol and Substance Abuse Counselors
   HLS 421/521 Group Counseling for Alcohol and Substance Abuse Counselors

   Fall Semester, 1999
   HLS 306 Contemporary Issues in Health
   HLS 422/522 Individual Treatment Planning for Alcohol and Substance Abuse Counselors
   HLS 421/521 Group Counseling for Alcohol and Substance Abuse Counselors

   Spring Semester, 2000
   HLS 306 Contemporary Issues in Health
   HLS 422/522 Individual Treatment Planning for Alcohol and Substance Abuse Counselors
   HLS 421/521 Group Counseling for Alcohol and Substance Abuse Counselors

4. Other Collegiate Assignments, 1998-2000
   Advisor, approximately 45 undergraduates
   approximately 10 graduates
   Member, College committees: 2 search, faculty/senate observer, alcohol task force
   Departmental committees: library coordinator, undergraduate curriculum
   committee, ASAP committee
   Independent Study Students, approximately 7 per semester

5. Current Professional and Academic Association Memberships
   * Licensed Chemical Dependency Counselor, Texas Commission on Alcohol and Drug Abuse


7. Papers Presented

New York Association of Alcoholism and Substance Abuse Providers Third Annual Conference, 1999; Individualized Treatment Planning; A Theoretical and Practical Examination.

Southwest Texas State University Continuing Education Program, 1995; Understanding the Role and Use of the “12 Steps” in Chemical Dependency Counseling.

National Resource Center, University of Oklahoma, July 1993; Treatment Issues for Women and Children.

Southwestern Psychological Association, April 1987, New Orleans, LA; Daily Hassles and Interpersonal Attraction.

8. Research

Fellowship - New York Addiction Technology Transfer Center, 1999; researched treatment planning, wrote a manual for practitioners, and manuscript for journal publication.

SUNY Scholarly Incentive Grant, 1999; research project titled, A Theoretical Examination of Individual Treatment Planning; A Clinician’s Guide to More Effective Practice.
SCHEIDT, DOUGLAS M., Ph.D., Assistant Professor of Health Science
Graduate and Undergraduate Faculty, Appointed 1995

1. **Academic Degrees**
   - Ph.D. University at Buffalo 1991 Counseling Psychology
   - B.A. Colgate University 1986 Psychology

2. **Professional Experience**
   - 1995-Present SUNY College at Brockport, Assistant Professor of Health Science
   - 1992-1995 Research Institute on Addictions, Project Director
   - 1991-1992 Assistant Psychologist

3. **Faculty and Administrative Load**
   - **Sp 2000**
     - HLS 423/523 Theories on Alcoholism and Substance Abuse 3 credits
     - HLS 497/597 ASAP Internship Seminar 3 credits
     - HLS 684 Statistics and Measurement for Health Education Evaluation 3 credits
     - HLS 698 Major Paper 1 credit
   - **Fall 1999**
     - HLS 435/535 Alcohol and Substance Abuse Evaluation and Assessment 3 credits
     - HLS 497/597 ASAP Internship Seminar 3 credits
     - HLS 686 Seminar in Research Design 3 credits
     - HLS 698 Major Paper 1 credit
   - **Sum 1999**
     - HLS 445/545 Psychopharmacology for Alcoholism And Substance Abuse Counselors 3 credits

4. **Other Collegiate Assignments, 1999-2000**
   - Advisor, 40-50 undergraduate students
   - Advisor, 8 graduate students
   - Chair of Health Science Graduate Curriculum Committee
   - Member, Graduate Council
   - Health Science Department Assessment Coordinator

5. **Current Professional and Academic Association Memberships**
   - American Psychological Association
   - American Psychological Association, Div17
   - American Psychological Association, Div44

6. **Publications**


7. Papers Presented


8. Research


Needs Assessment for the Gay, Lesbian, Bisexual, and Transgendered Communities of Western NY. Completed 1/2000. Consultant to the Gay and Lesbian Coalition of Western NY.
Faculty Data Summary Sheet

Balog, Joseph E., Ph.D.
Associate Professor, Department of Health Science
State University of New York, College at Brockport

1. Academic Degrees
   Ph.D. University of Maryland 1978 Health Education
   MSHYG Graduate School of Public Health 1973 Plan. & Admin. of
   University of Pittsburgh Maternal and Child Health
   B.S. University of Rhode Island 1972 Health, Physical Education
   and Recreation

2. Professional Experience
   1998 – Present SUNY Brockport, Associate Professor, Department of Health Science
   1991 – 1997 Chair Department of Health Science
   1991 – 1996 Chair Department of Health Science and Recreation and Leisure Studies
   1982 – 1991 Assistant and Associate Professor, Department of Health Science
   1978 – 1982 Assistant Professor, Department of Health Education, School of Public
   Health, University of South Carolina

3. Faculty and Administrative Load
   Fall 1999
   HLS 475/575.01 Computer Applications in Health Education
   HLS 475/575.02 Computer Applications in Health Education
   HLS 602.01 Principles and Philosophy of Health Education
   Winter 2000
   HLS 475/575.01 Computer Applications in Health Education
   Spring 2000
   HLS 475/575.01 Computer Applications in Health Education
   HLS 475/575.02 Computer Applications in Health Education
   Summer 2000
   HLS 475/575.01 Computer Applications in Health Education

4. Other Collegiate Assignments, 1999 – 2000
   Member, Appointments, Promotion, and Tenure Committee, Department of Health Science (Co-Author the department's APT document and guidelines)
5. Current Professional and Academic Association Memberships
   American Association of Health Education (AAHE & AAHPERD)
   American School Health Association (ASHA)
   American Public Health Association (APHA)
   The Society of Public Health Education (SOPHE)
   The Hastings Center, Society, Ethics, and Life Sciences
   Eta Sigma Gamma, National Health Education Honorary

6. Publications
   *Journal of Health Education.* (accepted for publication).
   *Confronting child abuse through recreation.* Charles C. Thomas Publisher. 125-145.
   Strategies for health and wellbeing* (3rd ed.) [CD-ROM]. Jones and Barlett Publishers
   Jones and Barlett Publishers
   Shirreffs, I., et al. (1994) Association for the advancement of health education: 

7. Papers Presented
   Balog, J.E. (2000, March 22). Health and morality: Ambiguous, troublesome, and 
   meaningful concepts for health education. Paper presented at the AAHPERD National 
   Balog, J.E. (1999, April 23). Making a case for the moral justification of school- 
   based condom availability programs: Moral reasoning and critical thinking strategies for 
   Boston, MA.

