Adapted Physical Education at the State University of New York College at Brockport, (1968-1993)

Kevin Andrew Biata
The College at Brockport

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ADAPTED PHYSICAL EDUCATION
AT THE STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT,
(1968-1993)

A Master's Thesis
Presented to the
Department of Physical Education and Sport
State University of New York,
College at Brockport
Brockport, New York

In fulfillment of the
Requirements of
PES 795
Thesis

By
Kevin Andrew Biata
July, 1999
STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT
BROCKPORT, NEW YORK

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

Title of Thesis: ADAPTED PHYSICAL EDUCATION
AT THE STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT, (1968 - 1993)

Author: Kevin Andrew Biata

Read and Approved by: ________________________________

Date Submitted to the Department of Physical Education and Sport:
7/5/99

Accepted by the Department of Physical Education and Sport, State
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the requirements for the degree Master of Science in Education
(Physical Education).

Date: 7/5/99

Chairperson, Department of
Physical Education and Sport
This study was designed to record and summarize accomplishments associated with the adapted physical education program at SUNY Brockport from 1968 to 1993. Information was collected from a variety of primary and secondary sources and accomplishments were summarized as they pertained to four areas related to the adapted physical education program: professional preparation, funded research, athletic services, and faculty. In summary, the SUNY Brockport master's degree concentration in adapted physical education was implemented in 1968 and was the first in the United States. For 21 years between 1971 and 1993 the concentration was financially assisted by the U.S. Department of Education. In 1981, an undergraduate concentration in adapted physical education was initiated. Between 1968 and 1993, three major research projects related to the physical fitness of individuals with disabilities were funded by the U.S. Department of Education. In regard to athletic services, Brockport hosted several games at the county, state, and international levels. In the first 25 years, 10 individuals served as faculty members in association with the professional preparation program. Dr. Francis X. Short served as a faculty member in the
professional preparation program, as a researcher on funded research projects, and as a contributor to other service activities from 1979. Dr. Winnick began at Brockport in 1965 and he was responsible for initiating both the graduate and undergraduate professional preparation programs; directing funded professional preparation and research projects, and contributing to on-campus athletic activities for the entire first 25 years of the program.
Acknowledgments

I would like to thank my fiance Marcia Meagher for supporting me during my thesis. I would also like to thank my parents and the rest of my family for their support and love during this process.

I would like to thank Dr. Winnick for being my thesis advisor. The direction and time that he has given me is very much appreciated and his help has furthered my knowledge on how to become a writer. I would also like to thank the rest of my committee members Dr. Short and Dr. Lieberman for their help and words of wisdom.
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Evolution of Adapted Physical Education in the United States

Knowing about the evolution of adapted physical education enables a better understanding of the growth and direction of the profession. Modern adapted physical education has roots in both a medical and an educational background and has evolved over many years (Sherrill, 1998).

Physical education emerged from a medical orientation prior to the 1900's. It included preventive, developmental, and corrective components. The curriculum relating to physical education consisted primarily of gymnastics, calisthenics, body mechanics, and marching or military-like exercise drills. The purpose of this medically-based curriculum was to prevent illness and promote health of the mind and body. University physical educators, who were generally physicians, applied techniques and principles from medicine to various systems of exercise (Sherrill, 1998).

In the early 1900s, physical education gradually moved from a medical orientation to a more educational orientation. The educational background emphasized individual differences and focused on competencies which a teacher or coach may have used to individualize teaching and training. Factors that influenced the change from a medical to an educational background included a) the emphasis of sports in the American culture and the physical education curriculum, b) the application of psychological and sociological theory to education which focused on development of the "whole child," c) movement away from medical training toward teacher preparation for physical educators, and d) the rise of physical education in public schools (Sherrill, 1998). As States made physical education mandatory in public schools, the number of students
Problems occurred when a student was unable to participate in a regular physical education program because of illness, lack of stamina, or disability. This problem was addressed to some extent by separating physical education into two branches: regular physical education and corrective or remedial physical education (Sherrill, 1998).

Both regular and corrective physical education were being taught to children who were normal between the 1930s and 1950s. Corrective physical education included basically limited, restricted, or modified activities that related mostly to health, posture, or fitness problems. Physicians were responsible for assigning either regular physical education or corrective physical education to a child. Leaders in corrective physical education possessed a strong background in medicine. Individuals who wanted to be physical education teachers generally had to complete one university course in corrective physical education (Sherrill, 1998).

Veterans of World War II had an effect on corrective physical education. They emphasized the potential of sports in rehabilitation and pointed out that amputations and spinal cord injuries were not "correctable" in nature; therefore, their contributions helped to initiate a name change which emphasized adapted physical education activities (Sherrill, 1998).

In the 1950s and 1960s, there was an increase in teaching corrective/adapted physical education in public schools to children with disabilities. This change contributed to a movement to integrate persons with disabilities into regular public schools, especially children with mental retardation. Children began participating in sports, dance, and aquatics that were adapted to their UNIQUE needs; this contributed to the formulation of adapted physical education. In the early 1950s, the American Alliance for
Health Physical Education, Recreation and Dance (AAPHERD) defined adapted physical education as follows:

Adapted physical education is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. (Committee on Adapted Physical Education, 1952 in Sherrill, 1998).

In 1954, the first textbook with adapted physical education as part of the title was published by Arthur S. Daniels, a professor who in his career taught at both Ohio State University and Indiana University. Other authors who contributed textbooks relating to adapted physical education were Hollis Fait in 1960 and H. Harrison Clarke and his son David Clarke in 1963. These three authors presented ideas and concepts different from those seen in earlier corrective physical education textbooks. Their ideas were different in that these authors focused on the physical development of the "whole child" and adapted physical education rather than corrective physical education (Sherrill, 1988).

Adapted physical education in the United States evolved gradually from an earlier medical orientation from the early 1900s onward. By the 1950s a definition of adapted physical education was developed and textbooks related to it were beginning to be published. Colleges and universities began to further educate individuals so that they could provide services in adapted physical education. The need for professional preparation programs relating to adapted physical education was becoming apparent.
In the mid 1960s, 50% of colleges and universities who had professional preparation in physical education required one course in adapted physical education (Sherrill, 1988). At this time, adapted physical education was a well developed course in many colleges and universities, but there was no formal preservice professional preparation concentration specialization in the field. The development of adapted physical education created a need to develop a separate professional preparation program to prepare specialists in adapted physical education (Sherrill, 1988). In order for a program to be developed to prepare specialists in adapted physical education, there has to be a need for the program and an interest in fulfilling that need on the part of a college or university.

In the 1960s, professional preparation in adapted physical education was influenced by the Kennedy Foundation, a foundation concerned with individuals with mental retardation. With help from the Kennedy Foundation physical educators became more aware of mental retardation and the importance of physical education in their lives. The Kennedy Foundation advocated for legislation related to physical education and recreation for individuals with mental retardation, which in turn helped to support rights of individuals with all disabilities. Senator Ted Kennedy spearheaded the passage of PL 90-170, the Mental Retardation Facilities and Community Mental Health-Centers Construction Act. Title V of this act gave authority to the U.S. Department of Health, Education, and Welfare to provide funding for professional preparation and research related to adapted physical education (Sherrill, 1988).
With a need arising for professional preparation and some federal financial support, the development of professional preparation programs in adapted physical education at colleges and universities began. In 1968, without federal funding, Dr. Joseph P. Winnick developed the nation's first concentration in adapted physical education at the master's degree level at SUNY Brockport. It was implemented in the fall semester of 1968 and in 1971 he received federal financial support for the program. In 1969, nine other graduate programs were provided federal funding to develop professional preparation programs in adapted physical education (Sherrill, 1988). Following inception of the program, Dr. Winnick was involved in other activities that are covered in subsequent portions of the thesis.

Significance of the Study

Providing information on the adapted physical education program at SUNY Brockport is important for many reasons: 1) it is the first and oldest concentration in adapted physical education at the master's degree level, 2) the SUNY Brockport program has educated many individuals in adapted physical education who provide service to persons with UNIQUE physical education needs, 3) the program has served and continues to serve as a model for programs in other institutions of higher education, and 4) the SUNY Brockport program has reflected various changes influencing adapted physical education in the United States since 1968.

Although the Brockport program has existed since 1968, there has been little information recorded or summarized regarding it. Because the program is
significant, there is a need to record information and present it in a logical, clear, and user-friendly format; that is the essence of this thesis.

Statement of the Problem

The study is designed to record accomplishments associated with the adapted physical education program at SUNY Brockport from 1968-1993.

Definitions/Clarification of Terms

1) Adapted Physical Education – A diverse program of developmental activities, exercises, games, rhythms, and sports designed to meet the UNIQUE physical education needs of individuals (Winnick, 1995).

2) Physical Education – The development of physical and motor fitness, fundamental motor skills, and patterns, along with skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development (PL94-142, 1977, Rules and Regulations).

Delimitations

This thesis will be delimited to information regarding the adapted physical education program between the academic year of 1968-1969 until the ending of the academic year of 1992-1993. The thesis will be limited to the following four topics, which will serve as the chapter titles: professional preparation, funded research, athletic services, and faculty at SUNY Brockport.

Conducting Historical Research

Borg and Gall (1989) believe that historical research is important for many reasons, including, enabling educators to learn from past discoveries and
mistakes, identifying needs for educational reform, and predicting future trends
to a certain extent. Historical research may be directed toward an individual, an
institution, an idea, or even a movement (Best, 1998). However, these areas of
historical research cannot be considered as isolated; the historical observation
of one area may interact with another area of historical research. All areas may
interact with each other, but there is one area of focus toward which the historian
chooses to direct his or her attention (Best, 1998).

Best (1998) exposes some problems that graduate students may
encounter while performing historical research. These difficulties include overly
broad statement of problems, inadequate primary sources of data, unskillful
historical criticism, poor logical analysis of data, personal bias, and ineffective
reporting (Best, 1998). These problems should be acknowledged before taking
the proper steps of historical research.

Common steps taken when performing historical research are defining the
problem, searching for sources of historical facts, evaluating historical sources,
and presenting the pertinent facts within an interpretive framework (Borg and
Gall, 1989). These four steps related to the project are discussed below.

Defining the Problem

The purpose of this study was to record and summarize accomplishments
associated with the adapted physical education program at SUNY Brockport
from 1968-1993. In order to achieve this, questions were answered relative toour areas.
Sources of Historical Research

When conducting historical research, there must be sources available to provide pertinent information. Both primary and secondary sources were utilized to record and summarize the accomplishments related to the adapted physical education program at SUNY Brockport from 1968-1993.

Primary Sources – firsthand sources that contain the actual evidence. There is only one person between the event and the researcher (Thomas and Nelson, 1996).

Secondary Sources – includes the existing body of books, articles, and media that are histories (Thomas and Nelson, 1996).

For this study, the primary sources include interviews from SUNY Brockport faculty, proposals for funding the program, final federal project reports, publications, brochures and pamphlets, college catalogues, and a variety of other historical resources. Faculty members associated with the Brockport program wrote the proposals and final reports. The information from all sources provide a background of information related to professional preparation, funded research, and athletic services for athletes who are disabled.

Evaluation of Historical Sources

In order to properly record accomplishments associated with the adapted physical education program at SUNY Brockport between 1968-1993, it is helpful to identify and define certain terms related to validity. To enhance the validity of this thesis, the sources used in the study must satisfy external and internal criticism to the best possible extent. Clarification of these terms will reduce confusion and misinterpretation.
External Criticism – Phase of historical research process that establishes the authenticity of the source. The source must be authentic to be credible for the study that is being researched (Thomas & Nelson 1996). The grants, final reports, newspapers, college catalogues, and other sources of information used for this study will be authentic.

Internal Criticism – Phase of historical research process that establishes the credibility of a genuine artifact or document. The source must be credible for it to be worthwhile for the study being researched (Thomas & Nelson 1996). Sources for this study will be internally criticized to prove credibility.

Presenting Facts

In the chapters that follow, information related to the accomplishments associated with the adapted physical education program at SUNY Brockport between 1968 and 1993 will be presented. Each chapter will vary in regard to questions asked, though each chapter will convey descriptive information. Chapter II, “Professional Preparation,” will deal with both preservice and inservice programs on the undergraduate and graduate level. Chapter III will provide information on funded research projects at SUNY Brockport: Project UNIQUE, Project UNIQUE II, and Project Target. Chapter IV will describe athletic services conducted at SUNY Brockport for individuals with disabilities. Chapter V will provide information regarding the contributions and years of service of faculty members in the adapted physical education program at SUNY Brockport from 1968-1993. Lastly, Chapter VI will summarize this study.
Organizing Remaining Chapters

Chapter II - Professional Preparation

In Chapter II, information regarding professional preparation related to the adapted physical education program at SUNY Brockport will be presented. The areas associated with professional preparation are preservice preparation and inservice preparation. Preservice preparation reflects the preparation of undergraduate and graduate students to teach adapted physical education, as well as discussing a Special Education Planning Grant and a New York State Summer Session Traineeship Project. Information that will be examined regarding the graduate master's degree concentration includes background and purpose of program, program content and changes, federal support, student enrollment, student research, faculty, impact of graduates, and employer evaluations. Information that will be provided regarding the Special Education Planning Grant and the New York State Summer Session Traineeship Project include purpose, background information, methods and procedures, personnel, and results. Information that will be presented in regard to the undergraduate preservice area includes course descriptions and requirements, along with the number of students who completed the program.

The inservice area of professional preparation gives information on preparation provided for individuals not pursuing a degree who are already teaching in the field and providing service. The five inservice projects that will be discussed in Chapter II are 1) Project Outreach, 2) Mainstreaming Subcomponent, 3) Department of Defense Project, 4) Special Olympics Sport Skills Project, and 5) Train-A-Champ Project. The topics that will be presented will differ slightly for each project, but some of the common elements that will be addressed include: purpose, background information, methods and procedures, personnel, and results.
Chapter III - Funded Research

Chapter III of this thesis will examine the area of funded research associated with the adapted physical education program at SUNY Brockport. The funded projects that will be presented in detail are Project UNIQUE and Project UNIQUE II. Project Target will only be briefly discussed because it fell outside of the 1968-1993 period of the study. The information presented in Chapter III may differ slightly from project to project, but some common topics that will be presented include objectives, methods and procedures, and results.

Chapter IV - Athletic Services

Chapter IV will examine the athletic services provided by SUNY Brockport for persons with disabilities with assistance from the adapted physical education program. In 1968, SUNY Brockport hosted the Monroe County Special Olympics and in June 1975 and 1976, SUNY Brockport hosted the New York State Special Olympics. In August 1979, SUNY Brockport hosted the International Special Olympics (Winnick, 1981b). Information pertaining to purposes, methods and procedures, and results will be discussed in this chapter.

Another athletic service that was and continues to be hosted by SUNY Brockport is the New York State Games for the Physically Challenged. These games are provided for youngsters with physical challenges, ages 5-21. SUNY Brockport has hosted the Western Region New York State Games for the Physically Challenged since 1987. Again, information pertaining to purposes, methods and procedures, and results will be discussed in this chapter.

Chapter V - Faculty

Chapter V will present and summarize contributions and accomplishments of faculty in the adapted physical education program at SUNY Brockport during the first 25 years. Two professors who will be discussed in depth are Dr.
Winnick and Dr. Short. Dr. Winnick arrived at SUNY Brockport in 1965 and is responsible for initiating the adapted physical education program.

Information that will be presented for each faculty member includes their: name, degree, doctoral institution, and period of time at SUNY Brockport. Contributions and accomplishments of faculty members who have contributed 10 years or more to the adapted physical education program at SUNY Brockport will be discussed in greater detail than other faculty.

Chapter VI – Summary

Chapter VI presents a summary of the thesis including a listing of milestones associated with the adapted physical education program at SUNY Brockport.
CHAPTER II

PROFESSIONAL PREPARATION

Information will be presented in Chapter II that relates to preservice and inservice professional preparation associated with the adapted physical education program at SUNY Brockport. Preservice professional preparation includes both the graduate and undergraduate programs. Preservice activities associated with the graduate program discussed herein include the master's degree concentration in adapted physical education, a Special Education Planning Grant, and a Summer Session Traineeship Project. Information related to the graduate master's degree concentration in adapted physical education will be presented in the following categories: background and purpose of program, program content, program changes, federal support, student enrollment, practicum experiences, evaluation of practicum sites, student research, faculty, evaluation of courses, practicum supervisors, accomplishments of graduates, and employer evaluations. Information related to the Special Education Planning Grant and the Summer Session Traineeship Project will include purpose, background information, methods and procedures, personnel, and results.

A discussion of preservice activities will also address professional preparation at the undergraduate level. Information to be presented relative to the undergraduate program includes the content of the program.

The inservice area related to professional preparation at SUNY Brockport includes the following four inservice projects: Project Outreach, Mainstreaming
Subcomponent, Special Olympics Sport Skills Project, the Train-A-Champ Project, and the Department of Defense Dependent Schools (DoDDS) project. Information related to these projects may differ slightly, but typically will include purpose, background information, methods and procedures, personnel, and results.

**Preservice Areas**

The adapted physical education program at SUNY Brockport encompasses graduate and undergraduate levels of preservice preparation.