8. Research
   Bioethics
   Philosophical inquiries into the concept of health
   Critical thinking techniques for improving graduate students' writing and thinking skills
Caron, Michele, M.S.
Lecturer/Qualified Academic Rank
Undergraduate Faculty
Appointed 1990

1. Academic Degrees

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<td>M.A.</td>
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<td>1989 Sports Psychology</td>
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<td>B.S.</td>
<td>SUNY College at Brockport</td>
<td>1986 Physical Education</td>
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2. Professional Experience

- 1990-Present: SUNY College at Brockport, Lecturer and women's basketball coach
- 1986-1990: Graduate Assistant, Ohio State University

3. Faculty and Administrative Load

**Summer Session, 2000**

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**Spring Semester, 2000**

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<td>PES 271</td>
<td>Intermediate Basketball</td>
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<td>PES 371</td>
<td>Advanced Basketball</td>
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<td>PES 396</td>
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<td>PEP 381</td>
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**Fall Semester, 1999**

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<td>PES 171</td>
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<td>PES 271</td>
<td>Intermediate Basketball</td>
<td>1</td>
</tr>
<tr>
<td>PES 362</td>
<td>Advanced Racquetball</td>
<td>3</td>
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<tr>
<td>PES 396</td>
<td>Women in Sport</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Coaching the women's basketball team</td>
<td>3</td>
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4. Other Collegiate Assignments, 1999-2000

- Advisor, 64 undergraduates
- Member of four committees
- Academic Advisement Coordinator for the Department of Physical Education
- Physical Education Majors' Club Advisor
- Projects supervised, 7 fall, 6 spring
- Assistant coaches supervised, 3 fall, 3 spring
Extensive recruitment of student-athletes throughout New York State

5. Current Professional and Academic Association Memberships

Women's Basketball Coaches Association
Women's Sports Foundation
Member of Phi Epsilon Kappa

6. Publications

NA

7. Research

NA
1. 

**Academic Degrees**

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<th>Year</th>
<th>Field</th>
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<tr>
<td>M.S.</td>
<td>University of Arizona</td>
<td>1983</td>
<td>Physical Education/Athletic Training</td>
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<tr>
<td>B.S.</td>
<td>Marietta College</td>
<td>1982</td>
<td>Sportsmedicine</td>
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2. 

**Professional Experience**

1986-Present  SUNY College @ Brockport, Head Athletic Trainer/Clinical Instructor

3. 

**Faculty and Administrative Load**

- **Spring Semester, 2000**
  - PEP 379  Athletic Training for Teacher/Coach  3 semester units
  - PEP 472  Clinical Experience in Athletic Training  1 semester unit
  - PEP 474  Clinical Experience in Athletic Training  1 semester unit
  - PES 143  Beginning Weight Training  1 semester unit
  - **Athletic Training Room Staff and Facility Management**

- **Fall Semester 1999**
  - PEP 379  Athletic Training for Teacher/Coach  3 semester units
  - PEP 356  Therapeutic Modalities  3 semester units
  - **Athletic Training Room Staff and Facility Management**

- **Spring Semester 1999**
  - PEP 379  Athletic Training for Teacher/Coach  3 semester units
  - PEP 356  Therapeutic Modalities  3 semester units
  - **Athletic Training Room Staff and Facility Management**

- **Fall Semester 1998**
  - PEP 379  Athletic Training for Teacher/Coach  3 semester units
  - PEP 356  Therapeutic Modalities  3 semester units
  - **Athletic Training Room Staff and Facility Management**

- **Spring Semester, 1998**
  - FES 412  Sportsmedicine  3 semester units
  - PEP 356  Therapeutic Modalities  3 semester units
  - **Athletic Training Room Staff and Facility Management**

- **Fall Semester, 1997**
  - FES 412  Sportsmedicine  3 semester units
  - PEP 356  Therapeutic Modalities  3 semester units
  - **Athletic Training Room Staff and Facility Management**
4. Other Collegiate Assignments, 1997-2000

Adviser, average 20 undergraduates per year
Member of departmental committees: 1 search (chair), Physical Education Department Curriculum Committee, Physical Education Department Governance Document Committee
Directed Studies Supervised, 12

5. Current Professional and Academic Association Memberships

*National Athletic Trainers' Association (NATA)
*New York State Athletic Trainers Association (NYSATA) - Regional Representative

6. Publications

"Fabricating Foot Orthotics." Athletic Therapy Today, January 2000


Medicine and Science in Sports and Exercise, volume 26:5, supplement, spring 1988

7. Presentations

BOCES Coaching Certification - Assessment and Disposition of Athletic Injuries, fall 1997-2000
Jewish Community Center - Care and Prevention of Injuries to Active Individuals, fall 1998
Finger Lakes Sportmedicine Symposium - Biomechanics and Injury Mechanisms in Throwing Athletes, spring 1997
Faculty Data Summary sheet

COLBY, MARILYN F., Ph.D.
Assistant Professor of Physical Education
Graduate and Undergraduate Faculty
Appointed 1971

1. Academic Degrees
   Ph.D. Ohio State University 1971 Physical Education
   M.S. Indiana University 1963 Physical Education
   B.S. University of North Carolina-Greensboro 1960 Physical Education

2. Professional Experiences
   1971-Present SUNY College at Brockport, Assistant Professor of Physical Education
   1963-1969 SUNY at Binghamton, Assistant Professor of Physical Education
   1960-1962 Whittier Intermediate, Fairfax County, Virginia, Physical Education teacher

3. Faculty and Administrative Load
   Spring Semester, 2000
   PES 345 Skill acquisition and performance 4 semester units
   Fall Semester, 1999
   PES 345 Skill acquisition and performance 4 semester units

4. Other Collegiate Assignments, 1999 - 2000
   Advisor, 22 undergraduate Physical Education majors
   Coordinator of the Apple Computer Lab
   Director of the "Biking to Wales" trip (which was subsequently cancelled)

5. Current Professional and Academic Association Memberships
   American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
   New York State Association for Physical Education, Recreation and Dance (NYSAHPERD)
   Central Western for Physical Education, Recreation and Dance
League of American Bicyclists (LAB)
Rochester Bicycling Club (RBC)
Apple Cider Club
Club Mac

6. Publications
Faculty Data Summary Sheet

CRUZ, LUZ M., Ed.D.
Assistant Professor, Physical Education Pedagogy
Graduate and Undergraduate Faculty
Appointed 1997

1. **Academic Degrees**
   - Ed.D. Columbia University 1991 Curriculum & Instruction in Human Movement Studies
   - M.Ed. Columbia University 1988 Curriculum & Instruction in Human Movement Studies
   - M.A. University of Maryland 1983 Physical Education
   - B.A. Hunter College 1977 Physical Education & Health

2. **Professional Experience**
   - 1997-Present SUNY College at Brockport, Assistant Professor in PE & S
   - 1995-1997 Springfield College, Assistant Professor in PE
   - 1990-1995 San Francisco State University, Assistant Professor in PE
   - 1985-1990 Elisabeth Morrow Elementary School, HE-PE Teacher
   - 1981-1983 University of Maryland, Graduate Assistant in PE
   - 1977-81, & '83-'85 Riverdale Country School, HE-PE Teacher

3. **Faculty and Administrative Load**
   **Spring Session, 2000**
   - PEP 444 Elementary Methods in PE 9 semester units
   - PES 413 Human Growth & Development 3 semester units

   **Fall Session, 1999**
   - PEP 444 Elementary Methods in PE 6 semester units
   - PES 617 Seminar in Elementary PE 3 semester units

   **Spring Session, 1998**
   - PEP 444 Elementary Methods in PE 6 semester units
   - PES 413 Human Growth & Development 6 semester units

   **Fall Session, 1997**
   - PEP 444 Elementary Methods in PE 6 semester units
   - PES 617 Seminar in Elementary PE 3 semester units

4. **Other Collegiate Assignments**
   - 1999-2000 - Member of departmental committees: curriculum, assessment, teacher certification, Chair of the pedagogy search committee; planning committee for dual HE-PE certification program.
   - Advisor, 32+ undergraduates.

5. **Current Professional and Academic Association Memberships**
   - American Alliance for Health, Physical Education, Recreation and Dance
   - New York State Association for Health, Physical Education, Recreation & Dance
   - Member of the Executive Board for the Central Western Zone District of the NYS Alliance for Health, Physical Education, Recreation & Dance (NYSAHPERD)
   - National Association for Sport and Physical Education
   - Council on Physical Education for Children
   - Association of Teacher Educators
   - Association of Supervision and Curriculum Development
   - Member of the editorial review board for The Physical Educator and Strategies
   - Invited member of the AERA SIG Exemplary Paper Review Committee
   - Invited manuscript reviewer for The Quest Journal of the National Association for Physical Education in Higher Education

6. **Publications**

7. **Presentations**
   (Note: I have had a total of 18 professional presentations over the past 5 years. These presentations have been at the national, state and district levels. I will identify two of the most current presentations as examples of my area(s) of interest.


8. **Professional Certifications**
   - New York State Permanent Teacher Certification, Health & Physical Education
   - New Jersey State Permanent Teacher Certification, Physical Education
   - American Master Teacher Program for Children's Physical Education — Content & Pedagogy
   - Physical Best Instructor
LIEBERMAN, LAUREN I. PH.D.
Associate Professor of Physical Education
Graduate and Undergraduate Faculty
Appointed 1995

1. Academic Degrees
   Ph.D. Oregon State University 1996 Human Performance with
c   concentration in Movement Studies in Disability
   M.S. University of Wisconsin at LaCrosse 1988 Special Physical Education
   B.S. West Chester University 1987 Health & Physical Education

2. Professional Experience
   1995-present SUNY College at Brockport Assistant Professor of Physical Education
   1993-1995 Oregon State University Graduate Assistant
   1980-1983 Perkins School for the Blind: Deafblind Program - Physical Education
     Teacher & Coach

3. Faculty Administrative Load
   Summer Session 1999
   PES 353.01 Advanced Backpacking 3 credits
   PEP 485 Practicum in Adapted Physical Education 3 credits

   Fall 1999
   PEP 445 Adapted Physical Education (2 sections) 6 credits
   PEP 482/582 Adapted Physical Activity & Sport 3 credits

   Spring 2000
   PEP 445 Adapted Physical Education (2 sections) 6 credits
   PEP 684/685 Practicum in Adapted Physical Education 3 credits

4. Other College Assignments
   Advisor, 43 students, undergraduate coordinator of Adapted Physical Education
   Departmental Committees: teacher certification, assessment
   College Committees: Scholars Day, Committee to support students who are gay
   National Committee: Communications Committee of the Adapted Physical Activity Council
   Theses Supervised: Spring 4

5. Current Professional and Academic Association Memberships
   *American Alliance for Health, Physical Education, Recreation, and Dance
   *NY State Alliance for Health, Physical Education, Recreation, and Dance
   *National Consortium on Physical Education and Recreation for Individuals with Disabilities
   *American Association for the Deafblind
   *United States Association for Blind Athletes

6. Publications
   children who are blind: A pilot study. Palaestra,
   with visual impairments and blindness. Journal Of Visual Impairment and Blindness.
   Craft, D., & Lieberman, L.J. (in press). Chapter on Visual Impairments and
   Deafness. In J. Winnick (Ed.) Adapted Physical Education and Sport (3rd edition).
   Champaign, IL: Human Kinetics Publishers.
Wilson, S., & Lieberman, L.J. (in press) disAbility awareness in physical education. *Strategies*


Papers Presented

April 2000

*Enrichment 2000 National Low Vision Conference Keynote Presentation “Self-Determination through physical activity” Las Vegas, NV*

March 2000

*American Alliance for Health, Physical Education, Recreation & Dance “Preparing future leaders in Adapted Physical Education”, Orlando, FL*

November 1999

*New York State Alliance for Health, Physical Education, Recreation & Dance, “IEP development: You can do it”, & Student Presentation on “Programs and Activities for Students who are Blind and Visually Impaired” Syracuse, NY*

October 1999

*Monroe County Commission for the Blind Fall Conference “Assessing Physical Activity for Children who are Visually Impaired” Rochester, NY*

*Exceptional Children’s Conference in conjunction with the California State Alliance for Health, Physical Education, Recreation & Dance “Assessing Children with Severe Disabilities” & “Sign Language for Physical Education” Costa Mesa, CA*

October 1999

*Florida Department of Education’s Weekend with the Experts “Physical Activity for Children who are Blind”, Tampa, Florida*

September 1999

*Canadian National Institute for the Blind’s Annual Conference “Overcoming Barriers to Including Children with Visual Impairments into Physical Education” & “Adapting Activities for Children with Visual Impairments”, Calgary, Canada*

June 1999

*Minnesota Deafblind Project Workshop “Physical Activity for individuals who are deafblind”, Minneapolis, Minnesota*

May 1999

*International Symposium on Adapted Physical Activity “Students who are Blind Perceptions of Physical Education Teachers in General Physical Education Classes: A Pilot Study”, Barcelona Spain*

April 1999


Research

Barriers to Including Children who are Blind into Physical Education Self-Efficacy of Children who are Blind in Physical Activity
Militello, Michael M., MS, ATC
Asst Athletic Trainer/Instructor
Undergraduate Instructor
Appointed 1994

1. Academic Degrees
   MS Indiana State University  1994 Physical Education / Athletic Training
   BS SUNY Brockport           1992 Physical Education / Athletic Training

2. Professional Experience
   1994 – Present    SUNY Brockport, Asst Athletic Trainer / Instructor

3. Faculty Load
   Spring 2000
   PES 315 Physical Fitness for Healthful Living
   PES 411 Advanced Athletic Training
   PEP 399 Independent Study – Fitness Testing & Analysis