**Graduate Master's Degree Concentration**

**Background and Purpose**

The concentration in adapted physical education at the master's degree level was implemented by the physical education department in 1968. A student completing the concentration in the graduate program attained a Master of Science in Education (Physical Education), with a concentration in adapted physical education. During the period of 1968 to 1993, the program was designed to (1) prepare permanently certified specialists in adapted physical education and (2) to enhance the preparation of regular physical educators to teach adapted physical education by providing an opportunity for them to elect courses in the program.

**The First Program**

The first adapted physical education concentration at the Master's degree level was implemented in 1968. Courses in the program reflected a medical categorical orientation. Separate courses were offered on the mentally and perceptually handicapped, the physically handicapped, and the emotionally
disturbed and disadvantaged (Winnick, 1970). Courses associated with the 1968 program are presented in Table 2.1 (Winnick, 1971).

The basic framework of the adapted physical education program at SUNY Brockport in 1968 provided,

1. A core area of courses that were designed to develop basic competencies related to advanced professional study. Competencies in the core area included research techniques and materials as well as skills and understandings related to professional areas of curriculum, evaluation, and social and philosophical foundations of education.

2. An opportunity to choose either a concentration or specialization in adapted physical education.

3. An opportunity to specialize in adapted physical education.

4. An opportunity for a student to complete either an independent research project worth 3 credit hours or a master's thesis worth 6 credit hours.

5. An opportunity to elect courses within the behavioral sciences or cognate areas which in turn served to support the student's preparation in the professional concentration.

6. Seminar and practicum experiences where students could apply knowledge acquired in one or a combination of content courses related to adapted physical education.

Program Changes

The adapted physical education program has experienced various changes from 1968 to 1993 reflecting the evolution of the field of adapted physical education. In 1972, the first changes were made to the original adapted
Table 2.1: 1968 Master of Science in Education (Physical Education)  
Concentration: Adapted Physical Education

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<td>H. &amp; P.E.</td>
<td>517</td>
<td>Curriculum Design in Health and Physical Education</td>
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<td>H. &amp; P.E.</td>
<td>518</td>
<td>Measurement and Evaluation in Health and Physical Education</td>
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<td>H. &amp; P.E.</td>
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<td>Problem Solving Approach to Health and Physical Education</td>
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<td>H. &amp; P.E.</td>
<td>532</td>
<td>Physical Education and Recreation for the Physically Handicapped</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>H. &amp; P.E.</td>
<td>533</td>
<td>Physical Education and Recreation for the Emotionally-Disturbed and Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>H. &amp; P.E.</td>
<td>599</td>
<td>Independent Study in Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 2.1 (continued)

3. Electives from Professional Elective Area (0-6 hours)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 411</td>
<td>Psychology of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PHE 414</td>
<td>Coaching Women's Sports</td>
<td>3</td>
</tr>
<tr>
<td>PHE 415</td>
<td>Contemporary Trends in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PHE 523</td>
<td>Basic Sport Issues (Sport Philosophy)</td>
<td>3</td>
</tr>
<tr>
<td>PHE 540</td>
<td>Physical Education in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>PHE 541</td>
<td>Seminar in Scientific Bases of Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PHE 542</td>
<td>Advanced Experimental Research and Laboratory Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>PHE 544</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PHE 545</td>
<td>Perception and Movement</td>
<td>3</td>
</tr>
<tr>
<td>PHE 560</td>
<td>Physiological Aspects of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PHE 595</td>
<td>Master's Thesis</td>
<td>6</td>
</tr>
<tr>
<td>PHE 599</td>
<td>Independent Study in Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Part III - Cognate Area (6-9 hours)

Note. From "Deans Grant," (Special Project Grant Application) by J. P. Winnick 1971. State University of New York, College at Brockport, Department of Physical Education and Sport.
physical education concentration (See Appendix A). The change essentially involved a change from the categorical approach. In the 1972 program, courses within the concentration were established to reflect a developmental, corrective, and adapted orientation to the general area of adapted physical education.

The core area in the 1972 master's degree program was revised to include three courses instead of four in the 1968 program. The three courses included Seminar in Foundations of Physical Education, Measurement and Evaluation in Physical Education, and Research Methods. Unlike core courses in the 1968 program, the core area courses in the 1972 master's degree program incorporated only physical education rather than health and physical education. The total program enabled students to elect courses from the physical education discipline as well as courses in cognate areas to enhance their program of study.

In 1975, the required credit hours within the adapted physical education concentration changed. The concentration area increased its semester hour requirements from 9 to 15 credit hours to 12 to 15 credit hours. A graduate student was required to complete at least 12 credit hours in the concentration area compared to the minimum of 9 credit hours that were required in the original concentration area in 1968. Another change was the elimination of the original cognate area from the adapted physical education model (Winnick, 1976). A prescribed elective area replaced the physical education elective area and the cognate area.

In 1977, a change in name only occurred when the name of the adapted physical education program was changed to “special physical education”
(Winnick, 1977). See Appendix A for the description of the program. However, in 1978 a more substantive change occurred in the form of a competency-based program. The competency-based concentration was implemented in 1978 (Winnick, 1978). In 1981 the competencies related to the content of the adapted physical education program were revised.

The next major revision of the concentration occurred in 1989. See Table 2.2 (Winnick, 1993a). The change included: 1) a revision of competencies relating to the special physical education program, 2) a revision in the title of the concentration from special physical education to adapted physical education, and 3) a revision of course titles and descriptions as well as updating course content (Winnick, 1989).

In 1993, an early childhood emphasis was added to the adapted physical education concentration. This emphasis was developed for students who wished to receive an emphasis in early childhood as a part of their concentration in adapted physical education. For students selecting the early childhood emphasis the credit hour requirements in the concentration were increased from 12 to 15 credit hours to 15 to 18 credit hours. PES 583 Early Childhood Physical Education was added in the concentration area and was first offered in the spring of 1995. The content of the 1993 adapted physical education program can be seen in Table 2.3 (Winnick 1993b).

In 1993, the core part of the master's degree was arranged to develop the abilities required for teaching, curriculum, and research/evaluation. In 1993 there were four core courses required for completing the master's in education
Table 2.2. 1989 Graduate Concentration in Adapted Physical Education

<table>
<thead>
<tr>
<th>I. Required Courses</th>
<th>12-15 hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 601 - Analysis of Teaching Physical Education</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>PES 604 - Research and Evaluation for Physical Education Teachers</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>PES 607 - Curriculum and Design in Physical Education</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>PES 798 - Culminating Synthesis Seminar or</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>PES 795 - Thesis</td>
<td>6 hrs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Adapted Physical Education Concentration</th>
<th>12-15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 581 - Instructional Strategies in Adapted Physical Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 582 - Adapted Physical Activity and Sport</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 683 - Program Development in Adapted Physical Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 684 - Seminar and Practicum in Adapted Physical Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 699 - Independent Study in Adapted Physical Education</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Prescribed Electives</th>
<th>6-9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 529 - Psychology of Sport</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 617 - Seminar in Elementary School Physical Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 621 - Self-Directed Learning in Physical Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>*REL 505 - Philosophy and Theory of Therapeutic Recreation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>*REL 507 - Methods in Therapeutic Recreation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>*DBD 613 - Learning Disabilities</td>
<td>3 hrs</td>
</tr>
<tr>
<td>*DBD 601 - The Exceptional Individual: Implications for Mainstreaming</td>
<td>3 hrs</td>
</tr>
<tr>
<td>*DBD 605 - Mainstreaming Exceptional Children</td>
<td>3 hrs</td>
</tr>
<tr>
<td>*DBD 610 - Behavioral Problem Children</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDI 581 - Microcomputers in the Classroom</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDI 663 - Teaching Reading to the Child with Special Needs</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSH 583 - Behavior Modification</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSH 585 - Adapted Behavior Modification</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SQC 582 - Racial and Ethnic Minorities</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Note: * These courses are most frequently elected by students pursuing the Adapted Physical Education Concentration. From "Adapted Physical Education Preparation Project," by J. P. Winnick 1993. State University of New York, College at Brockport, Department of Physical Education and Sport.
Table 2.3. 1993 Graduate Concentration in Adapted Physical Education

I. Required Courses 12-15 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 601</td>
<td>Analysis of Teaching Physical Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 604</td>
<td>Research and Evaluation for Physical Education for Teachers</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 607</td>
<td>Curriculum and Design in Physical Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 798</td>
<td>Culfminating Synthesis Seminar</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PES 795</td>
<td>Thesis</td>
<td>6 hrs</td>
</tr>
</tbody>
</table>

II. Adapted Physical Education Concentration 15-18 hours

*PES 581 - Instructional Strategies in Adapted Physical Education 3 hrs
*PES 582 - Adapted Physical Activity and Sport 3 hrs
*PES 683 - Program Development in Adapted Physical Education 3 hrs
PES 684 - Seminar and Practicum in Adapted Physical Education 3 hrs
*PES 685 - Early Childhood Adapted Physical Activity 3 hrs
PES 599 - Independent Study in Adapted Physical Education 3 hrs

III. Electives 0-6 hours (some possible courses are listed below)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 507</td>
<td>Methods in Therapeutic Recreation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDI 557</td>
<td>Educational Programs for the Young Child</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDI 605</td>
<td>Mainstreaming Exceptional Children</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDI 664</td>
<td>Learning Disabilities/Strategies</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDI 665</td>
<td>Classroom Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSH 581</td>
<td>Individual Differences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSH 583</td>
<td>Behavior Modification</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSH 584</td>
<td>Adolescence</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSH 585</td>
<td>Applied Behavior Modification</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 528</td>
<td>Racial and Ethnic Minorities</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDI 521</td>
<td>Teaching the Bilingual Child</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Note: * Students completing these courses would receive an early childhood emphasis within the adapted physical education concentration if in addition their topic for PES 795 or PES 798 was in the area of early childhood adapted physical education. The basic adapted physical education program consists of PES 581, PES 582, PES 583 and PES 684. From “Professional Preparation in Adapted Physical Education: Early Childhood Emphasis,” by J. P. Winnick 1993. State University of New York, College at Brockport, Department of Physical Education and Sport.
with a major in physical education and a concentration in adapted physical education (Winnick, 1994).

**Federal Support**

Soon after the adapted physical education concentration was started in 1968, Dr. Winnick began writing grant proposals which would provide financial support primarily to students pursuing the concentration. In 1971, the Office of Education funded a professional preparation grant to support the program. Since 1971, SUNY Brockport has been awarded federal grants to provide financial support to the master's degree level preservice concentration in adapted physical education. The U.S. Office of Department of Education funded these grants from 1971 to 1993 for a total of $1,136,817 (Winnick, 1996a). Table 2.4 provides a listing of grant support for funded years between 1971 and 1993 (Winnick, 1996a). The project director for each of the grants was Dr. Winnick.

Professional preparation grants typically provided funds for faculty assistance and graduate assistantships for individuals associated with the adapted physical education program. Generally, a stipend plus an 18-semester hour tuition waiver in the 30-hour program were provided to qualified students. From 1971 to 1993, approximately 145 students were provided graduate assistant support through these grants.

**Student Enrollment**

Between 1968 and 1993, student enrollment in courses in the adapted physical education concentration exceeded 500 students with over 200 students
### Table 2.4: Adapted Physical Education Professional Preparation Grants At Brockport, 1971-1993

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>$30,000</td>
<td>1982-83</td>
<td>$44,200</td>
</tr>
<tr>
<td>1972-73</td>
<td>$30,000</td>
<td>1983-84</td>
<td>$58,509</td>
</tr>
<tr>
<td>1973-74</td>
<td>$33,000</td>
<td>1984-85</td>
<td>$58,509</td>
</tr>
<tr>
<td>1974-75</td>
<td>$40,000</td>
<td>1985-86</td>
<td>$58,509</td>
</tr>
<tr>
<td>1975-76</td>
<td>$36,000</td>
<td>1987-88</td>
<td>$66,052</td>
</tr>
<tr>
<td>1976-77</td>
<td>$51,000</td>
<td>1988-89</td>
<td>$66,052</td>
</tr>
<tr>
<td>1977-78</td>
<td>$65,000</td>
<td>1989-90</td>
<td>$65,513</td>
</tr>
<tr>
<td>1978-79</td>
<td>$65,000</td>
<td>1990-91</td>
<td>$68,621</td>
</tr>
<tr>
<td>1979-80</td>
<td>$58,000</td>
<td>1991-92</td>
<td>$68,254</td>
</tr>
<tr>
<td>1980-81</td>
<td>$59,000</td>
<td>1992-93</td>
<td>$61,598</td>
</tr>
<tr>
<td>1982-83</td>
<td>$54,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,136,817</td>
</tr>
</tbody>
</table>

**Note:** From "Personal Resume," by J. P. Winnick 1996. State University of New York, College at Brockport, Department of Physical Education and Sport.

Graduating from the program (Winnick, 1994). A listing of the number of students enrolled in courses related to the adapted physical education concentration is presented in Appendix B. In writing grant proposals, data pertaining to class size, grant-supported graduate assistants, full-time students in the concentration, number of matriculated students in concentration, and number of graduates from the concentration were collected for the years 1980 to 1993. These data are presented in Table 2.5. The data presented indicate that the program was successful in attracting and preparing adapted physical educators at the master's degree level.

**Practicum Experiences**

There have been many sites that have been established for practicum experiences in Rochester and the surrounding areas in connection with the
### Table 2.5. Student Enrollment Academic Year 1980-93

<table>
<thead>
<tr>
<th>Category</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class size</td>
<td>13.7</td>
</tr>
<tr>
<td>2. Number of grant-supported graduate assistants/year</td>
<td>6</td>
</tr>
<tr>
<td>3. Number of full-time students in the concentration/year</td>
<td>8.8</td>
</tr>
<tr>
<td>4. Number of matriculated students in concentration/year</td>
<td>36.2</td>
</tr>
<tr>
<td>5. Number of graduates from the concentration/year</td>
<td>9.7</td>
</tr>
</tbody>
</table>

Note. From "Professional Preparation in Adapted Physical Education: Early Childhood Emphasis," by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

program at SUNY Brockport. Many highly qualified professionals supervised SUNY Brockport students at these practicum sites (Winnick, 1985, 1993a). A list of the practicum sites that have been used in the program can be seen in Appendix C.

**Evaluation of Practicum Sites**

Between 1972 and 1993, graduate students evaluated practicum sites. Although the questionnaire used for the student evaluation of practicum sites and field sites has changed very little throughout the 21 years of data collection, two different procedures have been employed for the analysis of data. The first is an overall mean score of the practicum sites with a score of 5 depicting the best rating possible, a 3 depicting a fair score and a 1 depicting a poor score.
From 1972 to 1979, the mean score for all criteria measured involving 53 graduates was 4.51. The second procedure involved a questionnaire in which students rated practicum sites on 12 criteria. Information was collected from 178 graduate students from 1980 to 1993, and the general evaluation of practicum sites using this procedure was 4.42. Table 2.6 provides ratings for all 12 criteria used throughout the years.

The evaluation of practicum sites is important because these sites provided quality-supervised teaching opportunities for graduate students (Winnick, 1981, 1993b). The results of the data collection procedure employed indicate that sites were rated between good and very good. Eight of 12 ratings were 4.5 or higher. Practicum experiences are a key feature in professional preparation, and these results reflect a favorable reaction to this part of the program.

**Practicum Supervisors**

Traditionally, one of the most highly rated aspects of the program has been the practicum experience engaged in by students. A key aspect of practicum experiences is to have highly qualified staff at each site. Over the years there have also been several off-campus supervisors in practicum programs who have provided an extremely valuable service to the professional preparation program. Those providing sustained service are listed in Table 2.7.

**Student Research**

One of the requirements in the SUNY Brockport program is to complete either a culminating synthesis or a thesis. Generally graduate students had the choice of writing either a culminating synthesis project for 3 credit hours or a
Table 2.6. Student Evaluation of Practicum Sites (1980-1993)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability of practicum supervisor to teach adapted physical education</td>
<td>4.55</td>
</tr>
<tr>
<td>2. Attitude of personnel at the practicum regarding adapted physical education</td>
<td>4.54</td>
</tr>
<tr>
<td>3. Curriculum in adapted physical education</td>
<td>3.99</td>
</tr>
<tr>
<td>4. Opportunity for interaction with sponsor teachers at the practicum site</td>
<td>4.57</td>
</tr>
<tr>
<td>5. Supervision by sponsor teachers at the practicum site</td>
<td>4.50</td>
</tr>
<tr>
<td>6. Pupil-teacher ratio</td>
<td>4.50</td>
</tr>
<tr>
<td>7. Interest of sponsor teacher</td>
<td>4.52</td>
</tr>
<tr>
<td>8. Enthusiasm of sponsor teacher</td>
<td>4.50</td>
</tr>
<tr>
<td>10. Sponsor teacher's awareness of current philosophy, research techniques, etc.</td>
<td>4.33</td>
</tr>
<tr>
<td>11. Overall qualifications of practicum personnel</td>
<td>4.54</td>
</tr>
<tr>
<td>12. Overall Evaluation</td>
<td>4.42</td>
</tr>
</tbody>
</table>

Table 2.7. Practicum Supervisors

<table>
<thead>
<tr>
<th>Name</th>
<th>Practicum Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Tellock</td>
<td>United Cerebral Palsy</td>
</tr>
<tr>
<td>Paula Hanson</td>
<td>Rochester School for the Blind</td>
</tr>
<tr>
<td>Dennis Hanson</td>
<td>Rochester School for the Blind</td>
</tr>
<tr>
<td>Debbie Cromwell-Stamp</td>
<td>New York State School for the Blind at Batavia</td>
</tr>
<tr>
<td>Michael Querreri</td>
<td>St. Joseph Villa</td>
</tr>
<tr>
<td>Kim Henshaw</td>
<td>St. Joseph Villa</td>
</tr>
<tr>
<td>Cindy Thomas</td>
<td>School of the Holy Childhood</td>
</tr>
<tr>
<td>Timothy Baird</td>
<td>School of the Holy Childhood</td>
</tr>
<tr>
<td>Diane Agostinelli</td>
<td>School of the Holy Childhood</td>
</tr>
<tr>
<td>Gregory Packard</td>
<td>Brockport Public Schools</td>
</tr>
<tr>
<td>Jordon Jewett</td>
<td>Rochester City School</td>
</tr>
<tr>
<td>Roger Bunce</td>
<td>Rochester City School</td>
</tr>
<tr>
<td>James De Bell</td>
<td>Rochester City School</td>
</tr>
<tr>
<td>Pam Tellock</td>
<td>United Cerebral Palsy</td>
</tr>
<tr>
<td>Joseph Kelly</td>
<td>United Cerebral Palsy</td>
</tr>
</tbody>
</table>

Note. From “Adapted Physical Education Preparation Project,” by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

thesis for 6 credit hours. With the addition of the early childhood emphasis in 1993, students wishing to complete this emphasis were required to write their
culminating synthesis or thesis on a topic in early childhood physical education. From 1971 to 1993, there were a total of 17 theses completed by SUNY Brockport graduates and a total of 99 synthesis projects completed (Winnick, 1993). For a listing of the titles and authors of these 116 projects completed by SUNY Brockport graduates, refer to Appendix D.

Faculty

Over the years there have been 10 faculty with primary expertise in adapted physical education teaching in the graduate program or performing other duties in connection with grant-funded activities. Faculty with contributions in adapted physical education are discussed more specifically in Chapter 5. In 1993, the SUNY Brockport program included three full-time faculty members with expertise in the area of adapted physical education: Dr. Joseph P. Winnick, Dr. Francis X. Short, and Dr. Cathy Houston-Wilson. In addition to these faculty in adapted physical education, several other graduate faculty members with doctoral degrees have been involved in teaching in the master's degree program (Winnick, 1994). A listing of faculty at SUNY Brockport can be seen in Table 5.1.

Evaluation of Courses

An important variable related to program quality is the evaluation of teaching by students in the program. In recent years, students have evaluated courses using a standardized form consisting of four criteria. From 1982 to 1993, three core courses within the adapted physical education program were evaluated: Instructional Strategies in Adapted Physical Education, Adapted Physical Activity and Sport, and Program Development in Adapted Physical
Education. The four criteria were evaluated on a scale from 1 to 6 where 6 represented excellent, 5 represented very good, 4 represented good, 3 represented fair, 2 represented poor, and 1 represented very poor (Winnick, 1993b). Results related to course evaluations can be seen in Table 2.8.

The results in Table 2.8 indicate that courses were consistently rated between good and excellent.

**Accomplishments of Graduates**

Between 1968 and 1993, over 200 students have received master's degrees with a concentration in adapted physical education. In this section, some accomplishments of these graduates will be delineated. First, information will be provided in regard to the estimated number of pupils reached by them. Secondly, information will be presented in regard to the evaluation of graduates by their employees. In the final sections, graduates earning doctorates and receiving awards and other kinds of recognition will be identified (Winnick, 1994).

**Impact Data**

One of the most important outcomes of a professional preparation program is to know the number of people reached by graduates of the program. In regard to the Brockport program, this information was estimated from available data. In one study, information related to impact data for students graduating between 1980 and 1991 was collected (Winnick, 1993b). Data collected reflect the number and type of youngsters with disabilities being taught. Table 2.9 presents the number of students taught by the 82 graduates in their first year of employment from 1980-1991. The approximate number of
Table 2.8. Course Evaluations from 1982 to 1993

<table>
<thead>
<tr>
<th>Criteria</th>
<th>PES 581 N=136</th>
<th>Courses</th>
<th>PES 582 N=145</th>
<th>PES 683 N=129</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course as a whole was...</td>
<td>4.44</td>
<td>5.52</td>
<td>4.68</td>
<td></td>
</tr>
<tr>
<td>2. The course content was...</td>
<td>4.47</td>
<td>5.46</td>
<td>4.75</td>
<td></td>
</tr>
<tr>
<td>3. The instructor's contribution to the course was...</td>
<td>4.16</td>
<td>5.70</td>
<td>4.82</td>
<td></td>
</tr>
<tr>
<td>4. The instructor's effectiveness in teaching the subject matter was...</td>
<td>4.14</td>
<td>5.63</td>
<td>4.64</td>
<td></td>
</tr>
</tbody>
</table>

Note. Key: 6=Excellent 5=Very Good 4=Good 3=Fair 2=Poor 1=Very Poor

students taught per year was 415. If this figure is used to calculate the number of people reached in 25 years, the result is 10,375. The average number of students reached between 1980 and 1991 for each graduate was 57. If this figure is multiplied by 200, the estimated number of pupils reached in the first year of employment is 11,400 over the 25 years that this study encompasses.

**Employer Evaluations**

Although, number of pupils taught is very important, it is also important to know the quality of work performed by graduates. To determine this, employers of graduates completed an instrument designed to measure the performance of graduates after their first year of employment. Graduates were
Table 2.9. Number of Pupils with Disabilities Taught by Graduates in Their First Year of Employment From 1980-1991, N=82

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Approximate number of Students served</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Disabilities</td>
<td>1,215</td>
<td>27%</td>
</tr>
<tr>
<td>Mental Disabilities</td>
<td>1,201</td>
<td>26%</td>
</tr>
<tr>
<td>Hearing Disabilities</td>
<td>466</td>
<td>10%</td>
</tr>
<tr>
<td>Visual Disabilities</td>
<td>30</td>
<td>1%</td>
</tr>
<tr>
<td>Physical/Orthopedic Disabilities</td>
<td>755</td>
<td>17%</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>491</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>402</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,580</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. From “Professional Preparation in Adapted Physical Education: Early Childhood Emphasis,” by J. P. Winnick, 1993. State University of New York, College at Brockport, Department of Physical Education and Sport. Adapted with permission of the author.

evaluated by using a questionnaire, with 17 criteria. Data were continually collected from 1971-1991 (see table 2.10). A scale of 1 to 5 with a 5 representing the best, a 3 representing fair, and a 1 representing poor was used to rate the graduate (Winnick, 1993b).

Results of the surveys appear in Table 2.10. Data show that the performance of graduates for every criterion was rated between good and very good. Graduates were rated highest in regard to attitude toward individuals with disabilities and lowest in their knowledge of individuals with disabilities. Overall evaluation of graduates as teachers was 4.51, i.e. between the descriptors of
Table 2.10. Employer Evaluations of Graduates (1971-91), N=98

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attitude toward individuals with disabilities</td>
<td>4.81</td>
</tr>
<tr>
<td>2. Knowledge regarding individuals with disabilities</td>
<td>4.35</td>
</tr>
<tr>
<td>3. Ability to control classes</td>
<td>4.37</td>
</tr>
<tr>
<td>4. Ability to individualize instructions</td>
<td>4.48</td>
</tr>
<tr>
<td>5. Ability to modify activities</td>
<td>4.48</td>
</tr>
<tr>
<td>6. Ability to diagnose motor functioning</td>
<td>4.49</td>
</tr>
<tr>
<td>7. Ability to establish rapport with students</td>
<td>4.51</td>
</tr>
<tr>
<td>8. Ability to prescribe activity according to the diagnosis</td>
<td>4.47</td>
</tr>
<tr>
<td>9. Ability to evaluate student performance</td>
<td>4.43</td>
</tr>
<tr>
<td>10. Ability to work effectively as a member of an interdisciplinary team</td>
<td>4.57</td>
</tr>
<tr>
<td>11. Responsibility</td>
<td>4.72</td>
</tr>
<tr>
<td>12. Punctuality</td>
<td>4.70</td>
</tr>
<tr>
<td>13. Quality of daily preparation for teaching</td>
<td>4.51</td>
</tr>
<tr>
<td>14. Programs relative to needs of students</td>
<td>4.58</td>
</tr>
<tr>
<td>15. Ability to accept constructive criticism</td>
<td>4.59</td>
</tr>
<tr>
<td>16. Use of standardized tests for student evaluation</td>
<td>4.45</td>
</tr>
<tr>
<td>17. Overall evaluation of individual as a teacher</td>
<td>4.51</td>
</tr>
</tbody>
</table>

good and very good. In summary, based on the sample of data available, employers were pleased with the job performance of Brockport graduates.

their profession.

Graduates Earning Doctoral Recognition

There are 12 graduates of the SUNY Brockport adapted physical education program who went on to earn doctoral degrees at other institutions. There are also two graduates of the SUNY Brockport adapted physical education program who are presently pursuing their doctoral degrees. Graduates receiving doctorates are listed in Table 2.11, which also lists the institution where the doctoral degree was received and the present employer of each graduate (Winnick, 1993b).

One of the individuals listed in Table 2.11, Ellen Kowalski, received only her undergraduate degree in physical education at Brockport. Two other individuals who did receive a master's degree at SUNY Brockport and are presently pursuing their doctoral degree are not listed in Table 2.11: Margaret Savage at Michigan State University and Edward Hurley at St. John's University.

Recognition and Awards Received by SUNY Brockport Graduates

Several graduates of the SUNY Brockport adapted physical education program have received recognition and awards throughout their professional careers. SUNY Brockport recipients of awards are listed in Table 2.12.

Graduate Preservice Projects

Faculty at SUNY Brockport determined that improvement of the adapted physical education concentration at SUNY Brockport would be enhanced by other funded graduate preservice projects. Two projects were externally funded.
Table 2.11. Brockport Adapted Physical Education Graduates with Doctoral Degrees

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution Granting Doctoral Degree</th>
<th>Present Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke Kelly</td>
<td>Texas Woman's Univ.</td>
<td>Univ. of Virginia</td>
</tr>
<tr>
<td>Garth Tymeson</td>
<td>Texas Woman's Univ.</td>
<td>Univ. of Wisconsin-La Crosse</td>
</tr>
<tr>
<td>James Decker</td>
<td>Ohio State Univ.</td>
<td>East Carolina Univ.</td>
</tr>
<tr>
<td>Ping Luo</td>
<td>West Virginia Univ.</td>
<td>Stanislaus State Univ.</td>
</tr>
<tr>
<td>Susan Gavron</td>
<td>Indiana Univ.</td>
<td>Bowling Green</td>
</tr>
<tr>
<td>Ellen Kowalski</td>
<td>Texas Woman's Univ.</td>
<td>Adelphi Univ.</td>
</tr>
<tr>
<td>James De Pape</td>
<td>New Mexico</td>
<td>Central Washington Univ.</td>
</tr>
<tr>
<td>Cathy Houston-Wilson</td>
<td>Oregon State Univ.</td>
<td>SUNY Brockport</td>
</tr>
<tr>
<td>Eugene Daquila</td>
<td>New York Univ.</td>
<td>New Jersey Public School</td>
</tr>
<tr>
<td>Bonnie Chalmers</td>
<td>Univ. of Wisconsin</td>
<td>Richmond, VA Public School</td>
</tr>
<tr>
<td>Terry Ryan</td>
<td>Ohio State Univ.</td>
<td>Cuyahoga County, Ohio</td>
</tr>
<tr>
<td>Michael Kozub</td>
<td>Ohio State Univ.</td>
<td>Univ. of Toledo</td>
</tr>
</tbody>
</table>

Note. "A Summary Sheet," (Adapted Physical Education (APE) and Higher Education) by J. P. Winnick, 1996. State University of New York, College at Brockport, Department of Physical Education and Sport.

The two funded preservice projects discussed in the following section are the Special Education Planning Grant and the Summer Session Traineeship Project. Purpose, background information, methods and procedures, personnel, and results of these two preservice projects will be presented.
<table>
<thead>
<tr>
<th>Name</th>
<th>Award Received by Brockport Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke Kelly</td>
<td>1995 Professional Recognition Award (Adapted Physical Education Council, AAHPERD)</td>
</tr>
<tr>
<td></td>
<td>1996 G. Lawrence Rarick Research Award (National Consortium for Physical Education and Recreation for Individuals with Disabilities)</td>
</tr>
<tr>
<td>Joseph Kelly</td>
<td>1995 Achievement Award for Public Employees (New York State Developmental Disabilities Planning Council)</td>
</tr>
<tr>
<td>Roy Speedling</td>
<td>1995 Amazing Person Award (NYSAHPERD)</td>
</tr>
<tr>
<td>William Spadoni</td>
<td>1988 Coach of the Year (Monroe County Special Olympics)</td>
</tr>
<tr>
<td></td>
<td>1989 New York State APE Teacher of the Year (NYSAHPERD)</td>
</tr>
<tr>
<td>Michael Reif</td>
<td>1985 Jefferson Award for Public Service (American Institute for Public Service)</td>
</tr>
<tr>
<td></td>
<td>1986 Citizen of the-Year (Perinton Chamber of Commerce)</td>
</tr>
<tr>
<td></td>
<td>1990 Service Appreciation Award (NYS Developmental Disabilities Planning Council)</td>
</tr>
<tr>
<td>Carol Wilson</td>
<td>1988 Coach of the Year (NYS Special Olympics)</td>
</tr>
<tr>
<td></td>
<td>1989 Teacher of the Year (Genesee Valley BOCES)</td>
</tr>
<tr>
<td>Pam Tellock</td>
<td>1994 Staff of the Year Award (NYS United Cerebral Palsy Association)</td>
</tr>
<tr>
<td>Gene Daquila</td>
<td>1986 Distinguished Service Award (New Jersey Special Olympics)</td>
</tr>
<tr>
<td></td>
<td>1989 Certificate of Merit (Special Olympics International)</td>
</tr>
</tbody>
</table>
Table 2.12 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Award and Year/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Jenks</td>
<td>1989 Secondary Physical Education Teacher of the Year</td>
</tr>
<tr>
<td></td>
<td>(Arizona Association of Health, Physical Education,</td>
</tr>
<tr>
<td></td>
<td>Recreation and Dance)</td>
</tr>
<tr>
<td>Territi Inafante</td>
<td>1982 Outstanding Training Program</td>
</tr>
<tr>
<td></td>
<td>(NYS Special Olympics)</td>
</tr>
<tr>
<td>James Decker</td>
<td>1982 Outstanding Training Program</td>
</tr>
<tr>
<td></td>
<td>(NYS Special Olympics)</td>
</tr>
<tr>
<td>Dan Zachofsky</td>
<td>1995 APE Teacher of the Year – State of Florida</td>
</tr>
<tr>
<td>Dianne Agostinelli</td>
<td>1989 Coach of the Year</td>
</tr>
<tr>
<td></td>
<td>(Monroe County Special Olympics)</td>
</tr>
<tr>
<td>Maggie Herman</td>
<td>1994 The Innovative Therapeutic Recreation Program Award</td>
</tr>
<tr>
<td></td>
<td>1994-95</td>
</tr>
<tr>
<td></td>
<td>(Maryland Recreation and Parks Association)</td>
</tr>
<tr>
<td>Cheryl Anne Clifton</td>
<td>1979 Teacher of the Year</td>
</tr>
<tr>
<td></td>
<td>(Palm Beach County Public Schools, NY)</td>
</tr>
<tr>
<td>Barbara Kielaszek</td>
<td>1993 APE Teacher of the Year</td>
</tr>
<tr>
<td></td>
<td>(Houston Association of Physical Education)</td>
</tr>
<tr>
<td></td>
<td>1995 Volunteer of the Year</td>
</tr>
<tr>
<td></td>
<td>(Texas Special Olympics)</td>
</tr>
</tbody>
</table>

Note. “A Summary-Sheet,” (Awards Received by APE Graduates SUNY Brockport) by J. P. Winnick, 1996. State University of New York, College at Brockport, Department of Physical Education and Sport.

Special Education Planning Grant

In 1969, professional preparation programs related to adapted physical education were beginning to become funded by the U.S Office of Education. The policy of the U.S. Office of Education was that professional preparation in adapted physical education should include a background in recreation, special education, and physical education. This was to be demonstrated, in part, by the presence of departments in these areas on campuses preparing personnel.
Brockport did not have a special education department or program on campus; therefore, there was a desire to develop and provide a special education component (Winnick, 1973). The approach to attaining this goal was to write a request for a planning grant for a special education department to the Bureau of Education for the Handicapped, U.S. Office of Education. The proposal was written by Dr. Joseph Winnick. The purpose of the Special Education Planning grant was to obtain funds for the addition of a staff member to develop a special education program at SUNY Brockport. An important benefit of the program was to enhance the quality of the professional preparation of adapted physical education professionals to work with individuals with disabilities by having special education content and personnel resources in the program. The two-year grant was funded and was in existence from September 1, 1971 through August 31, 1973. A total of $40,000 in funds was obtained for the special education planning grant from the Bureau of Education for the Handicapped, U.S. Office of Education (Winnick, 1996a).