   Fall 1999
   PES 315 Physical Fitness for Healthful Living
   PES 411 Advanced Athletic Training
   PEP 399 Independent Study – Fitness Testing & Analysis

4. Other Collegiate Assignments, 1999-2000
   Advisor – 20 students
   Chair, Departmental Awards Committee
   Instructor – CPR and NYS First Aid for Coaches
   Clinical Instructor – Student Athletic Trainers
   Athletic Team Coverage – M&W Soccer, Ice Hockey, Gymnastics, and Women’s Lacrosse
5. Current Professional And Academic Association Memberships

- National Athletic Trainers Association
- Eastern Athletic Trainers Association
- New York State Athletic Trainers Association
DONALD F. MURRAY
175 Eric Street
Brockport, New York 14420
(716) 637-5158

State University of New York College at Brockport
356 New Campus Drive
Brockport, New York 14420-2989
(716)395-5360

EDUCATION

30 hours post-graduate in Sports Psychology
SUNY College at Brockport

M.S. Education 1970
SUNY College at Brockport
Brockport, New York

Major: Education

B.S. in Biological Sciences/Physical Education 1969
SUNY College at Brockport
Brockport, New York

Major: Biological Sciences
Teacher Certification in Physical Education

A.A. of Arts 1967
Nassau Community College
Garden City, New York

Major: Associate of Arts

TEACHING EXPERIENCE

SUNY College at Brockport

Associate Professor in Physical Education 1977-present
Assistant Professor in Physical Education 1974-1977
Instructor in Physical Education 1969-1974
FACULTY AND ADMINISTRATIVE LOAD

Spring Semester, 2000

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<td>Scientific Foundation Coaching</td>
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<td>PES 348</td>
<td>Advanced Wrestling</td>
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<td>PES 475</td>
<td>Honors Wrestling</td>
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Fall Semester, 1999

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<td>PES 248.01</td>
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OTHER COLLEGIATE ASSIGNMENTS, 1999-2000

Advisor — 32 undergraduates

SCHOLARSHIP/PUBLICATIONS

- USA Wrestling State Coaches Workshop, Lake Placid, NY  
  Clinician (1995)
- USA Wrestling National Coaches Workshop, Lake Placid, NY  
  Clinician (1994)
- Silver Coaching Clinic - USA Wrestling, SUNY Brockport  
  June 1990
- Discriminating Characteristics of Contestants at the U.S. Olympic Wrestling Trials  
  "A Psychophysiological Assessment of Elite Wrestlers"
- National Wrestling Championship Clinician - Las Vegas, NV  
  1990 & 1991
- Clinician, National Wrestling Camp, SUNY Brockport 1989-94
OCANSEY, REGINALD T-A., Ph. D.
Associate Professor of Physical Education
Graduate and Undergraduate Faculty
Appointed 1989

1. **Academic Degrees**
   - Ph.D. The Ohio State University 1986 Teacher Education
   - M.Ed. Alabama State University 1982 Teacher Education
   - B.S. University College of Education of Winneba, Ghana 1974 Secondary education

2. **Professional Experience**
   - 1989-Present SUNY College at Brockport, Associate Professor of Education
   - 1986-1989 University of Virginia
   - 1974-1980 Ghana/Nigeria Physical Education Teacher

3. **Faculty and Administrative Load**
   - **Summer Session, 2000**
     - PEP 441 Introduction to Teaching Physical Education
     - PES 601 Analysis of Teaching in Physical Education
   - **Spring Semester, 2000**
     - PEP 441 Introduction to Teaching Physical Education
     - PES 607 Curriculum Design and Evaluation
   - **Fall Semester, 1999**
     - PEP 441 Introduction to Teaching Physical Education
     - PES 601 Analysis of Teaching in Physical Education

4. **Other Collegiate Assignments, 1999-2000**
   - Advisor, 25 undergraduate students, 5 graduate students
   - Member, Departmental Committee: Search (chair of one), APTD Chair, etc., Projects Supervised, 4 Fall, 6 Spring

5. **Current Professional and Academic Association Memberships**
   - *Association for Physical Education, Recreation, and Dance (AAHPERD)*
   - *New York State Association for Physical Education, Recreation, and Dance (NYSAAHPERD)*
   - *New York State Professional Preparation Council for Physical Education (NYSPCPE)*
   - *Association for Supervision and Curriculum Development (ASCD)*
6. **Publications**

7. **Research**
Traditional games and dance assessment in Ghana. In progress, 2000. Supported by the SUNY-Brockport and UCEW Collaborative program.
PETERSEN, SUSAN, C., Ed.D
Assistant Professor of Physical Education
Graduate and Undergraduate Faculty
Appointed 1997

1. Academic Degrees

   Ed.D. Teachers College, Columbia University 1991 Curriculum and Instruction
   M.Ed. Teachers College, Columbia University 1986 Curriculum and Instruction
   M.S. Florida International University 1977 Physical Education
   B.A. SUNY College at Brockport 1976 Human Movement

2. Professional Experience

   1997–present SUNY College at Brockport, Assistant Professor of Physical Education
   1995–1997 Springfield College, Assistant Professor of Physical Education
   1991–1994 University of Nevada Las Vegas, Assistant Professor of Physical Education

3. Faculty and Administrative Load

   Spring Semester, 2000
   PES 413 Normal and Abnormal Growth and Development 3 semester units
   PEP 442 Methods in Secondary Physical Education 6 semester units

   Fall Semester 1999
   PEP 442 Methods in Secondary Physical Education 6 semester units
   Spring Semester 1999
   PES 627 Seminar in Secondary Physical Education 3 semester units
   PEP 442 Methods in Secondary Physical Education 6 semester units

4. Other Collegiate Assignments, 1999-2000

   Advisor, 35 undergraduates (fall); all graduate students in M.S. pedagogy track
   (spring)
   Member, departmental committees: teacher certification, pedagogy search,
   assessment (chair), pedagogy representative – graduate committee, D'Agostino
   Library coordinator – Dept. of PES
   Independent study – 1 spring, 1 summer 2000
   Masters Thesis committees – 1 fall, 1 spring
   Mentor, McNair Research project – 1 spring/summer 2000
   Higher Education Representative to Central Western Zone of NYS AHPERD

5. Current professional and Academic Association Memberships/Certifications

   American Alliance of Health, Physical Education, Recreation and Dance
   American Educational Research Association
   New York State Association for Health, Physical Education, Recreation and Dance
   Association for Curriculum Development
   American Master Teacher Instructor – Physical Education Pedagogy
   American Master Teacher Instructor – Physical Education Content
   Physical Best Instructor
6. Publications


"Small-Sided Games: Developmentally Appropriate Applications in Traditional Activities." Published in the Middle and Secondary School Physical Education Council (MSSPEC) Program Session Handouts Booklet. AAHPERD 2000 National Convention, Orlando, Florida.