The planning grant included a project director, a project coordinator, and a special education evaluation panel. Dr. Winnick served as the director of the planning grant during the first year of operation. Dr. Bruce Gordon was employed as project coordinator during the first year of planning. Dr. Winnick then appointed Dr. Gordon to take over the responsibilities of project director for the second year of the project. The personnel associated with the Special Education Evaluation Panel were Dr. Joseph P. Winnick, Darwin Palmiere, and Dr. Andrew Virgilio, who were all employees at SUNY Brockport (Winnick, 1971).
Dr. Gordon studied current programs in special education throughout the United States and developed the Learner Advocacy Training Project, which was submitted to the Bureau of Education for the Handicapped, U.S. Office of Education for a financial request of $65,242. The project was to take place from July 1, 1973, through June 30, 1974 (Winnick, 1971). The Learner Advocacy Training Project was designed to train selected graduates to function effectively as learner advocates in public school settings. Goals of the project were to correct unnecessary classification and segregation of children who may be labeled as educationally disabled and to increase effectiveness of regular classroom settings. The project was designed so that the graduate would complete 36 hours of course requirements in one full year's duration plus two summer sessions. Students pursuing the adapted physical education concentration would be able to elect courses in the program in pursuit of their master's degree. This project essentially represented Dr. Gordon's recommendation for a special education program at SUNY Brockport (Winnick, 1973).

Appropriate local administrative officers approved the Learner Advocate Training Project for submission to the Bureau of Education for the Handicapped, U.S. Office of Education. However, the proposed grant was not approved for funding by the Bureau of Education for the Handicapped, U.S. Office of Education, and the project was not implemented. Although SUNY Brockport offered courses related to special programs in future years, no special education department was established and no learner advocate project was undertaken or approved.
Summer Session Traineeship Project

During the late 1960s, there was an intent to improve the preparation of physical educators in adapted physical education by the New York State Education Department. To help in this regard, the New York State Education Department funded the Summer Session Traineeship Project at Brockport beginning in 1969. The Summer Traineeship Project at Brockport was designed to further contribute to a physical educator's knowledge and understanding of how to provide or improve physical education for individuals with disabilities (Winnick, 1972). In the project, individuals took six credit hours of course work each summer. These trainees received $75 per week throughout the summer session and the college received $75 per week for tuition and other college fees for each trainee. The director of the Summer Traineeship Project was Dr. Joseph P. Winnick. The Summer Traineeship Project was continued for a seven-year period (Winnick, 1972).

Trainees selected for the Summer Traineeship Project were provided with the opportunity to elect two three-hour courses related to adapted physical education. Lectures and demonstrations were provided by regular staff and guest lecturers to further increase the knowledge and understanding of the trainees. Trainees were provided opportunities to elect off-campus fieldwork experiences related to the program. In addition to these off-campus field experiences, the physical education department at SUNY Brockport offered on-campus field experiences. These field experiences were designed to provide trainees with an opportunity to teach and observe children in a physical education setting requiring adapted physical education (Winnick, 1972).
The primary personnel who taught the summer courses related to adapted physical education were Dr. Joseph P. Winnick and Dr. Martilu Puthoff. Dr. Bruce Gordon, on a special education planning grant for two years, was added to the SUNY Brockport staff to serve as a resource specialist for the program as well as to assist in teaching courses and supervising practicum experiences. Guest lecturers were invited to contribute to various portions of the program.

The following number of trainees were selected for the following years of the Summer Traineeship Project: 11 in 1969, 39 in 1970, 24 in 1971, 24 in 1972, 12 in 1973, 15 in 1974, and 3 in 1975. Thus, 128 trainees participated in the seven-year summer traineeship project. Trainees of the Summer Traineeship Project were asked to evaluate the program following their experiences. Ratings of required courses and field experiences by trainees suggested that a high percentage of trainees had positive experiences. They indicated that they increased their knowledge and understandings of how to provide or improve physical education for individuals with disabilities (Winnick, 1973). SUNY Brockport obtained the following funds from the New York State Education Department: $8,000 in 1969, $30,750 in 1970, $18,000 in 1971, $18,000 in 1972, $9,000 in 1973, $11,200 in 1974, and $2,250 in 1975. The grand total of funds that were obtained for the following seven year summer traineeship project was $97,200 (Winnick, 1996a).

**Undergraduate Concentration in Adapted Physical Education**

The previous information in this chapter has been related to the adapted physical education program at the master's degree level. This section presents
information about the undergraduate concentration in adapted physical education at SUNY Brockport.

An undergraduate concentration in adapted physical education was approved at SUNY Brockport in 1982. (See Appendix E). The undergraduate concentration was developed to prepare individuals for teaching positions in the field as well as to provide a sufficient background for graduate study. A student interested in adapted physical education at the undergraduate level would pursue a Bachelor's of Science degree, a major in Physical Education, teacher certification in physical education, and a concentration in adapted physical education (Winnick 1981a).

Program Content

The first adapted physical education program at the undergraduate level was entitled special physical education. The requirements for the concentration are presented in Table 2.13. Beyond completion of a college-wide general education requirements, a student needed to complete the following prerequisites/corequisites: 31 semester hours in the academic major of physical education, 24 hours of teacher certification in physical education, and 12 semester hours in the adapted (special) physical education undergraduate concentration (Winnick 1981a). To complete the undergraduate adapted physical education concentration in 1993, a student would have to complete general education requirements, physical education major requirements, the teacher certification program in physical education, and the adapted physical education sequence of courses (Winnick, 1994). The undergraduate concentration in adapted physical education provided practical experiences at
<table>
<thead>
<tr>
<th>Table 2.13. 1982 Undergraduate Concentration in Adapted Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prerequisites/Corequisites</td>
</tr>
<tr>
<td>a. Program Prerequisites/Corequisites</td>
</tr>
<tr>
<td>Academic Major - Physical Education,</td>
</tr>
<tr>
<td>Teacher Certification - Physical Education,</td>
</tr>
<tr>
<td>b. Course Prerequisites/Corequisites</td>
</tr>
<tr>
<td>1. Required</td>
</tr>
<tr>
<td>*PEP 372 [B]</td>
</tr>
<tr>
<td>*PHE 413 [A]</td>
</tr>
<tr>
<td>**F SH 101 [A, L]</td>
</tr>
<tr>
<td>2. Recommended</td>
</tr>
<tr>
<td>*SOC 100 [A, S]</td>
</tr>
<tr>
<td>PEP 28 [B]</td>
</tr>
<tr>
<td>2. Special Physical Education Concentration</td>
</tr>
<tr>
<td>a. Required</td>
</tr>
<tr>
<td>**PEP 481 [B]</td>
</tr>
<tr>
<td>**PEP 482 [B]</td>
</tr>
<tr>
<td>EDI 311 [A]</td>
</tr>
<tr>
<td>***PEP 485 [B]</td>
</tr>
</tbody>
</table>

Note: *May be taken to complete general education requirements, physical education academic major requirements, or physical education teacher certification requirements. **To be designed as PEP 481/PHE 581 and PEP 482/PHE 582. From "Proposal For An Undergraduate Concentration In Special Physical Education" by J. P. Winnick, 1981. State University of New York, College at Brockport, Department of Physical Education and Sport.
off-campus sites and placement of undergraduate students at teaching centers. The off-campus sites are the same sites used for the graduate program. The content of the 1993 adapted physical education concentration is presented in Table 2.14.

**Faculty and Student Involvement**

The originator of the undergraduate concentration in adapted physical education was Dr. Joseph P. Winnick. Dr. Winnick and Dr. Francis X. Short were the instructors of the program from 1985 until 1993, when Dr. Cathy Houston-Wilson began teaching. At the outset of the program student enrollment was very small, with only 10 students participating in the concentration from 1985 to 1993. Student enrollment greatly increased from 1993 to 1997, with 11 students in the concentration in 1994-95 and 18 students in 1995-96.

**Program Changes**

In 1989, the following revisions paralleling the graduate concentration were made to the undergraduate concentration in special physical education: 1) competencies were revised in the concentration, 2) the title of the concentration was revised from special physical education to adapted physical education, and 3) course titles and descriptions were revised, along with the updating of course content (Winnick, 1989). In 1995, a change occurred in the program which permitted PEP 485, Adapted Physical Education Practicum to be waived if at least 50% of the student's undergraduate practicum (PEP 478) involved pupils with UNIQUE physical education needs.
Table 2.14. 1993 Undergraduate Concentration in Adapted Physical Education

A. Prerequisites/Corequisites
   Major in physical education
   Teacher certification in physical education

B. Course Prerequisites/Corequisites
   PEP 413 Human Growth and Development
   PEP 445 Adapted Physical Education
   PSH 101 General Psychology

C. Adapted Physical Education Program
   PEP 481 Instructional Strategies in Adapted Physical Education
   PEP 482 Adapted Physical Activity and Sport
   EDI 325 Understanding the Exceptional Learner
   PEP 485 Adapted Physical Education Practicum

D. Recommended Courses
   SOC 100 Introduction to Sociology
   PEP 281 Water Safety Instructor

Note. From "Programs In Adapted Physical Education," by J. P. Winnick, 1994. State University of New York, College at Brockport, Department of Physical Education and Sport.

Inservice Areas

The inservice projects to be discussed herein regarding professional preparation at SUNY Brockport will consist of the following five projects: Project Outreach, Mainstreaming Subcomponent, Sport Skills Project, the Train-A-Champ Project, and Department of Defense Dependent Schools (DoDDS) project.

Project Outreach

In 1975, PL 94-142: The Education for All Handicapped Children Act was passed. This act mandated physical education services for individuals with
disabilities and indicated that these services be free, appropriate, and provided in the least restrictive environment. Faculty of physical education at SUNY Brockport acknowledged this legislative movement and responded by implementing Project Outreach in 1977. Project Outreach was designed to prepare physical educators so they could provide physical education services as well as develop and implement programs for individuals with disabilities in accordance with the guidelines of PL 94-142. Project Outreach was conducted with funds provided by the U.S. Office of Education for the Handicapped, U.S. Office of Education (Winnick and Short, 1983b):

The project was directed by Dr. Joseph P. Winnick. Coordinators on the project included Dr. Paul Jansma (1977-78), Ms. Jan Hurwitz (1978-79), Dr. Francis X. Short (1979-80 and 1982-83), Dr. Ernest Degulis (1980-81), and Dr. David Porretta (1981-82) (Winnick and Short, 1983b). Project Outreach consisted of 26 two-to-three-day workshops from 1977-1983 with anywhere from 9 to 64 participants attending each workshop. An example of a Project Outreach workshop is presented in Appendix F. A two-week inservice workshop was offered at SUNY Brockport which was associated with a three-credit course entitled PHE 595: Mainstreaming Workshop. The workshop was for a total of 45 clock hours and there was no cost to individuals who elected not to receive graduate credit. Those who did elect to receive graduate credit were required to register and pay college tuition and fees for the course (Winnick and Short, 1983b).

There were times during workshops when individuals from local education agencies and graduate assistants from SUNY Brockport were included in the
workshops. There were a total of six graduate assistants who worked on Project Outreach from 1980-83 and performed such jobs as developing materials for inservice institutes, assisting in preparing flyers, disseminating information concerning workshops, arranging travel, and collecting and compiling data for evaluation. Three graduate assistants also took part in co-authoring articles that pertained to athletic opportunities for individuals with disabilities (Winnick and Short, 1983b).

The Project Outreach workshops were rated very highly by workshop participants. The workshop participants were asked to evaluate the workshops by using a scale which ranged from one to seven, with one representing the lowest and seven representing the highest possible rating. The following four criteria were used to evaluate the Project Outreach workshops: selection of speakers; quality of presentation, topics selected, and sequence of sessions. The mode from 1977-83 for all the individual criteria was 6 indicating that Project Outreach was positive to the participants in many ways.

As a part of Project Outreach, a HOTLINE service was developed and available for physical educators throughout New York State that provided immediate consultation and advisement from project staff. The HOTLINE staff included the project director, the project coordinator, and a graduate assistant. Most questions were answered immediately, but in some cases answers required a detailed written response (Winnick and Short, 1983b).

Project Outreach existed from 1977 to 1983 and a total of 992 professionals from New York State participated. Of these 992 professionals, 161 were directors of physical education, 735 were teachers of physical
education, and 96 were special educators, nurses, and other professional personnel. From 1977-1983, the total number of pupils with disabilities taught directly by institute participants was 14,487. The total number of pupils with disabilities taught by professionals directed by institute participants was 25,877. Therefore, a total of 40,364 pupils with disabilities were directly or indirectly reached by professionals attending Project Outreach inservice sessions (Winnick and Short, 1983b).

Project Outreach made many efforts to disseminate inservice information throughout New York State. Monographs included: Physical Education Inservice Resource Manual for the Implementation of the Education for all Handicapped Children Act (PL 94-142), The Preparation of Regular Physical Educators for Mainstreaming and Special Athletic Opportunities for Individuals with Handicapping Conditions provided background knowledge which helped to distribute information throughout New York State. (Winnick and Short, 1983b).

Mainstreaming Subcomponent

In the 1970s, more and more individuals with disabilities were being educated in regular school settings. As this was taking place, there developed a concern about offering good quality education in these settings. There was a hope that physical educators would be prepared for these responsibilities of educating youngsters in mainstreamed settings. Hence, Dr. Winnick developed a project to create a program which would help develop the necessary competencies for physical educators to teach individuals with disabilities in a mainstreamed setting. This project was developed as a subcomponent of a professional preparation grant funded by the Bureau of Education for the
Handicapped (BEH) from 1976 to 1979 (Winnick and Hurwitz, 1979). "The Undergraduate Mainstreaming Subcomponent" was developed and funded to examine and incorporate the implications of mainstreaming in the preservice undergraduate preparation program at Brockport. In order to attain this goal, the following objectives were established: "(1) Study and determine through institutes and other activities the appropriate competencies needed by regular physical educators to conduct programs that are mainstreamed and to determine the adequacy of the existing program for such preparation; (2) identify and propose appropriate modifications and/or changes in the present certification program physical education; (3) provide inservice activities so the present faculty may implement the program; and (4) develop methods of evaluation and evaluate the program" (Winnick and Hurwitz, 1979).

The mainstreaming subcomponent existed for three years from June 1, 1976 to May 31, 1979. Funds for the project were granted by the Bureau of Education for the Handicapped (BEH). The following funds were obtained for the project: $5,000 in 1976-77, $5,000 in 1977-78 and $7,000 in 1978-79 (Winnick and Hurwitz, 1979). The project director of the mainstreaming subcomponent was Dr. Joseph Winnick. Individuals serving as coordinators or consultants of the project included Dr. Ronald W. French, Dr. Paul Jansma, and Ms. Jan Hurwitz.

To attain the objectives of the project, the following activities were undertaken: (1) plan and conduct a National Symposium on mainstreaming in physical education, (2) determine the competencies required to prepare undergraduate physical educators to mainstream programs, (3) study existing
course offerings and make recommendations to make the required competencies so that they would be more suitable for a program designed to affect mainstream pupils, (4) incorporate required mainstreaming competencies into the future curriculum, and (5) provide faculty in the department with inservice and consulting services so they could develop competencies (Winnick and Hurwitz, 1979). A copy of the National Symposium is presented in Appendix G.

An evaluation of the subcomponent was completed at the end of the project. According to the evaluation, the project was successful in identifying the competencies necessary for regular physical educators to conduct programs that are mainstreamed (Winnick and Hurwitz, 1979). Several changes were found necessary to adequately prepare personnel for mainstreaming in the Brockport program to prepare physical educators. Many inservice activities were offered and many faculty benefited from the inservice activities. A manual co-edited by Dr. Joseph P. Winnick and Jan Hurwitz entitled The Preparation of Regular Physical Educators For Mainstreaming was developed. This manual was comprised of a series of papers related to mainstreaming and was designed primarily for adapted physical educators, regular physical educators, special education teachers, regular classroom teachers, administrators, supervisors, parents, paraprofessionals, and volunteers (Winnick and Hurwitz, 1979). The project made competencies related to mainstreaming a required part of the total program and convinced a large percentage of regular physical educators teaching in the program to include competencies in their courses related to
mainstreaming. It also identified core competencies, which must be taught by physical educators in adapted physical education.

**The Brockport Sport Skills Instructional Project**

In the late 1970s, Special Olympics, Inc. received a grant from the Bureau of Education for the Handicapped; U.S. Department of Education to develop sport skills in individuals with mental retardation. The primary purpose of the Brockport Sport Skills Instructional Program was to field test the sport skills instructional program designed by Special Olympics, Inc., Joseph P. Kennedy Jr. Foundation. The project was designed to develop and test the program in school and recreational settings for children who were moderately or severely mentally retarded. The Sport Skills Instructional Project for the Mentally Retarded was a three-year project that began in 1978 and ended in 1981. During the first year of the project (1978-79), there was a focus upon identifying areas of sport skill instruction that would be appropriate for children and youths who are mentally retarded (Winnick and Rogers, 1980). The second phase (1979-80) consisted of 15 sport skill units being pilot tested by approximately 25 physical educators/recreators in New Jersey and New York. In the final phase of the project (1980-81) the revised program was field-tested throughout the United States (Winnick and Rogers, 1980).