7. Presentations (selected)


"Career opportunities and appropriate strategies for finding jobs for the new millennium." Member of a panel of experts at the AAHPERD 2000 National Convention, Orlando, Florida. March 2000


"Motivating secondary students with sport education." New York State AAHPERD Conference, Syracuse, New York November 1999


"Physical Best In-service Workshop. Presented as part of The Cooper Institute, Rochester, New York. July 1999

8. Research

"Pre-Service Teachers' Perceptions of Teaching Physical Education in Urban Settings". In progress, summer/fall 2000.
Faculty Data Summary Sheet

SCHNEIDER, ROBERT C., Ed.D
Assistant Professor of Sport Management
Graduate and Undergraduate Faculty
Appointed 1997

1. Academic Degrees
   Ed.D. Temple University 1994 Sport Management
   M.A.T. University of West Alabama 1990 Physical Education
   B.S. The Ohio State University 1986 Physical Education

2. Professional Experience
   1997-Present SUNY College at Brockport, Assistant Professor, Sport Management
   1994-1997 Salem-Seikyo University, Assistant Professor, Sport Management
   1991-1994 Temple University, Part-Time Faculty, Physical Education
   1988-1991 University of West Alabama, Part-Time Faculty, Physical Education

3. Faculty and Administrative Load
   Summer Session, 2000
     PES 590 Administration & Supervision of Physical Education & Athletics
   Spring Semester 2000
     PES 350 History of Sport, Play and Exercise
     PEP 460 Administrative Practices in Sport Management
     PES 590 Administration & Supervision of Physical Education & Athletics
   Fall Semester, 1999
     PES 350 History of Sport, Play and Exercise
     PEP 461 Problems in Sport Management
     PES 692 Budget, Finance and Facility Management in Sport

4. Other Collegiate Assignments, 1999-2000
   • Advisor, 25 undergraduates
   • Member, College and departmental Committees: Personnel (DSI portion), Governance and Fall Convocation
   • Masters Thesis Advisor and Directed Study Advisor
   • New Student Recruitment Participant
   • Panelist, Sport Management Exit Interviews
5. Current Professional and Academic Association Memberships

- National Association of Basketball Coaches (NABC)
- American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)
- North American Society for Sport Management (NASSM)
- Sports Lawyers Association (SLA)
- North American Society for Sport History (NASSH)
- New York State Alliance of Health Physical Education, Recreation & Dance (NYSAAHPERD)

6. Publications


7. Papers Presented

“Perception of Sport Management Standards: Views from Professionals and Academicians,” AAHPERD National Convention, 2000, Orlando, FL

“Career Opportunities within HPERD & Appropriate Strategies for Finding Jobs in the New Millennium,” AAHPERD National Convention, 2000, Orlando, FL.

“Athletic Department Capital Campaigns,” NYSHPERD State Convention, Syracuse, NY, 1999

“Basketball’s Three-Point Shot: Philosophies, Plays, and Drills,” NYSHPERD State Convention, Syracuse, NY, 1999

8. Research

Faculty Data Summary Sheet

SCHOCKOW, JOAN E., M.S.
Lecturer in Physical Education, Women's Soccer Coach
Undergraduate Faculty
Appointed 1991

1. Academic Degrees

   M.S.  State University of New York at Brockport  2000  Physical Education
   B.S.E. State University of New York at Cortland  1985  Physical Education

2. Professional Experience

   1991-Present  SUNY Brockport, Lecturer in Physical Education
   1988-Present  SUNY Brockport, Women's Soccer Coach
   1986-1991    Diocese of Rochester, Physical Educator

3. Faculty and Administrative Load

   Spring Semester, 2000
   PES 353  Administration of Intramurals  3 semester units
   PES 315  Physical Fitness for Healthy Living  3 semester units
   PEP 478  Student Teaching Supervision  3 semester units

   Fall Semester, 1999
   PEP 478  Student Teaching Supervision  3 semester units
   PEP 384  Coaching Soccer  1 semester unit
   PES 151  Beginning Archery  1 semester unit
   PES 251  Intermediate Archery  1 semester unit
   PES 386  Advanced Soccer  3 semester units

4. Other Collegiate Assignments, 1999-2000

   Advisor, 43 undergraduates
   Member, Departmental committees: Teaching Certification, 2 search (chair of one).
   Student Teachers supervised, 7 fall, 7 spring.
   Projects supervised, 3 fall (undergraduate), 1 spring (graduate)

5. Current Professional and Academic Association Memberships

   National Soccer Coaches of America Association (NSCAA)
   United States Youth Soccer Association (USYSA)
   New York State Association for Health, Physical Education, Recreation, and Dance
   (NYSAHPERD)
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

6. Research

Faculty Data Summary Sheet

STIER, JR., WILLIAM FREDERICK, Ed. D.
Professor of Physical Education and Sport
Graduate and Undergraduate Faculty
Appointed 1983

1. Academic Degrees

   Ed. D.       University of South Dakota       Educational Administration
   M. Ed.       Temple University               Health Science & Physical Education
   B.A.         St. Ambrose College             Physical Education & Education

2. Professional Experience

   1983-Present         State University of New York College at Brockport
   1980-1983            Ohio Northern University – Department Chair & Athletic Director
   1976-1980            Stritch College – Assistant to Executive Vice President & AD

3. Faculty and Administrative Load

   Summer Session, 1999

   PES 552 Challenges of Coaching
   PES 691 Marketing and Fundraising in Physical Education and Athletics
   PEP 351 Coaching Sports
   PEP 467 Internship in Sport Management
   PES 791 Internship in Athletic Administration

   Spring Semester, 1999

   PEP 351 Coaching Sports
   PES 690 Problems in PE and Athletic Administration
   PEP 354 Coaching Practicum
   PEP 467 Internship in Sport Management
   PES 791 Internship in Athletic Administration

   Fall Semester, 1998

   PEP 351 Coaching Sports
   PEP 360 Introduction to Sport Management
   PEP 354 Coaching Practicum
   PEP 467 Internship in Sport Management
   PES 791 Internship in Athletic Administration
4. **Other Collegiate Assignments, 1998-1999**
   - Graduate Director
   - Undergraduate Coordinator of Sport Management
   - Undergraduate Coordinator of Sport Coaching
   - Graduate Coordinator of Athletic Administration
   - Chairperson of the APTD (Personnel Committee)
   - Faculty Senator
   - Adviser of 65 "Athletic Administration" graduate students
   - Adviser of 35 "coaching minor" undergraduate students
   - Adviser of 17 "sport management" undergraduate students

5. **Current Professional and Academic Association Memberships**
   - Chaired the APTD committee of the Physical Education and Sport department
   - Chaired the search committee for the Departmental Chairperson position
   - Member of the college-wide Graduate Curriculum and Research Policies committee
   - Member of the Gerry D'Agostino Lecture Committee
   - Member of the College's Graduate Council
   - Alternate delegate to the Delegate Assembly of the Brockport Chapter of the UUP
   - Member of the Strategic Planning Process, committee # 4
   - Member of the GOLDEN HORSESHOE EDUCATION ALLIANCE
   - Member of Sport Management and Administration COMMISSION of the ICHPER-SD
   - Member of AAHPERD, NASSM, NASPE

6. **Publications**
   - 14 books and one monograph published
   - 242 publications in 65 different international (14), national (201), Regional (1) and state (26) professional journals

7. **Papers Presented**
   - 162 presentations made at International (57), National (58), Regional (17), and State (30) Professional Conferences and Conventions

8. **Research**

   **Sport Management Curricular Standards 2000 Study — Undergraduate Level.**


   **Sexual Discrimination in Athletic Programs within NCAA Institutions as Perceived by Senior Women Administrators (SWAs).** Co-researcher Robert C. Schneider.

   **Expectations of High School Athletic Directors as Viewed by Athletic Directors.** In Progress. Co-researcher Robert C. Schneider. **SCHOLARLY INCENTIVE AWARD to be sought.** Co-researcher Robert C. Schneider.
Faculty Data Summary Sheet

WIELGOSZ, SUSAN M., MS ATC
Clinical Instructor/Assistant Athletic Trainer
Undergraduate Faculty
Appointed 1985

1. Academic Degrees
   M.S. Indiana State University 1985 Physical Education/Athletic Training
   B.S. University of New York at Buffalo 1984 Physical Education/Athletic Training

2. Professional Experience
   1985 - Present SUNY College at Brockport, Clinical Instructor/Assistant Athletic Trainer

3. Faculty and Administrative Load

Spring Session, 2000

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<tr>
<td>PEP 357</td>
<td>Muscle Testing</td>
<td>3 semester units</td>
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Responsible for prevention, evaluation, treatment and rehabilitation of 7 intercollegiate athletic teams. 50% of job responsibility

Fall Session, 1999

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<td>PEP 255</td>
<td>Athletic Taping</td>
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<td>PEP 471</td>
<td>Clinical Experience I</td>
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<tr>
<td>PEP 473</td>
<td>Clinical Experience III</td>
<td>1 semester unit</td>
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Responsible for prevention, evaluation, treatment and rehabilitation of 7 intercollegiate athletic teams. 50% of job responsibility
4. **Other Collegiate Assignments, 1996-2000**

Advisor, 130 undergraduates
Member, College and departmental committees: two search (chair of one), Awards Committee, Curriculum Committee, Employee Wellness Committee, Student Policies Committee, Admissions Sub-Committee, Faculty Advisor of Sportsmedicine Club.

5. **Professional Development**

National Athletic Trainers Association Board of Certification (NATABOC) Examination Development Committee, Responsible for development and validation of test questions for the National Certification Exam. Attended six meetings in Raleigh, North Carolina since 1997.

Examiner, NATABOC examination; participated as an oral-practical examiner on ten occasions during this period.

6. **Current Professional and Academic Associations Memberships**

National Athletic Trainers Association (NATA)
Eastern Athletic Trainers Association (EATA)
New York State Trainers Association (NYSATA)
Phi Epsilon Kappa Fraternity
Faculty Data Summary Sheet

WILLIAMS, CHRISTOPHER D.
Assistant Professor of Physical Education and Sport
Graduate and Undergraduate Faculty
Appointed 1999

1. Academic Degrees
   Ph.D.          Auburn University        August 14, 2000        Biomechanics
   M.S.          University of Nevada, Las Vegas 1995        Kinesiology
   B.S.          University of Nevada, Las Vegas 1993        Kinesiology

2. Professional Experiences
   1999-Present   SUNY Brockport, Assistant Professor of Physical Education and Sport
   1996-1999      Auburn University, Graduate Assistant
   1993-1995      University of Nevada, Las Vegas, Graduate Assistant

3. Faculty and Administrative Load
   Spring Semester, 2000
     PES 325  Kinesiological Basis of Exercise and Sport  4 cr. (13 hours)
   Fall Semester, 1999
     PES 420  Biomechanics (3 sections)  9 cr. (9 hours)

4. Other Collegiate Assignments, 1999-2000
   Advisor, 30 undergraduates
   Member, College and departmental committees: 1 search, assessment, 1 Master's thesis
   Projects Supervised, 1 spring

5. Current Professional and Academic Association Memberships
   American College of Sports Medicine (ACSM)

6. Publications

   "Effect of changes in crank arm length and load on power production in recumbent cycling." Proceedings of the 18th International Symposium for the Biomechanics in Sport, Summer, 2000 (In press).


7. **Papers Presented**

"The effect of age on neuromuscular activation during the electromechanical delay." Annual meeting of the American College of Sports Medicine, Indianapolis, Indiana. Accepted for presentation, May 31-June 4, 2000.


"The effect of load and fatigue with changes in crank arm length on lower limb kinematics in cycle ergometry." Ninth meeting of the Canadian Society for Biomechanics, 1996. Vancouver, Canada.

8. **Research**


Faculty Data Summary Sheet

WINNICK, JOSEPH P., Ed.D.
Distinguished Service Professor of Physical Education and Sport
Appointed 1965

1. **Academic Degrees**
   - Ed.D. Temple University 1967 Physical Education
   - M.Ed. Temple University 1961 Health and Physical Education
   - B.S. Ithaca College 1960 Physical Education

2. **Professional Experience**
   - 1965-Present: Distinguished Service Professor, SUNY College at Brockport
   - 1989-1992: Departmental Graduate Coordinator
   - Spring, 1991: Visiting Professor, Department of Physical Education, San Diego State University
   - 1973-1976: Chair, Undergraduate Unit of Physical Education, SUNY College at Brockport
   - 1966-1961: Elementary Physical Education Teacher, Baltimore County, MD

3. **Faculty and Administrative Load**

   **Fall Semester, 1999**
   - PEP 481/PES 581: Instructional Strategies in Adapted Physical Education 3 hours
   - PES 604: Research Methods in Physical Education and Sport 3 hours
   - PES 414: Assessment in Physical Education and Sport 3 hours

   **Spring Semester, 2000**
   - PES 414: Assessment in Physical Education and Sport 3 hours
   - PES 683: Program Development in Adapted Physical Education 3 hours

4. **Other Collegiate Assignments, 1999-2000**
   - Advisor, approximately 30 graduate students
   - Chair, Departmental Curriculum Committee
   - Chair, Departmental Governance Committee
   - Member, Departmental Graduate Committee
   - Member, College-wide Committee on Students with Disabilities

5. **Current Professional and Academic Association Memberships**
   - American Alliance for Health, Physical Education, Recreation and Dance
   - New York State Association for Health, Physical Education, Recreation and Dance
   - National Consortium for Physical Education and Recreation for Individuals with Disabilities
   - International Federation for Adapted Physical Activity
6. **Publications**


   The Brockport Physical Fitness Test, (Co-author), Champaign, IL, Human Kinetics, 155 pages, 1999.