SUNY Brockport was provided a total of $7,380 by the Office for Children with Handicapping Conditions, New York State Education Department to field-test the sport skills in New York State between 1979 and 1980. The project was entitled the **Brockport Sport Skills Instructional Project**. The state project consultant was Dorothy Phillips, the project director from SUNY Brockport was
Dr. Joseph P. Winnick, and the project coordinator was Mr. Martin Rogers. During the fall of 1979, these three individuals were trained in sport skills instruction by Peter Wheeler (Special Olympics, Inc., Washington, D.C.) and his staff in New Jersey. The New York State project was conducted following the training in New Jersey (Winnick and Rogers, 1980).

Additional project staff consisted of two site coordinators and seven teacher implementers representing both Onondaga and Monroe Counties in upstate New York. Teacher implementers agreed to implement the project at their own school of employment (Winnick and Rogers, 1980).

The subjects for the Sport Skills Instructional Project for the Mentally Retarded consisted of 125 children and youth with mental retardation, 56% male and 44% female. The subjects were either at the elementary, junior high, or high school level, with most at the elementary level (Winnick and Rogers, 1980).

For field testing, teacher implementers selected from the following 15 sport skill units available: alpine skiing, bowling, cross country skiing, diving, frisbee disc, gymnastics, ice skating, swimming, track and field, basketball, floor hockey, poly hockey, soccer, softball, and volleyball. The teacher implementers selected a total of nine different units, some units being implemented by more than one teacher. This resulted in a total of 22 units being implemented in the study, with the teacher implementor implementing at least 3 sport skill units (Winnick and Rogers, 1980).

In order to successfully field-test the sport skill units, teacher implementers were asked to write comments and suggestions for revision on each unit. These suggested revisions and comments were presented at project
staff meetings conducted throughout the year. Teacher implementers were also asked to assess student performance by using a Sport Skills Assessment Sheet at the beginning and end of each unit (Winnick and Rogers, 1980).

According to Winnick and Rogers (1980), the most important accomplishment of the study was the revision of curricular units as a result of comments written on the units by teachers and recommendations presented during project meeting sessions. These activities resulted in appropriate and important changes in the Instructional Sport Skills Program. The project was summarized in a manual entitled *Sport Skills Instructional Project for the Mentally Retarded*, written by Winnick and Rogers (1980).

**Train-A-Champ**

In the 1960s, Special Olympics was created to provide athletic opportunities and experiences for individuals with mental retardation. Related to the goals of Special Olympics, it was important to develop training materials to enhance the participation and performance of individuals. The "Train-A-Champ" inservice training project, administered at Brockport was developed by Dr. Winnick to help professionals, paraprofessionals, parents, and volunteers to work more effectively with individuals with mental retardation using Special Olympic programs (Winnick, 1979).

According to Winnick (1979), "Some of the overall aims of this special project were:

1. to provide for more and expanded training opportunities for professional, paraprofessional, and volunteer workers throughout the State of New York,
2. to upgrade the quality of existing physical education and recreation services for persons with mental retardation,

3. to stimulate a broader community awareness of the potential benefits of appropriate physical education and recreation activities for youngsters with mental retardation, and

4. to provide a multiplier effect in provision of staffing through expanded inservice activities in school and agency programs".

The Train-A-Champ project included a series of two-day workshops held during January, March, and May of 1979. The workshop locations were Westchester Community College, Syracuse University, and the State University College at Brockport. A total of $8,200 was allocated for Train-A-Champ workshops by the Office For Children With Handicapping Conditions, New York State Education Department and The State University of New York, College at Brockport (Winnick, 1979).

The project director of Train-A-Champ was Dr. Joseph P. Winnick. The assistants of the project were Dianne Abruzo and Bonnie Chalmers. Dorthy Phillips served as the State Education consultant for the project and Ralph Provenza of the New York Special Olympics, Inc. helped Dorthy Phillips and Dr. Winnick plan the project (Winnick, 1979).

Workshops started with noted individuals providing welcoming remarks and a keynote address. This was followed by a session devoted to the Kennedy Foundation-sponsored Let's Play to Grow program and three generic presentations that dealt with motor learning and development, physical development, and general techniques related to teaching individuals with mental
retardation. The workshop then consisted of individuals giving separate presentations on winter sports, poly and floor hockey, track and field, soccer, volleyball and basketball, and swimming (Winnick, 1979).

There were a total of 160 participants who attended the workshops representing the following major categories: professionals, paraprofessionals, parents, and volunteers. Of the 160 participants, 117 received stipends to help with financial expenses. Each workshop was open and free to individuals who were interested. The participants involved in the workshops insured that they would share learned information to other persons within areas of their state. There were 78 participants who filled out evaluation forms related to the workshops. The number and roles of the 78 participants are presented in Table 2.15 (Winnick, 1979).

Participants were asked to rate the two-day training sessions by using a scale of one to seven, with one representing the lowest and seven representing the highest possible rating. The following criteria were evaluated from the workshops: selection of speakers, quality of presentations, topics selected, sequence of sessions, size of sessions, meeting facilities, and an overall rating. The mode for all the criteria was a rating of 6, except for size of sessions and meeting facilities which both had a rating of 7.

**Department of Defense Dependent Schools Project**

This project was a competitive contract awarded to SUNY Brockport to provide inservice education regarding physical education for individuals with disabilities. The primary purpose of this project was to provide a five-day
Table 2.15. Train-A-Champ Participants

<table>
<thead>
<tr>
<th></th>
<th>Westchester</th>
<th>Syracuse</th>
<th>Brockport</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical Education Teachers</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Teacher in a special class, school or agency</td>
<td>6</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>• College Students</td>
<td>0</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>• Paraprofessional or aides</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• Parent of youngsters with disability</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• Professional recreators</td>
<td>11</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>• Other (includes, high school students, directors and administrators, swimming instructor, rehabilitation counselor, house manager, secretary, and photographer)</td>
<td>9</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>


workshop to physical educators and special educators employed by the Department of Defense Dependent Schools (DoDSS). The workshop was held June 21-25, 1982 at SUNY Brockport. The workshop included both theoretical and practical experiences, direct service responsibilities and was designed to prepare participants to effectively conduct inservice workshops for other DoDSS
teachers within their particular regions. The workshop was conducted as part of a graduate three-credit course (Winnick and Porretta, 1982).

The DoDDS project was directed by Dr. Joseph P. Winnick and coordinated by Dr. David L. Porretta. Dr. Francis X. Short joined Winnick and Porretta as primary faculty members in the course. Mr. Edward Hurley, Mark Jenks, and Karla Richards served as graduate assistants in connection with the project (Winnick and Porretta, 1982).

Prior to the first full day of the course, a formal welcome was given to the participants and an overview of the program was presented. At this time, participants were asked to complete a needs assessment. The assessment identified specific needs of participants related to physical education for individuals with disabilities, and specific needs not already included in the course were then identified (Winnick and Porretta, 1982).

An outline of the course appears in Appendix H. As part of the course, a two-hour a day practicum experience was offered in which DODDS participants were assigned to work with one individual who had a disability. The individual who was disabled was either associated with the Spencerport BOCES or Lifetime Assistance, Inc. in Brockport. The practicum provided "hands-on" experience for the participants and gave them an opportunity to develop an individualized educational program (IEP) for each of their students. This practicum experience was an integral part of the workshop program, and results indicated that 24 of the 26 participants felt that the practicum was a positive experience (Winnick and Porretta, 1982).
A total of 26 teachers were enrolled in the course: 19 physical educators and 7 special educators (see Appendix I). Participants in the course were from the following regions throughout the world: Atlantic - 5, North Germany - 7, Pacific - 7, Pacific - 5, South Germany - 6, Washington D.C. - 1 (Winnick and Porretta, 1982).

A form to evaluate the course was jointly developed by project staff and DoDDS teachers. Information was collected on the effectiveness of meeting workshop objectives, knowledge of the presenters, use of media, quality of workshop content, effectiveness of the practicum experience; and appropriateness of administrative services. In summary, the evaluation indicated that the participants had a very positive educational experience and would attend workshops in the future similar to the one held at SUNY Brockport.
CHAPTER III
FUNDED RESEARCH

The three externally funded research projects that will be discussed in this chapter are Project UNIQUE, Project UNIQUE II, and Project Target. The information covered regarding Project UNIQUE I and II includes background, objectives, methods and procedures, and results. Due to the fact that Project Target falls outside the time period of the completion of this thesis, information presented regarding Project Target will be limited to an introduction, project aim, and methods and procedures. Flyers of Brockport projects related to adapted physical education can be see in Appendix J.

Project UNIQUE

Project UNIQUE encompasses a federally funded grant entitled “The Physical Fitness and Performance of Sensory and Orthopedically Impaired Youth” conducted during 1979-1982. Project UNIQUE was conducted to determine UNIQUE needs of individuals with sensory and orthopedic impairments, and from this information to develop a physical fitness test and training program for adolescents (10-17 years of age) with disabilities. Dr. Joseph Winnick served as director of the project and Dr. Francis X. Short served as the coordinator. The project included subjects who were nondisabled and subjects with auditory, visual, or orthopedic disabilities (Winnick and Short, 1982). This project was funded by Special Education Programs, U.S. Department of Education for $352,654 (Winnick, 1996a).
Objectives

The purpose of Project UNIQUE was to provide basic data to determine UNIQUE needs of sensory and orthopedically impaired youngsters as well as to provide information regarding factors which may influence the development of the physical fitness of these populations. More specifically, according to Winnick and Short (1982), the objectives of this study were:

1. To provide descriptive data of the physical performance of orthopedically and sensory impaired boys and girls between the ages of 10 and 17.
2. To compare the physical fitness of orthopedically and sensory impaired samples with each other and with normal boys and girls of the same sex and age.
3. To identify, analyze, and compare age trends of the physical development of normal, orthopedically, and sensory impaired boys and girls.
4. To analyze the effects of onset of disabled conditions, physical education experiences, activity history, and geographic influences on the physical fitness of orthopedically and sensory impaired boys and girls.
5. To determine sex influences on the physical fitness of orthopedically and sensory impaired boys and girls.
6. To determine the factor structure of physical fitness of orthopedically and sensory impaired boys and girls and compare the factor structure with normal populations and with each other.
7. To identify curricular implications pertaining to physical fitness on the basis of measured physical fitness abilities of orthopedically and sensory impaired boys and girls.

8. To develop valid and reliable tests of physical fitness for the orthopedic and sensory impaired on the basis of data collected.

**Methods and Procedures**

The first step taken with Project UNIQUE was to formulate a hypothesized factor structure of the physical fitness of adolescents with and without disabilities between the ages of 10 and 17. The next step was to identify, define, and classify the groups of subjects in a way which would be relevant to physical fitness performance. The third step was to select tests that would measure the various hypothesized physical fitness factors and to modify these for individuals with disabilities, as appropriate. With the fourth step, items had to be analyzed in terms of subject classification to determine whether specific test items could be administered to a particular subgroup. Items were eliminated for a particular subject group if the subjects could not appropriately take a test. Participation guides were developed so that testers knew which items should be administered or modified for a particular group or subgroup. The fifth step consisted of developing a network that could be employed for the testing of subjects throughout the United States. Steps such as training personnel to administer the test, selecting subjects, recording data, and forwarding data to The State University of New York at Brockport (SUNY Brockport) for analysis were taken following the establishment of the network. Subjects were selected after the testing personnel were trained and certified to collect data. Tests were then
administered, with the data being transferred from field data recording sheets to computerized scan sheets. The Project UNIQUE central staff then checked data before the project staff could analyze it. Once the data were analyzed, a final report including a physical fitness test and training program was developed (Winnick and Short, 1982; Winnick and Short, 1985).

Results

The results from Project UNIQUE were taken from the eight initial objectives of the study. A total of 3,914 subjects were tested for Project UNIQUE during a two-year span from March 1980 to March 1982.

OBJECTIVE #1: To provide descriptive data of the physical performance of orthopedically and sensory impaired boys and girls between the ages of 10 and 17.

OBJECTIVE #2: To compare the physical fitness of orthopedically and sensory impaired samples with each other and with normal boys and girls of the same sex and age.

In regard to objective 1, descriptive data on the physical performance of boys and girls with orthopedic and sensory impairments is presented in detail in the project's final report. Space does not permit detailed presentation herein. However, data were used to attain other objectives.

In regard to objective two, the first comparison was between subjects without impairments and subjects with auditory impairments. When normal subjects were compared with subjects with auditory impairments, subjects with auditory impairments (skinfolds excluded) never significantly exceeded the performance of normal subjects. However, for a number of test items no significant differences were found between the two groups. Overall, the
performance of subjects who were normal was well within the reach of subjects with auditory impairments.

There were differences when comparing the physical fitness of subjects who were normal and subjects with visual impairments. In fact, more differences were found when comparisons were made between subjects who were normal and subjects with visual impairments than when making comparisons between subjects who were normal and subjects with auditory impairments. Subjects with visual impairments (skinfolds excluded) never significantly exceeded the performance of subjects who were normal, and there were instances of a lack of significant differences in certain test items. The largest difference between the two groups occurred in items involving ambulation. In certain instances, individuals with visual impairments exceeded the median point of subjects who were normal. However, this was less frequent than the case of individuals with auditory impairments (Winnick and Short, 1982).

The groups of subjects with cerebral palsy or spinal neuromuscular conditions differed significantly from the normal group on almost every performance test item, with differences favoring subjects who were normal (Winnick and Short, 1982).

In regard to individuals with congenital anomalies/amputations, comparisons were limited in this study. It was found that individuals with congenital anomalies/amputations were more variable in their performance on physical fitness tests than normal subjects (Winnick and Short, 1982).

Only one comparison was made between disability groups: the performance of subjects with auditory impairments and subjects with visual
impairments were compared. It was found that the performance of subjects with auditory impairments was generally superior to that of subjects with visual impairments (Winnick and Short, 1982).

A factor that was believed to have an effect on physical fitness performance was the severity of the disability that the individual possessed. Results indicated that, in general, differences between individuals who were hard of hearing and individuals who were deaf were not significant on measures of physical fitness. When comparing subjects with visual impairments, results favored the subjects who were partially sighted over those who were blind, where significant differences were found. When discussing the severity of condition on the performance of an individual with cerebral palsy, the less severely impaired individuals achieved superior scores over those more severely impaired. In relation to subjects with neuromuscular conditions, the severity of the condition was represented by spinal cord lesion, and the results showed that the site of lesion was not a significant factor on Project UNIQUE test items (Winnick and Short, 1982).

OBJECTIVE #3: To identify, analyze, and compare age trends of the physical development of normal, orthopedically, and sensory impaired boys and girls.

The results from Project UNIQUE indicated that physical fitness test scores change with age for subjects without disabilities and for subjects with auditory or visual impairments. As the age of these subjects increased, so did their performance on most Project UNIQUE test items. Although physical fitness scores tended to increase with age, there were exceptions. These tended to occur more frequently in the cases of subjects with orthopedic disabilities.
Higher scores with age on test items did not occur as commonly for subjects with orthopedic impairments. Also regarding ages, the performance of girls who were normal tended to level off between the ages of 12 and 14, while the rate of improvement for boys demonstrated an increase within these ages (Winnick and Short, 1982).

OBJECTIVE #4: To analyze the effects of onset of handicapping conditions, physical education experiences, activity history, and geographic influences on the physical fitness of orthopedically and sensory impaired boys and girls.

An analysis of the influence on physical fitness of age of onset of handicapping conditions was limited to the sample with visual impairments. It was found that the age of onset of a disability for subjects with visual impairments was not a significant variable in the performance of Project UNIQUE physical fitness measures (Winnick and Short, 1982).

An attempt was made to determine the effect of physical education experiences on the physical fitness performance of the subjects who participated in Project UNIQUE. Information was collected regarding how many subjects were receiving physical education, how many minutes a week the subjects were receiving physical education, and the number of subjects receiving physical education from a professional or non-professional physical educator. The effects of the variables could not be determined because almost all the subjects in the study were already receiving physical education, they were receiving it for a similar amount of time, and they were receiving it from a professional physical educator (Winnick and Short, 1982).
When analyzing the influence of educational environment on physical fitness results, subjects were classified as either institutionalized residents, institutionalized nonresidents, or non-institutionalized. Results indicated that educational environment was not a factor on physical fitness performance in the orthopedic subgroups but was a factor in the groups with sensory impairments, generally in favor of the institutionalized subjects. More test items were affected by educational environment for subjects with auditory impairments than for subjects with visual impairments (Winnick and Short, 1982).

Another stated objective of Project UNIQUE was to study the physical fitness of subjects as a function of geographical location. The locations considered involved the northeast, southeast, central, northwest, and southwest areas of the United States. There was a disproportionate number of subjects tested within the different regions of the United States and for this reason the influence of geographical location on performance was not pursued. In some cases, the number of subjects was too low and this also contributed to the decision not to analyze influence of geographical location on performance (Winnick and Short, 1982).

OBJECTIVE #5: To determine sex influences on the physical fitness of orthopedically and sensory impaired boys and girls.

For most subject groups on most Project UNIQUE test items, sex was a significant factor. Sex was found to have a similar effect on the performance of subjects who were normal, subjects who were auditory impaired, and subjects who were visually impaired. Boys generally exceeded the performance of girls on the Project UNIQUE test items. Exceptions included the sit-and-reach test,
where the girls performed better than the boys, and the trunk raise, where no significant sex difference was found (Winnick and Short, 1982).

There were fewer sex differences found for subjects with spinal neuromuscular conditions and even fewer differences found for subjects with cerebral palsy. Where differences occurred, scores of boys exceeded those of girls of the same age. For subjects with a spinal neuromuscular impairment, sex contributed to only one significant difference in one Project UNIQUE test item. Boys exceeded the girls in the softball throw (Winnick and Short, 1982).

OBJECTIVE #6: To determine the factor structure of physical abilities of orthopedically and sensory impaired boys and girls and to compare the factor structure with normal populations and with each other.

Based on the results of Project UNIQUE, it was found that the factor structure of physical fitness of the groups involved in the study exhibited similar but not identical patterns. The factor structure of the groups involved included body composition, muscular strength/endurance, flexibility, and cardiorespiratory endurance. Because the factor structure of the groups involved was similar, it was suggested that general curricular orientation related to physical fitness may be similar (Winnick and Short, 1982).

OBJECTIVE #7: To identify curricular implications pertaining to physical fitness on the basis of measured physical fitness abilities of orthopedically and sensory impaired boys and girls.

Project UNIQUE presented curricular implications related to 1) commonality of factor structure, 2) levels of physical fitness, 3) type and severity of handicapping condition, 4) age, 5) sex, 6) educational setting, 7) individualization, 8) educational responsibility, and 9) training materials. It was
recommended that curricular implications regarding these areas be implemented for the benefit of individuals with disabilities (Winnick and Short, 1982).

OBJECTIVE #8: To develop valid and reliable tests of physical fitness for the orthopedic and sensory impaired on the basis of data collected.

Based on the data collected, a norm-referenced physical fitness test was published for use with individuals with sensory or orthopedic disabilities. It was entitled Physical Fitness Testing of the Disabled (Winnick and Short, 1985).

Publications and Presentations

Project UNIQUE yielded a 626-page final report published in November 1982 which can be used by educators when studying the physical fitness of individuals with disabilities (Winnick and Short, 1982). There were a total of 18 presentations given by either Dr. Winnick and/or Dr. Short related to Project UNIQUE. Along with these presentations, Dr. Winnick and Dr. Short published seven articles referring to Project UNIQUE and the Project UNIQUE test manual. The presentations and publications may be found in the resumes of Dr. Winnick and Dr. Short in Appendix K.

Project UNIQUE II

Between 1986 and 1988, Dr. Winnick and Dr. Short conducted another externally funded research project entitled The Physical Fitness of Adolescents with Cerebral Palsy, Project UNIQUE II. The project was funded for a 24-month period for a total of $130,459 by Special Education Programs, U.S. Department of Education. Dr. Winnick wrote the proposal and served as the project director while Dr. Short served as the coordinator of this follow-up study on Project UNIQUE.
Objective

The objective of Project UNIQUE II was to determine the effect of mild retardation on the performance of physical fitness in individuals with cerebral palsy. This objective was pursued by determining whether mental retardation significantly affected the performance of physical fitness of adolescents with cerebral palsy of different ages and genders. There was also a comparison of the factor structure of physical fitness of boys and girls with cerebral palsy who are non-retarded and mentally retarded.

Methods and Procedures

A total of 203 adolescents with cerebral palsy, between the ages of 10 and 17, were used for data analysis in Project UNIQUE II. The subjects included 70 males who were nonretarded, 52 females who were nonretarded, 42 males who were mentally retarded, and 39 females who were mentally retarded. Subjects were selected from both segregated and nonsegregated testing sites throughout the United States that agreed to participate in the study. For the final sample, subjects from several contiguous parts of the United States were included.

The UNIQUE Test

The Project UNIQUE Physical Fitness test was selected as the test used to represent the hypothesized structure of physical fitness for Project UNIQUE II.

Field Testers

Field testers were prepared and certified for data collection by either the project director or project coordinator of the central project staff and/or by individuals prepared and certified by the central project staff. Data for Project
UNIQUE II were collected by 53 field testers who generally were physical educators or graduate students pursuing master's or doctoral degrees. The responsibilities of field testers included identifying and selecting subjects, attaining permission to test, administering tests, recording data, and forwarding data to the central project staff for checking, computer preparation, and analysis.

Results

The results of Project UNIQUE II were applied to the following research questions:

1. Is the physical fitness performance of adolescents with cerebral palsy significantly influenced by mental retardation?
2. To what extent, if any, do the factor structures of mildly retarded and non-retarded youngsters with cerebral palsy vary?

When Project UNIQUE II was completed, the results provided the following answers to the questions above:

1. Mild mental retardation was not a significant factor on the physical fitness test performance of individuals with cerebral palsy.
2. The physical fitness factor structure of mildly retarded and non-retarded adolescents with cerebral palsy is virtually identical.

Dissemination

In August 1988, a final report was prepared for Project UNIQUE II (Winnick and Short, 1988). This 60-page final report is provided for individuals who may be interested in the physical fitness of adolescents with cerebral palsy.
Project Target

The third major externally funded research project in the field of adapted physical education was designated as Project Target. Project Target was designed to establish a health-related criterion-referenced physical fitness test for individuals with disabilities, ages 10-17. In developing the test for Project Target, it was necessary to test subjects with disabilities throughout the country on physical fitness items. Project Target encompassed the years 1993 to 1998. The Office of Special Education and Rehabilitative Services, U.S. Department of Education funded this five-year research project for $807,000. Project Target was proposed in 1993 by Dr. Joseph Winnick who served as the director. The initial coordinator who served for one year was Dr. George Lawther; Dr. Short then served as project coordinator for the remaining years of the project.

Methods and Procedures

Several methods and procedures were outlined to attain the objectives of the project. The first step was to define health-related physical fitness. The second step was to select subjects for the study. The third step was to classify subject groups. The fourth step was to determine physical fitness items that needed modification and to determine standards for acceptable performance. The fifth step was to establish validity through a review of literature, recommendations from a panel of experts, and analysis of collected data. The sixth step was to establish reliability and validity related to test items and/or standards. The seventh step was to develop and recommend a health-related criterion-referenced physical fitness test for youths with disabilities. The eighth
step was to develop an educational component to develop physical fitness for individuals with disabilities. The ninth step was the dissemination of results.

**Dissemination of Results**

Upon completion of the project, a final report was completed (Winnick and Short, 1998). Several parts of the report were subsequently published in the form of a test manual, a software package, a training manual, and a videotape.
CHAPTER IV
ATHLETIC SERVICES

This chapter discusses athletic activities conducted at SUNY Brockport from 1968 to 1993 for youngsters with disabilities. Athletic activities conducted at SUNY Brockport have a long association with Special Olympics and the New York State Games for the Physically Challenged. In this chapter, information will be presented to the extent possible on the following topics: relevant background information; time and location of games, participants, activities, leaders, and contributors.

Special Olympics

The Special Olympics were created by the Joseph P. Kennedy, Jr. Foundation, and competition is conducted at various levels including the international level. Special Olympics were created to improve physical fitness, and sports training, and to provide opportunity for athletic competition for children and adults with mental retardation.

In 1968, Jim Viggiani from Boces II in Spencerport, N.Y. approached Dr. Winnick about holding a Monroe County Special Olympic competition at SUNY Brockport. According to Dr. Winnick, the Monroe County Special Olympics were held on the SUNY Brockport campus in 1968 (personal communication, Winnick, October, 1997). Unfortunately, no detailed information regarding this competition has been found.

In the fall of 1974, Dr. Winnick initiated the idea of hosting the New York State Special Olympics at SUNY Brockport. In order to accomplish this, he designated Noel Shakeshaft, a faculty member who was funded on one of Winnick's professional preparation grants, to discuss and pursue the idea with the college administration. The idea was positively received and Dr. Albert
Brown, president of the college at the time, appointed Peter Smits, an administrator at the college, to be in charge of the major responsibilities of hosting the State games at SUNY Brockport (personal communication, Winnick, October 16, 1997). Following interaction with representatives of the New York State Special Olympics, SUNY Brockport was chosen as the site of the 1975 State Special Olympics; the games were a huge success. SUNY Brockport hosted the Special Olympics State meet on June 12-14, 1975 with approximately 1,100 athletes and 1,100 volunteers. Following the 1975 games, Dr. Albert Brown held a meeting to discuss the idea of hosting the games again in the future. At this meeting, Dr. Winnick proposed that SUNY Brockport be the host for the International Special Olympics (personal communication, Winnick, October 16, 1997). Dr. Brown and others at the meeting decided that SUNY Brockport should first host the State Special Olympics for one more year in 1976. Dr. Albert Brown felt that more experience would be beneficial prior to hosting the international games at SUNY Brockport (personal communication, Brown, October 22, 1997). He wanted the students at the college to have hands-on experience in working with individuals with mental retardation. SUNY Brockport subsequently served as the host site for the New York State Special Olympics in 1976. In 1976, more than 1,100 athletes with mental retardation and 1,400 volunteers were involved in the games. Along with participating in the events, athletes had a chance to attend 22 clinics on various sports and activities.

During the morning following the 1976 New York State Special Olympics, a meeting was held in which Mr. Smits discussed the idea of hosting the International Special Olympics at SUNY Brockport with the chairman of the Board of Directors of the New York State Special Olympics, Dorothy Phillips. Mrs. Phillips supported SUNY Brockport's intentions which were refined through
discussions between her and General Robert M. Montague Jr., executive director of Special Olympics Inc. (Stylist, 1977). Montague stated that the Joseph P. Kennedy Foundation "is not only interested in Brockport bidding for the 1979 International Games, they are excited about it" (Stylist, 1977). Mr. Smits chaired the bidding committee and a bid was submitted to Special Olympics to host the International Games. A unanimous endorsement was received (Stylist, 1977). A press conference was held at the Plaza Hotel in New York City where Mrs. Shriver, joined by Hugh L. Carey, governor of New York State, announced to the whole world that Brockport was the site for the 1979 International Special Olympics (Smits, 1977).

The facilities at SUNY Brockport were suitable for Special Olympics. The Ernest H. Tuttle Physical Education Complex contains six gymnasiums, an indoor ice rink, an Olympic-sized 50-meter pool, gymnastic rooms, weight training facilities, and handball courts. The State of New York refurbished the outdoor running track and upgraded it to an eight-lane all weather surface. A 10,000-seat stadium was constructed with the help of a private fund raising campaign.

A ten-ton monumental sculpture worth $1.25 million was donated by the Soviet Union in honor of the Games and the International Year of the Child (see Figure 4.1). The artist of the sculpture was Zurab Tsereteli and the design consisted of five bronze sculptures surrounding a fifty foot diameter pool with a central fountain (Smits, 1977).

Many of the volunteers at the International Special Olympics were celebrities: "the great Muhammad Ali, Hank Aaron, Arnold Schwarzenegger, Bobby Orr, Rafer Johnson, Dick Fosbury, Phil Esposito, and other greats who conducted teaching clinics" (Smits; 1977).
Transportation was difficult because individuals arrived at staggered times by train and by air; additionally, people were battling airline strikes and worldwide communication delays (Smits, 1977).

On August 8-13, 1979, nearly 3,500 athletes from 24 countries took part in the International Special Olympics at SUNY Brockport. The 24 countries are listed in Table 4.1.

In 1979, Special Olympics International divided the competitive events up into two categories, individual sports and team sports. The individual sports included track and field, swimming, frisbee-disc, gymnastics, one-meter diving, wheelchair events, and bowling. The team sports included basketball, floor hockey, poly hockey, soccer, and volleyball. Some of the more recognizable 1979 International Special Olympics head coaches for these events are listed in Table 4.2.
Table 4.1 Participating Countries in 1979 International Games

<table>
<thead>
<tr>
<th>Country</th>
<th>Country</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>El Salvador</td>
<td>Mexico</td>
</tr>
<tr>
<td>Australia</td>
<td>England</td>
<td>Netherlands</td>
</tr>
<tr>
<td>Bahamas</td>
<td>Germany</td>
<td>Okinawa</td>
</tr>
<tr>
<td>Belgium</td>
<td>France</td>
<td>Paraguay</td>
</tr>
<tr>
<td>Brazil</td>
<td>Ghana</td>
<td>Philippines</td>
</tr>
<tr>
<td>Canada</td>
<td>Honduras</td>
<td>Spain</td>
</tr>
<tr>
<td>Columbia</td>
<td>Hong Kong</td>
<td>Venezuela</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Ireland</td>
<td>United States of America</td>
</tr>
</tbody>
</table>

Note. From “The Story of the 1979 International Summer Special Olympics” State University of New York, College at Brockport.

Table 4.2 Special Olympic Head Coaches (1979 International Games)

<table>
<thead>
<tr>
<th>Coach</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafer Johnson</td>
<td>Head Coach</td>
</tr>
<tr>
<td>Frank Gifford, Donna DeVarona</td>
<td>Assistant Head Coach</td>
</tr>
<tr>
<td>Julius Erving</td>
<td>Basketball</td>
</tr>
<tr>
<td>Brian Watson, Stan Mikita</td>
<td>Floor Hockey</td>
</tr>
<tr>
<td>Pele, Kyle Rote, Jr.</td>
<td>Soccer</td>
</tr>
<tr>
<td>Gary Erwin</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Janet Lynn</td>
<td>Ice Skating</td>
</tr>
<tr>
<td>Jennifer Chandler</td>
<td>Diving</td>
</tr>
<tr>
<td>John Naber</td>
<td>Swimming</td>
</tr>
<tr>
<td>Bruce Jenner</td>
<td>Track &amp; Field</td>
</tr>
<tr>
<td>Billy Kidd</td>
<td>Winter Special Olympics</td>
</tr>
</tbody>
</table>

Note. From “The Story of the 1979 International Summer Special Olympics” State University of New York, College at Brockport.
Chaperones from each country were needed to help the athletes arrive at the Special Olympics as well as to provide any service which might be needed by the athletes. There were nearly 3,500 volunteers at the 1979 International Special Olympics at SUNY Brockport. Volunteers held such responsibilities as officiating, providing a team clinic, assisting with telephones, helping out in language translations, and being a hugger at the finish line.

The total cost to host the 1979 International Special Olympic games was $2,500,000. This figure included transportation of athletes and chaperones, uniforms and athletic gear, on-site improvements, food, lodging, and special events (Warner, 1979).

Eunice Kennedy Shriver has said, "In Special Olympics it is not the strongest body or the most dazzling mind that counts. It is the invincible spirit, which overcomes all handicaps. For without this spirit, winning medals is empty" (Smits, 1977). This spirit has left Brockport with a gift, which cannot be found anywhere.

**New York State Games for the Physically Challenged**

The New York State Games for the Physically Challenged (NYSGPC) were developed in 1985. New York became the first state to offer a funded program of competition which included track and field, slalom, swimming, equestrian events, and table tennis for individuals with physical challenges. The NYSGPC games were an outgrowth of the 1984 International Games for the Disabled (known today as the Paralympics) that were hosted by Nassau County, Long Island. The NYSGPC games are funded by the state of New York through the New York State Parks Commission and are provided for individuals aged 5-
21 who fit in one of the following disability categories: cerebral palsy, blind, visually impaired, deaf, hearing impaired, spinal cord injured, amputee, or Les Autres (French term meaning 'the other', i.e. Muscular Dystrophy, arthritis, dwarfism, etc.).

In 1986, Susan Gordon-Ryan presented material at the NYSAPERD conference related to the Games for the Physically Challenged. Dr. Winnick and Dr. Short were present at the conference and they became interested in the Games for the Physically Challenged. Dr. Winnick and Dr. Short approached Ms. Gordon-Ryan after her presentation and asked her to visit Brockport where she could present a workshop related to the Games for the Physically Challenged. Accordingly, Gordon-Ryan and five adult athletes came to Brockport and provided a workshop to youngsters with disabilities (personal communication, Gordon-Ryan, November, 18 1997). Winnick and Short wanted SUNY Brockport to host the Western Area Games for the Physically Challenged. Dr. Winnick suggested the idea to Dean Ginny Studer who discussed the idea with President, John Van de Watering. Ms. Gordon-Ryan states that "the president of the college, John Van de Watering, was very supportive of Brockport hosting the games" (personal communication, Gordon-Ryan, November 18, 1997). SUNY Brockport has hosted the western area New York State Games for the Physically Challenged annually since 1987. In 1987, Pam Maryjanowski and Ray Stoldt were two graduate assistants at SUNY Brockport who helped administer the first western area Games for the Physically Challenged at Brockport. They reported to Dr. Jim Gillete who coordinated the
games at SUNY Brockport. In 1989, Maryjaowski assumed the Western Regional Coordinator position and has held this position through 1993.

The first games were statewide and were held in 1985 on Long Island with a total 240 athletes included in the events. In 1987, the number of athletes grew to 700 when the games moved from a single site event to a two-site event. SUNY Brockport became a host to the Western Area Games for the Physically Challenged in 1987 and was joined two-years later in 1989 when Amsterdam also became a host. There are 1,000 volunteers who provide hard work and dedication to the Games for the Physically Challenged. The estimated number of children competing in 1995 in Amsterdam, Long Island, and SUNY Brockport combined was 2,500. After the games in 1995, Amsterdam dropped out as a host to the games, leaving Long Island and Brockport as the two hosts. As a result, the number of athletes has decreased to approximately 500-1,100 on Long Island and 400 in Brockport (personal communication, Pam Maryjanowski, February, 12 1998).