7. **Papers Presented**

   "Physical Fitness for Individuals with Disabilities." Workshop at the National Taiwan University sponsored by the Government of Taiwan, 1998, Taipei, Taiwan.


   "The Brockport Physical Fitness Test for Youngsters with Disabilities," presented at the annual convention of the Maryland Association for Health, Physical Education, Recreation, and Dance, 1999, Towson, MD.

8. **Research**

   Continual involvement on research pertaining to the physical fitness of individuals with disabilities.
Faculty Data Summary Sheet

BYRNE, HEIDI K., Ph.D.
Assistant Professor, Dept. of Physical Education and Sport (PES)
Graduate and Undergraduate Faculty
Appointed 1997

1. Academic Degrees

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<th>Institution</th>
<th>Year</th>
<th>Field</th>
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<tr>
<td>Ph.D.</td>
<td>University of Texas at Austin</td>
<td>1997</td>
<td>Exercise Science</td>
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<td>M.S.</td>
<td>University of Wisconsin - LaCrosse</td>
<td>1987</td>
<td>Human Performance</td>
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<td>B.A.</td>
<td>University of Virginia</td>
<td>1983</td>
<td>Biology</td>
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2. Professional Experience

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<th>Year</th>
<th>Employment</th>
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<td>1997 - present</td>
<td>SUNY College at Brockport, Assistant Professor of PES</td>
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<tr>
<td>1990 - 97</td>
<td>Univ. of Texas at Austin, Teaching and research assistant</td>
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<tr>
<td>1987 - 90</td>
<td>Univ. of Wisconsin - River Falls, Instructor, Dept. PES</td>
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3. Faculty and Administrative Load

Spring Semester, 2000
- PES 410 Exercise Physiology II (4 semester credits)
- PES 416 Lab Techniques in Exercise Physiology (3 semester credits)
- PES 426 Exercise Physiology Lab Director (2 semester credits)

Fall Semester, 1999
- PES 335 Physiological Bases of Conditioning (8 semester credits)
  - 3 hours lecture + 5 (2-hour) labs per week (13 contact hrs/week)

4. Other Collegiate Assignments, 1999 - 2000

- Advisor, 30 undergraduates
- Member, College and departmental committees: 1 search (chair), Assessment Committee, Campus Wellness Committee
- Exercise Physiology Club Co-Advisor

5. Current Professional and Academic Association Memberships

- American College of Sports Medicine (ACSM) National Organization
- American College of Sports Medicine (ACSM) Mid-Atlantic Regional Chapter
- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

6. Publications


7. Presentations


8. Research

Several manuscripts and research studies in progress.
Faculty Data Summary Sheet

HOUSTON-WILSON, CATHY, Ph.D.
Associate Professor of Physical Education
Graduate and Undergraduate Faculty
Appointed 1993

1. Academic Degrees
   Ph.D.  Oregon State University  1993 Adapted Physical Education/Pedagogy
   M.S.  SUNY Brockport  1988 Adapted Physical Education
   B.S.  Manhattan College  1984 Physical Education

2. Professional Experience
   1993-Present  SUNY Brockport, Assistant/Associate Professor
   1989-1990  Adapted/Elementary Physical Education Teacher, White Plains School
              District, White Plains, NY
   1986-1989  Adapted Physical Education Teacher, BOCES, Southern Westchester, NY
   1985-1986  Adapted Physical Education Teacher, Sullivan Diagnostic Treatment
              Center, Harris, NY

3. Faculty and Administrative Load
   1997-Present:  Coordinator Physical Education Teacher Certification Concentration
   Spring, 2001
   PES 583/PEP 483 Early Childhood Physical Education
   PEP 487/488 Student Teaching Supervision
   PEP 476 Student Teaching Seminar
   Fall, 2000
   PES 604 Research Methods
   PEP 476 Seminar in Student Teaching
   APS 100 Academic Planning Seminar (Freshman Physical Education Students)
   Spring, 2000
   PES 583/PEP 483 Early Childhood Physical Education
   PEP 487/488 Student Teaching Supervision
   PEP 476 Student Teaching Seminar
   Fall, 1999
   PES 414 Assessment
   PEP 476 Seminar in Student Teaching
   APS 100 Academic Planning Seminar (Freshman Physical Education Students)
   Spring, 1999
   PES 683 Program Development in Adapted Physical Education
   PEP 487/488 Student Teaching Supervision
   PEP 476 Student Teaching Seminar
   Fall, 1998
   PES 583/PEP 483 Early Childhood Physical Education
   PEP 476 Seminar in Student Teaching
   APS 100 Academic Planning Seminar (Freshman Physical Education Students)
4. Other Collegiate Assignments

Advisor, Second Degree Students
Member Professional Education Council
Member APTD Committee, Curriculum Committee, Assessment Committee, Search Committees
Thesis Committee Member (8)

5. Current Professional and Academic Association Memberships
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
New York State- Association for Health, Physical Education, Recreation and Dance (NYS-AHPERD)
National Consortium on Physical Education and Recreation for Individuals with Disabilities (NCPERID)
National Association for the Education of Young Children (NAEYC)

6. Publications


7. Papers Presented
Fall 2000 – Smart Start – A preschool movement curriculum; Developing and implementing a peer tutor training program; Physical Best Specialist Workshop (NYS-AHPERD)
Spring 2000 – Assessment-More than just fitness testing: Physical Best-Making K-12 fitness education connections (AAHPERD)
Fall 1999 – Physical Best Specialist Workshop; IEP’s in Physical Education – You can do it! (NYS-AHPERD)
Summer 1999 – Future Directions in Adapted Physical Education (NCPERID)

8. Research
Two books in Progress – Adapted Physical Education-A Person Centered Approach (Mayfield Publishing Co.) and Practical Adaptations for inclusive Physical Education (Human Kinetics Publishing)
Faculty Data Summary Sheet

HAGER, PETER, Ph.D. Candidate
Lecturer in Sport Philosophy
One Year Appointment, 2000-2001

Academic Degrees

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<th>Institution</th>
<th>Year</th>
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<td>Ph.D.</td>
<td>University of Tennessee</td>
<td>May, 2001</td>
<td>Education</td>
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<td>M.A.</td>
<td>Kent State University</td>
<td>1996</td>
<td>Physical Education</td>
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<td>M.A.</td>
<td>University of South Carolina</td>
<td>1993</td>
<td>Philosophy</td>
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<td>B.A.</td>
<td>Wittenberg University</td>
<td>1989</td>
<td>Philosophy &amp; Physical Education</td>
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Professional Experience

2000-Present
SUNY College at Brockport, Lecturer in Sport Philosophy

1997-2000
University of Tennessee, Graduate Teaching Associate

1993-1995
Kent State University, Graduate Teaching Associate

1989-1991
University of South Carolina, Graduate Teaching Assistant

Faculty and Administrative Load

Fall, 2000
SUNY College at Brockport
PES 305 Significance of Physical Activity
PES 360 Philosophy of Sport
PES 460/560 Ethics in Sport Contests
3 semester units
3 semester units
3 semester units

Fall, 1998 – Spring, 2000
University of Tennessee
CSE 291 Sport in American Society – 2 sections
6 semester units

Fall, 1997 – Spring, 1998
University of Tennessee
PEP 211 Beginning Golf – 2 sections
PEP 231 Physical Fitness: Walking
2 semester units
1 semester unit

Spring, 1995
Kent State University
PEP 30509 Social Forces in Contemporary Sport
Beginning Golf
2 semester units
1 semester unit

Current Professional and Academic Association Memberships
International Association for the Philosophy of Sport (IAPS)

Publications
Presentations

Research

Faculty Data Summary Sheet

WILLIAMS, CHRISTOPHER D.
Assistant Professor of Physical Education and Sport
Graduate and Undergraduate Faculty
Appointed 1999

1. Academic Degrees
   - Ph.D. Auburn University August, 2000 Biomechanics
   - M.S. University of Nevada, Las Vegas December, 1995 Kinesiology
   - B.S. University of Nevada, Las Vegas May, 1993 Kinesiology

2. Professional Experiences
   - 1999-Present SUNY Brockport, Assistant Professor of Physical Education and Sport
   - 1996-1999 Auburn University, Graduate Assistant (teaching/research)
   - 1993-1995 University of Nevada, Las Vegas, Graduate Assistant (teaching/research)

3. Faculty and Administrative Load
   - Fall Semester, 2000
     - PES 420 Biomechanics 9 cr. (9 contact hrs.)
   - Spring Semester, 2001
     - PES 325 Kinesiological Basis of Exercise and Sport 4 cr. (13 contact hrs.)

4. Other Collegiate Assignments, 2000-2001
   - Advisor: 60 undergraduates
   - Member, College and Departmental committees: Assessment, 2 search, 3 Master's theses
   - Projects Supervised: 1 Spring, 1 Summer

5. Current Professional and Academic Association Memberships
   - American College of Sports Medicine (ACSM)

6. Publications


7. Papers Presented

"The effect of age on neuromuscular activation during the electromechanical delay." Annual meeting of the American College of Sports Medicine, Indianapolis, Indiana. Accepted for presentation, May 31-June 4, 2000.


"The effect of load and fatigue with changes in crank arm length on lower limb kinematics in cycle ergometry." Ninth meeting of the Canadian Society for Biomechanics, 1996. Vancouver, Canada.

8. Research


Faculty Data Summary Sheet

Short, Francis X., P.E.D.
Associate Professor and Chair
Department of Physical Education and Sport
Graduate and Undergraduate Faculty
Appointed 1979

1. Academic Degrees:
   P.E.D. Indiana University 1980 Adapted Physical Education
   M.S. Indiana University 1973 Physical Education
   B.S. Springfield College 1972 Physical Education

2. Professional Experience:
   1979-Present SUNY Brockport Research associate/assistant/associate professor
   1977-79 Santa Clara County Adapted physical education teacher
   1975-75 Indiana University Adapted physical education teacher

3. Faculty and Administrative Load
   Spring 2001
   Chair, Budget and Resource Committee
   Chair, Department of Physical Education and Sport
   Fall 2000
   Chair, Budget and Resource Committee
   Chair, Department of Physical Education and Sport
   PES 798 Synthesis Seminar
   Spring 2000
   Chair, Budget and Resource Committee
   Chair, Department of Physical Education and Sport
   Fall 1999
   Chair, Budget and Resource Committee
   Chair, Department of Physical Education and Sport
   Spring 1999
   Chair, Department of Physical Education and Sport
   PES 413 Human Growth and Development
   Fall 1998
   Chair, Department of Physical Education and Sport
   PES 413 Human Growth and Development

4. Other Collegiate Assignments
   Member, Middle States Steering Committee, 2000-present
   Co-chair, Middle States Working Group, Budget and Finance, 2000-present
   Member, Strategic Planning Steering Committee, 1999-2000
   Member, Budget and Resource Committee, 1998-99
5. **Current Professional and Academic Association Memberships**
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
New York State Association for Health, Physical Education, Recreation, and Dance (NYSAHPERD)
National Consortium on Physical Education and Recreation for Individuals with Disabilities (NCPERID)

6. **Publications**


7. **Papers Presented**


8. **Research**
Physical fitness for children and youth with disabilities.
Appendix E

Library Information
MEMORANDUM

To: Tim Henry
Physical Education and Sport

From: Sally Petty
Acquisitions Librarian

Re: Program Proposal for a Dual Major in Health and Physical Education

Current library holdings related to your program proposal for a dual major in Health and Physical Education have been assessed and found to be adequate in number to support your proposal. Your current book budget also adequate to support acquisition of new materials in these areas.
### Health and Physical Education
November 2000

#### Drake Memorial Library Holdings

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<td>Study and teaching. Research</td>
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<td>Physical tests</td>
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<td>92</td>
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| Philosophy. Relation to other topics | GV 14      | 130  |

| Outdoor life. Outdoor recreation | GV 191.2-200.5 | 401 |

### Sports

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| Dance physiology                                     | RC 1220.D35 |

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| Therapeutics                                         | RM 222-222.3 |
| Diet therapy. Clinical nutrition                      | 73        |
| Exercise therapy                                     | RM 725    |
|                                                      | 34        |

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Holdings supporting a dual major in health and physical education: 41,929
Appendix F

Job Description and Projected Expenditures
JOB DESCRIPTION

RANK AND DISCIPLINE

Assistant Professor Health Science

Tenure Track

1. Teach undergraduate and graduate courses with focus on school health education.
2. Participate in curriculum development
3. Academic and thesis advisement
4. Engage in service and scholarly activities

QUALIFICATIONS

Required:

1. Doctorate in health education or a closely related discipline.
2. Demonstrated potential for research/scholarly activities
3. Experience with computer technology and assessment related to field
4. Ability to work with culturally diverse populations.

Preferred:

1. College teaching experience in health education
## PROJECTED EXPENDITURES FOR PROPOSED PROGRAM

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1 Specify the academic year.
2 Include fringe benefits.
3 Internal reallocation means that campus resources will be moved or redeployed from a current effort to support the new program.
4 New funds means expenditures engendered specifically by the proposed program that the institution would meet by other sources.
5 Include herein equipment which is not a capital expenditure.
6 Include here a new facility, or renovation or renewal of an existing building.

Office of Academic Programs
SUNY System Administration
May 1996