Most athletes in the games come from New York State. Others come from other states and countries including Massachusetts, New Jersey, Pennsylvania, Connecticut, Hawaii, Canada, and Ireland.

Each athlete who participates in the games is categorized according to age group, physical challenge, and degree of ability. The classification system for competition used for the Games for the Physically Challenged is the same classification system held by the Sport Organizations for Disabled Sports. The competitive events at the games are track events, field events, swimming events, slalom, equestrian events, table tennis, and archery.
Chapter V

FACULTY AT SUNY BROCKPORT

This chapter consists of information related to faculty directly associated with the adapted physical education program at SUNY Brockport. There have been ten faculty members with primary expertise in adapted physical education who have taught in and contributed to the program between 1968 and 1993. Dr. Joseph P. Winnick and Dr. Francis X. Short have been directly associated with the adapted physical education program at SUNY Brockport for more than 10 years and their contributions are briefly summarized in this chapter. Detailed information on each is presented in their resume located in appendix K.

Joseph P. Winnick

Dr. Joseph P. Winnick has been involved with many diverse activities at SUNY Brockport. These include teaching graduate and undergraduate preservice courses at the college, being involved with Special Olympics and the Games for the Physically Challenged, and being highly involved with professional preparation and funded research projects at the college.

Dr. Winnick completed his bachelor's degree at Ithaca College in 1960. He then moved on to Temple University where he received his master's degree in education with a major in Health and Physical Education in 1961. After teaching physical education in Baltimore County, Maryland from 1961 to 1963, he returned to Temple University, for his doctoral degree. Winnick received his doctoral degree (Ed.D) in 1967 and then completed postdoctoral work in adapted physical education at the same university. In 1985, he completed the New York State administration-supervision certification at SUNY Brockport.

Dr. Winnick served as the first President of the Research Section, New York State Association for Health, Physical Education and Recreation from 1969-70. In 1975, he co-chaired the National Advisory Committee on Physical
Education and Recreation for the Handicapped. Winnick was selected to the Board of Directors of the National Consortium on Physical Education and Recreation for the Handicapped in August, 1977 and subsequently elected as President of the National Consortium on Physical Education and Recreation for the Handicapped (held in St. Louis, Missouri on July 21, 1978).

Figure 5.1 Joseph P. Winnick

Dr. Winnick held the presidency from August 1979 - 1980.

Winnick has received many important honors. In the 1960's, Winnick was given the Outstanding Young Man of America and the Outstanding Teacher of Exceptional Children awards. In 1984, he received an award for outstanding research contributions from the New York State Alliance for Physical Education,
Recreation; and Dance (NYSAHPERD). In 1986, The National Consortium for Physical Education and Recreation for the Handicapped awarded Dr. Winnick the Hollis Fait Scholarly Contribution Award. In 1988, Winnick was named Higher Educator of The Year by NYSAHPERD and was selected as a Fellow in the Research Consortium of AAHPERD. In 1989, Winnick was given the Amazing Person Award from the Special Physical Education Section of NYSAHPERD. Winnick received a Career Achievement Award from the Office of Academic Affairs, SUNY-Brockport in 1989. In 1990, Winnick received the G. Lawrence Rarick Research Award from the National Consortium on Physical Education and Recreation For the Handicapped (Winnick, 1996a). In 1997 Winnick was promoted to distinguished service professor by the State University of New York, and he received the Professional Recognition Award from the Adapted Physical Activity Council of AAHPERD.

From 1967 to 1993, Winnick published numerous articles in several periodicals: Physical Educator, Research Quarterly for Exercise and Sport, Adapted Physical Activity Quarterly, Palaestra, and the Journal of Physical Education, Recreation, and Dance. Winnick has also written or edited two textbook books, the most recent and most popular entitled Adapted Physical Education and Sport. His 1979 text entitled Early Movement Experiences and Development was published in the United States by W.C. Saunders Co. and was translated into Japanese and published in Tokyo in 1992. He has published several monographs, seven of which were reproduced by Educational Resources Information Center (ERIC).
Winnick has also made numerous presentations at professional meetings on the state, national, or international levels. In August of 1993, he was a keynote speaker at the 9th International Symposium on Adapted Physical Activity in Yokohama, Japan.

Between 1971 and 1993, Winnick attained $1,811,900 for grants and contracts. Grants were received for professional preparation projects in adapted physical education. (these are described in Chapter III). In 1971-1972, the amount received for the professional preparation program was $30,000, this funding level increased to $61,598 in 1992-1993. His two largest research grants between 1968 and 1993 were Project UNIQUE ($352,654), and UNIQUE II ($130,459). In 1993, Winnick received $807,000 for Project Target, a research project designed to develop a health-related criterion-referenced physical fitness test for youth with disabilities.

Winnick has performed consulting on the local, state, national, international, university and commercial levels. Some of Winnick's consulting on the national level include being a reviewer for Research Quarterly for Exercise and Sport, Journal of Physical Education, Recreation and Dance, Palaestra and Adapted Physical Activity Quarterly.

Some of Winnick's consulting on the national level includes serving as internal consultant and/or field reader of Professional Preparation Grants, U.S. Department of Education for eleven years between 1969 and 1993. He was selected as field reader and/or internal panelist, Research Projects, U.S. Department of Education for five years between 1976 and 1992. He was also selected as field reader of Special Projects for the Bureau of Education for the
Handicapped, U.S. Office of Education for two years and as field reader for
student research grants for the Bureau of Education for the Handicapped, U.S.
Office of Education for two years. He was selected as a field reader and
panelist for Model Program Grants, Department of Education in 1979 and in
1980. He served as Internal Consultant and field reader, Secondary Educational
Transitional Services for Handicapped Youth Program, Department of Education
in 1986. Winnick also performed duties as a Consultant to Special Olympics

On the state level, Winnick served as a consultant on adapted physical
education to the New York State Education Department, Albany, NY, in 1971-72.
He also served on the New York State Education Department Task Force on
adapted physical education from 1992 to 1995.

At the university level, Winnick served as a consultant to the University of
Puerto Rico relative to a federally funded program designed to develop teachers
in the area of physical education. He also served as a consultant and three-
week workshop instructor for the University of Puerto Rico in 1973. Winnick was
appointed as consultant to the New York University Prototype Doctoral
Preparation Program in Adapted Physical Education in 1974, 1978, 1979, 1981,
and 1984. Winnick served as a consultant for a Special Physical Education
Project during March 16 - April 4, 1978 at Mankato State University in Mankato,
MN. He also served in March, 1989 as an Advisory Board Member for an
Adapted Physical Education Project at SUNY Cortland. Dr. Winnick performed
numerous consulting activities on the local level in the areas surrounding
Brockport (Winnick, 1996a).
Winnick feels that his most important contributions to the adapted physical education program at Brockport include:

- Beginning the program in 1968.
- Teaching courses in adapted physical education in the Department of Physical Education and Sport.
- Obtaining external funds for students to enroll in the master’s degree program, helping them to receive their education and helping them to attain employment so that they could make contributions to people with disabilities.
- Being a friend of individuals with disabilities, their parents, and organizations dedicated to serving individuals with disabilities at Brockport in order to provide a home for activities such as Special Olympics, the Games for the Physically Challenged, and other physical education, recreation and sport activities conducted on campus.
- Conducting applied research related to the physical fitness of individuals with disabilities.

Francis X. Short

Dr. Francis X. Short completed his undergraduate degree in physical education at Springfield College in Massachusetts in 1972. He then went on to Indiana University where he received a Master of Science degree in physical education in 1973. Short then served as an associate instructor at Indiana University from 1976-77 and as an adapted physical education specialist at Idylwild Center for Communicative Disorders, San Jose, California from 1977-79.
Lastly, in 1980, Short received a P.E.D. at Indiana University with a major in adapted physical education and a minor in special education.

![Figure 5.2 Francis X. Short](image)

**Figure 5.2** Francis X. Short

In 1982, Short was named an Outstanding Young Man of America. This award was followed by being named a Paul Harris Fellow by the Rochester Rotary Club in 1988. In 1989, he became a recipient of the Amazing Person Award given by the Special Physical Education Section of NYSAHPERD.

Short has authored or co-authored several articles that pertain to either adapted physical education or physical education. Some of the periodicals in which Short has written are *Adapted Physical Activity Quarterly*, *Journal of Physical Education, Recreation and Dance*, and *Palaestra*. 
Short co-authored with Winnick a Project UNIQUE fitness-testing manual in 1985. He also wrote three chapters in *Adapted Physical Education and Sport*, a text edited that was edited by Winnick.

Short has made several conference presentations from 1976 through 1993. He has also presented at numerous inservice workshops from 1980 through 1993. These inservice presentations pertain to adapted physical education and have taken place in mostly the eastern part of the United States.

Figure 5.3 Short and Winnick receive The Amazing Person Awards at the 1989 NYSAHPERD Conference.

Dr. Short has provided assistance as a reviewer for the following publications: *Exceptional Educational Quarterly*, *Research Quarterly for Exercise and Sport*, *Journal of Physical Education, Recreation, and Dance*, and *Adapted Physical Activity Quarterly*. Dr. Short has also served as a member of an ad hoc ARAPCS committee to review AAHPERD's available fitness tests for special populations. Then, in 1984 he was a consultant in special physical education to
the Department of Defense Dependent Schools, Panama Region, August 1984. Dr. Short was also a consultant in 1984 for Project TRANSITION, a federally funded research project at Ohio State University. In 1987-89, Dr. Short served on the Monroe County (N.Y.) Board of Directors for Special Olympics.

According to Dr. Short, his most important contributions to the Adapted Physical Education program while at Brockport include serving as project coordinator for UNIQUE I and II, serving as camp director at Sunshine Camp, and writing three chapters in Adapted Physical Education and Sport (Short, 1990).

Other Faculty Members

There are seven other faculty members who have contributed to the adapted physical education program at SUNY Brockport in its first 25 years of existence. Table 5.1 presents a listing of the seven faculty, the years up to 1993 that they were present, and the institution from which they received their highest degree.

Figure 5.4 From left to right: Dr. French, Dr. Winnick, and Dr. Jansma in the mid 1970's
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Years at SUNY Brockport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Winnick</td>
<td>Ed.D</td>
<td>Temple Univ.</td>
<td>1965-93</td>
</tr>
<tr>
<td>Martilu Puthoff</td>
<td>P.E.D.</td>
<td>Indiana Univ.</td>
<td>1968-80</td>
</tr>
<tr>
<td>Noel Shakeshaft</td>
<td>MS.</td>
<td>SUNY Brockport</td>
<td>1974-75</td>
</tr>
<tr>
<td>Ronald French</td>
<td>Ed.D</td>
<td>Univ. of California at Los Angeles</td>
<td>1973-77</td>
</tr>
<tr>
<td>Paul Jansma</td>
<td>Ph.D</td>
<td>Univ. Wisconsin</td>
<td>1975-78</td>
</tr>
<tr>
<td>Jan Swenson-Hurwitz</td>
<td>MS.</td>
<td>SUNY Brockport</td>
<td>1978-79</td>
</tr>
<tr>
<td>Francis Short</td>
<td>P.E.D.</td>
<td>Indiana Univ.</td>
<td>1979-93</td>
</tr>
<tr>
<td>Ernie Degutis</td>
<td>Ed.D</td>
<td>Oregon Univ.</td>
<td>1980-81</td>
</tr>
<tr>
<td>David Porretta</td>
<td>Ph.D</td>
<td>Temple Univ.</td>
<td>1981-82</td>
</tr>
<tr>
<td>Cathy Houston-Wilson</td>
<td>Ph.D</td>
<td>Oregon St. Univ.</td>
<td>1993-</td>
</tr>
</tbody>
</table>
CHAPTER VI

SUMMARY

The project was designed to record and summarize the accomplishments associated with the adapted physical education program at SUNY Brockport from 1968 to 1993. The program at Brockport was considered worthwhile for study because it is the first and oldest concentration in adapted physical education at the master's degree level in the United States; 2) the program educated and continues to educate individuals who provide services to persons with unique needs; 3) the program serves as a model for programs in other institutions of higher education; and 4) the program has reflected various changes influencing adapted physical education in the United States. Due to the magnitude of information available, this project was delimited to four areas of inquiry. These included professional preparation, funded research, athletic services, and faculty.

In 1968, Dr. Joseph P. Winnick developed and SUNY Brockport implemented the first adapted physical education concentration at the master's degree level in the United States. In 1971 it was federally supported by the U.S. Department of Education. Between 1971 and 1993 it was funded by the U.S. Department of Education for 21 years. Funds primarily provided faculty release time and student graduate assistantships. In 1982, an undergraduate concentration in adapted physical education was initiated by Dr. Joseph P. Winnick and was approved.
The graduate adapted physical education program also stimulated the onset of many preservice and inservice projects. The preservice projects included a Special Education Planning Grant and a Summer Session Traineeship Project. The inservice projects included: Project Outreach, a Mainstreaming Subcomponent, the Brockport Sport Skills Instructional Project, Train-A-Champ, and a Department Of Defense Dependent Schools Project (DoDDS).

The Special Education Planning Grant existed from 1971 to 1973 and the purpose of the grant was to obtain funds to begin a special education program at SUNY Brockport. The Summer Session Traineeship Project was a seven-year project that began in 1969 and ended in 1975. The project was designed to further contribute to the knowledge of physical educators on how to provide or improve physical education services for individuals with disabilities.

Project Outreach was established in 1977 to prepare educators throughout New York State to develop and implement physical education programs for individuals with disabilities in accordance with the guidelines of PL 94-142. The Mainstreaming Subcomponent which existed for three years from 1976 to 1979 was developed to examine and apply the implications of mainstreaming at the preservice undergraduate physical education preparation program at Brockport. The Brockport Sport Skills Instructional Project also took place for three years from 1978 to 1981 and its primary purpose was to field test a sport-skills instructional program designed by Special Olympics, Inc.; Joseph P. Kennedy Jr. Foundation: Train-A-Champ was developed in 1979 to help professionals, paraprofessionals, parents, and volunteers to work more
effectively with individuals who participate in Special Olympics. The Department of Defense Dependent Schools Project (DoDSS) was held in 1982 at SUNY Brockport and was designed to prepare individuals to effectively implement PL 94-142 and conduct inservice workshops for other DoDSS teachers within their particular region.

SUNY Brockport began receiving external funds for research projects related to adapted physical education in 1979 when the U.S. Department of Education funded Project UNIQUE. Later in 1986, Project UNIQUE II was also funded by the U.S. Department of Education. In 1993 the most recent research project, Project Target, was funded by the U.S. Department of Education. All three projects involved the study of the physical fitness of youth with disabilities and were directed by Joseph P. Winnick and coordinated by Francis X. Short.

In its first 25 years SUNY Brockport has provided many athletic services for individuals with disabilities. The local Monroe County Special Olympics was held at SUNY Brockport in 1968. The New York State Special Olympics were held at SUNY Brockport in 1975 and 1976. In 1979, the International Special Olympics was hosted by SUNY Brockport. In 1987, SUNY Brockport hosted the western area New York State Games For The Physically Challenged for the first time. It has continued this service through 1993.

A total of 10 faculty members contributed to the adapted physical education program at SUNY Brockport. Dr. Joseph P. Winnick who arrived at SUNY Brockport in 1965 is responsible for initiating both the graduate and undergraduate professional preparation programs, directing funded professional preparation and research projects, and contributing to on-campus service
activities. The second most senior faculty member was Dr. Francis X. Short who began at Brockport in 1979. Dr. Short served as a faculty member in the professional preparation program, as researcher in funded research projects, and as a contributor to service activities.

SUNY Brockport's adapted physical education program has reached many milestones in its first 25 years and they are summarized in Table 6.1. The program has affected many teachers and their students. The adapted physical education professional preparation program provides a worthy model for other programs.
Table 6.1 Milestones in Adapted Physical Education at SUNY Brockport

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>America’s first concentration in adapted physical education at the master’s degree level was implemented by SUNY Brockport.</td>
</tr>
<tr>
<td>1968</td>
<td>Monroe County Special Olympics was conducted at SUNY Brockport.</td>
</tr>
<tr>
<td>1969</td>
<td>The New York State Summer Traineeship Project to prepare persons in adapted physical education was initiated and continued until 1971.</td>
</tr>
<tr>
<td>1971</td>
<td>SUNY Brockport is awarded its first federal professional preparation grant to provide financial support for graduate students in the master’s degree level preservice concentration in adapted physical education.</td>
</tr>
<tr>
<td>1975</td>
<td>The New York State Special Olympics was hosted by SUNY Brockport.</td>
</tr>
<tr>
<td>1976</td>
<td>The Undergraduate Mainstreaming Subcomponent funded by the U.S. Department of Education was implemented.</td>
</tr>
<tr>
<td>1976</td>
<td>The New York State Special Olympics was hosted by SUNY Brockport.</td>
</tr>
<tr>
<td>1977</td>
<td>The first Project Outreach workshop was held, workshops continued through 1983. Project Outreach was funded by the U.S. Department of Education.</td>
</tr>
<tr>
<td>1977</td>
<td>National Symposium on Mainstreaming in Physical Education was conducted.</td>
</tr>
<tr>
<td>1979</td>
<td>The Brockport Sport Skills Instructional Project funded by the New York State Education Department was conducted from 1979 to 1980.</td>
</tr>
<tr>
<td>1979</td>
<td>The first Train-A-Champ workshop was held. Train-A-Champ was funded by the New York State Education Department to help professionals, paraprofessionals, parents, and volunteers to work more effectively with individuals with mental retardation in Special Olympics events.</td>
</tr>
<tr>
<td>1979</td>
<td>The International Special Olympics were hosted by SUNY Brockport.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1979</td>
<td>Project Unique was funded by the U.S. Department of Education, it was conducted from 1979-1982.</td>
</tr>
<tr>
<td>1979</td>
<td>The annual meeting of the National Consortium on Physical Education and Recreation for Individuals with Disabilities was held in Rochester, NY. Dr. Winnick served as host and president of the organization at this meeting.</td>
</tr>
<tr>
<td>1982</td>
<td>The U.S. Department of Defense Dependent Schools (DODDS) inservice project was conducted at Brockport.</td>
</tr>
<tr>
<td>1982</td>
<td>The undergraduate concentration in adapted physical education was approved.</td>
</tr>
<tr>
<td>1987</td>
<td>The Western area New York State Games for the Physically Challenged were hosted by SUNY Brockport for the first time.</td>
</tr>
<tr>
<td>1986</td>
<td>Project Unique II, a research study funded by the U.S. Department of Education was conducted between 1985 and 1986.</td>
</tr>
<tr>
<td>1993</td>
<td>Project Target, a research study funded by the U.S. Department of Education was initiated.</td>
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<tr>
<td>1993</td>
<td>An emphasis in early childhood adapted physical education was added to the graduate concentration in adapted physical education.</td>
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References


College at Brockport Undergraduate Studies. (1993). 1993 Undergraduate Concentration in Adapted Physical Education. (Catalog) Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.


Winnick, J. P. (1972): Dean's Grant. (Special Project Grant Application). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.


Winnick, J. P. (1976): Special Physical Education Preparation Project. (Special Project Grant No. 67722023). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.
Winnick, J. P. (1977). (A professional preparation grant application)

Special Physical Education Preparation Project. Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.


Winnick, J. P. & Short, F. X. (1985). UNIQUE Project II Physical Fitness for Blind and Orthopedically Impaired Youngsters. (Grant No. 6862222). Brockport: State University of New York, College at SUNY Brockport, Department of Physical Education and Sport.


Winnick, J. P. (1993a). Adapted Physical Education Preparation Project. (Final Performance Report, Grant No. 029B00092-91). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.

Winnick, J. P. (1994). *Programs In Adapted Physical Education*. (Undergraduate Catalog). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.


Appendix A – Content Of Programs (1972, 1977, 1978)

Winnick, J. P. (1972). Dean's Grant. (Special Project Grant Application). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.


1972 Program Content

**Model for**

**Master of Science in Education (Physical Education)**

**Concentration: Adapted Physical Education**

**PART I  CORE (12-15 hours)**

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<td>Seminar in Foundations of Physical Education</td>
<td>3</td>
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<td>Measurement and Evaluation in Physical Education</td>
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<td>Dr. Wilson</td>
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<td>Research Methods</td>
<td>3</td>
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**PART II  AREA OF PROFESSIONAL CONCENTRATION – Adapted Physical Education (9-15 hours)**

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**Electives from area of Professional Concentration – (6-12 hours)**

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<td>Motor Performance Problems of Children with Chronic and Permanent Disabilities</td>
<td>3</td>
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<td>PHE 683</td>
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<td>PHE 795</td>
<td>Master's Thesis</td>
<td>6</td>
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### PART III PHYSICAL EDUCATION GENERAL ELECTIVE AREA (0-6 hours)

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<td>Seminar in Philosophical Concerns in Human Movement Experiences</td>
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<td>SME 415</td>
<td>Advanced Analysis and Interpretation of Physical Activities</td>
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<td>Staff</td>
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<td>PHE 620</td>
<td>Supervision in Physical Education</td>
<td>3</td>
<td>Dr. Schurr</td>
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<td>PHE 693</td>
<td>Basic Sport Issues</td>
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<td>PHE 692</td>
<td>Seminar in Scientific Bases of Human Movement</td>
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<td>PHE 644</td>
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### PART IV COGNATE AREA (6-9 hours)

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<td>Principles of Outdoor Recreation</td>
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<td>REC 506</td>
<td>Maintenance and Operations of Recreation Facilities</td>
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<td>REC 507</td>
<td>Recreation in Hospitals</td>
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<td>Therapeutic Recreation</td>
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<td>TNR 513</td>
<td>Children with Learning Problems</td>
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</table>
A sample program of instructional activities to be pursued to obtain competencies in the graduate specialization in Special Physical Education appears below.

Briefly stated, the required area of the master's degree is designed for the student to develop and/or improve understanding of teaching, curriculum, and research methodology. From this general framework, the student develops background in exceptionality from courses in the behavioral sciences which are assigned in his cognate area and concurrently the student enrolls in courses dealing with developmental, corrective, and Adapted Physical Education. Following these experiences, the student enrolls in a course designed to develop his skills in Special Physical Education curriculum development. Concurrently and subsequently the student applies his knowledge in practical experiences.

Master of Science in Education (Physical Education)
Concentration: Special Physical Education

I. Required Courses - 9 hours
   PHE 601 - Analysis of Teaching Physical Education 3 hours
   PHE 607 - Curriculum Design in Physical Education 3 hours
   PHE 605 - Research Methods in Physical Education# 3 hours

II. Special Physical Education Concentration - 12-15 hours
   PHE 681 - Remediation of Developmental Disabilities 3 hours
   PHE 682 - Motor Performance Problems of Children with Chronic and Permanent Disabilities 3 hours
   PHE 683 - Organization of Programs for Students with Motor Performance Disabilities 3 hours
   PHE 684 - Seminar and Practicum in Special Physical Education and Recreation 3 hours
   PHE 699 - Independent Study in Physical Education 3 hours

III. Prescribed Electives - 6-9 hours
   PHE 522 - Theory of Motor Learning 3 hours
   PHE 617 - Seminar in Elementary School Physical Education 3 hours
   PHE 621 - Self-Directed Learning in Physical Education 3 hours
   PHE 623 - Perceptual Motor Development 3 hours
   PHE 798 - Culminating Synthesis Seminar 3 hours
   REF 505 - Theory & Philosophy of Therapeutic Recreation 3 hours
   PSH 511 - Perception 3 hours
   PSH 661 - Psychology of Mental Retardation 3 hours
   PSH 682 - Psychopathology of Childhood 3 hours
   ZOL 673 - Neurobiology 3 hours
   BIO 555 - Heredity and Eugenics 3 hours
   HLS 604 - Mind-Body Relationships 3 hours
   SPH 662 - Diagnosis of Speech and Language Disorders 3 hours
   DNS 537 - Dance in Rehabilitation 3 hours
   EDI 655 - Cognitive, Intellectual and Conceptual Growth in Childhood 3 hours

# Only required of the fellowship students
1978 Program Content

GRADUATE PROGRAM IN SPECIAL PHYSICAL EDUCATION
(SKELETAL FORM)

A sample program of instructional activities to be pursued to obtain competencies and complete courses in the graduate specialization in Special Physical Education appears below. Briefly stated, the required part of the master's degree is designed for the student to develop abilities pertaining to teaching, curriculum, and research/evaluation. From this general framework, the student develops background in exceptionality from courses which are assigned in the elective/cognate area and concurrently the student enrolls in courses dealing with special physical education. Concurrently and subsequently the student applies knowledge in practical experiences.

Master of Science in Education (Physical Education)
Concentration: Special Physical Education

I. Required Courses - 9 hours

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<td>PHE 607 Curriculum Design in Physical Education</td>
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<tr>
<td>PHE 604 Research and Evaluation for Physical Education Teachers</td>
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II. Special Physical Education Concentration - 12-15 hours

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<td>PHE 682 Motor Performance Problems of Children with Chronic and Permanent Disabilities</td>
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<td>PHE 683 Organization of Programs for Students with Motor Performance Disabilities</td>
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<td>PHE 684 Seminar and Practicum in Special Physical Education and Recreation</td>
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<td>PHE 699 Independent Study in Physical Education</td>
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III. Prescribed Electives - 6-9 hours

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<td>PHE 522 Theory of Motor Learning</td>
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<td>PHE 621 Self-Directed Learning in Physical Education</td>
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<td>PSH 526 Theories of Learning</td>
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Students are required to complete either PHE 795 or PHE 798.
Appendix B – Enrollment Data For Courses 1968-1993

Winnick, J. P. (1981b). *Special physical education preparation project.* (Special Project Grant Application No. 68222020). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.

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Appendix C – Practicum Sites

Winnick, J. P. (1993a). *Adapted Physical Education Preparation Project.* (Final Performance Report, Grant No. 029B00092-91). Brockport: State University of New York, College at Brockport, Department of Physical Education and Sport.
ADAPTED PHYSICAL EDUCATION PRACTICUM SITES
SEGREGATED SETTINGS

NEW YORK STATE SCHOOL FOR THE BLIND AT BATAVIA

Address: Richmond Avenue, Batavia, New York 14020
Telephone: 716-343-5334
Major Handicapping Conditions: Blindness with additional multiple handicaps
Degree of Handicapping Condition: Mild to Severe
Educational Level and Approximate Number Served:
Elementary: 50; Secondary: 52

Primary Supervisor at Practicum Site:
Debbie Cromwell-Stamp - Certified to teach Physical Education, Master's Degree, 6+ years of experience, completed master's degree with concentration in Adapted Physical Education.
Tom Wighton - Certified to teach Physical Education, 6+ years of experience.

MARY CARIOLA CHILDREN'S CENTER

Address: Al Sigl Center, 1000 Elmwood Avenue, Rochester, New York 14620
Telephone: 716-271-0761
Major Handicapping Conditions: Mentally Retarded, Multiply Handicapped
Degree of Handicapping Condition: Mild to Profound
Educational Level and Approximate Number Served:
Preschool: 115; Elementary: 175

Primary Supervisor at Practicum Site:
Karen Macomber - Master's Degree in physical education, and 6+ years of experience, completed a concentration in adapted physical education.

UNITED CEREBRAL PALSY CHILDREN'S PROGRAM

Address: Al Sigl Center, 1000 Elmwood Avenue, Rochester, New York 14620
Telephone: 716-271-6423
Major Handicapping Conditions: Spina Bifida, Developmental Lag, Cerebral Palsy
Degree of Handicapping Condition: Mild to Severe
Educational Level and Approximate Number Served:
Preschool: 60; Kindergarten: 15
Primary Supervisor at Practicum Site:
Ostrander, Carol - Certified to teach Physical Education, Master's degree with a concentration in Adapted Physical Education, 4-6 years of teaching experience.

McKee, Jeff - Certified to teach Physical Education, Master's degree with a concentration in Adapted physical education, 4-6 years of teaching experience.

Jones, Andrea - Certified to teach Physical Education, Master's degree with a concentration in Adapted physical education, 4-6 years of teaching experience.

HOLCOMB CENTER

Address: Geneseeo, New York, 14454
Telephone: (716) 243-5470
Major Handicapping Conditions: Mental Retardation, Educationally Handicapped, Learning Disabled
Degrees of Handicapping Condition: Mild to Severe
Educational Level and Approximate Number Served:
Preschool: 13 School Aged: 60 Adult: 15-21

Primary Supervisor at Practicum Site:
Ostrander, Carol - Certified to teach Physical Education, Master’s degree with a concentration in Adapted Physical Education, 4-6 years of teaching experience.

McKee, Jeff - Certified to teach Physical Education, Master's degree with a concentration in Adapted physical education, 4-6 years of teaching experience.

Jones, Andrea - Certified to teach Physical Education, Master’s degree with a concentration in Adapted physical education, 4-6 years of teaching experience.
SAINT JOSEPH'S VILLA

Address: 3300 Dewey Avenue, Rochester, New York 14615
Telephone: 716-865-1550

Major Handicapping Condition: Emotionally Disturbed
Degree of Handicapping Condition: Mild to Severe

Educational Level and Approximate Number Served:
  Elementary: 10; Secondary: 75

Primary Supervisor at Practicum Site:
  Lori Zuller - Certified to teach Physical Education, Master's Degree, (completed concentration in adapted physical education) and 6+ years of experience.
  Michael Guerrieri - Certified to teach Physical Education, pursuing Master's degree with a concentration in adapted physical education, 2 years experience.

SCHOOL OF THE HOLY CHILDHOOD

Address: 100 Groton Parkway, Rochester, NY 14623
Telephone: 716-359-3710

Major Handicapping Conditions: Mentally Retarded
Degrees of Handicapping Conditions: Moderate to Severe

Educational Level and Approximate Number Served:
  Elementary: 50; Secondary: 40; Adult: 44

Primary Supervisors at Practicum Site:
  Cindy Sackett - Certified to teach Physical Education, Master's Degree with a concentration in adapted physical education, and 4-6 years of teaching experience.
  Diane Agostinelli - Certified to teach Physical Education, Bachelor's Degree (pursuing a concentration in adapted physical education) and over 6 years teaching experience.
  Tim Baird - Certified to teach Physical Education, Bachelor's Degree (pursuing a concentration in adapted physical education at the master's degree level, less than three years of teaching experience.

ROCHESTER SCHOOL FOR THE DEAF

Address: 1545 St. Paul Street, Rochester, New York 14617
Telephone: 716-544-1240

Major Handicapping Conditions: Deaf/Multiple Handicaps
Degrees of Handicapping Condition: Moderate to Severe

Educational Level and Approximate Number Served:
  Preschool: 30; Elementary: 70; Secondary: 100
Primary Supervisors at Practicum Site:

Paula Hanson - Certified to teach Physical Education, Bachelor's Degree, and 6+ years of teaching experience.

Dennis Hanson - Certified to teach Physical Education, Bachelor's Degree, and 6+ years of teaching experience.

Mary Ellen Hart - Certified to teach Physical Education, Bachelor's Degree (pursuing a concentration in adapted physical education) and 6+ years of teaching experience.

Cathy Ryan - Certified to teach Physical Education, Master's Degree with a concentration in adapted physical education, and 6+ years of teaching experience.
SUNY BROCKPORT INDIVIDUALIZED PHYSICAL EDUCATION PROGRAM (IPEP)

Address: Tuttle North, Physical Education Building, Brockport
         State Campus, Brockport, New York 14420
Telephone: 716-395-2333
Major Handicapping Conditions: Mentally Retarded, Emotionally Disturbed
Degress of Handicapping Condition: Moderate to Severe
Educational Level and Approximate Number Served:
         Elementary: 20
         Primary Supervisors at Practicum Site:
         Francis X. Short - Certified to teach Physical Education,
                     Doctoral Degree, and 6+ years of teaching experience.
         Joseph P. Winnick - Certified to teach Physical Education,
                     Doctoral Degree, and 6+ years of teaching experience.

PHYSICAL ENRICHMENT PROGRAM FOR YOUNGSTERS (PEPY)

Address: Tuttle North, Physical Education Building, Brockport
         State Campus, Brockport, New York 14420
Telephone: 716-395-2333
Major Handicapping Conditions: Developmental Motor Lag
Degress of Handicapping Condition: Mild to Moderate
Educational Level and Approximate Number Served:
         Primary: 5-15
         Primary Supervisor at Practicum Site:
         Francis X. Short - Certified to teach physical education,
                     Doctoral Degree, and 6+ years of teaching experience.

SUNY BROCKPORT DATA-BASED GYMNASIUM COMMUNITY RESIDENCE PROGRAM

Address: Tuttle North, Physical Education Building, Brockport
         State Campus, Brockport, New York 14420
Telephone: 716-395-2333
Major Handicapping Conditions: Mental Retardation
Degree of Handicapping Condition: Severe
Educational Level and Approximate Number Served:
         Adults: 15
         Primary Supervisor at Practicum Site:
         Joseph P. Winnick - Certified to teach physical education,
                     Doctoral Degree, and 6+ years of teaching experience.
SUNY BROCKPORT ADAPTED SPORT CLINIC

Address: Tuttle North Physical Education Building, Brockport State Campus, Brockport, New York 14420
Telephone: 716-395-2383
Major Handicapping Conditions: Full Spectrum
Degrees of Handicapping Conditions: Mild to Profound
Educational Level and Approximate Number Served: varies each semester

Primary Supervisor at Practicum Site:
Joseph P. Winnick - Certified to teach physical education, Doctoral Degree, and 6+ years of teaching experience.

INTEGRATED SETTINGS

BROCKPORT PUBLIC SCHOOLS

Address: Allen Street, Brockport, New York 14420
Telephone: 716-637-5303
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Greg Packard - Certified to teach Physical Education

BRIGHTON CENTRAL SCHOOLS

Address: 1150 Winton Road South, Rochester, New York 14613
Telephone: 716-442-1500
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Jeff Crane - Certified to teach Physical Education

BYRON-BERGEN CENTRAL SCHOOLS

Address: Townline Road, Bergen, New York 14416
Telephone: 716-494-1220
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Stan Sherwood - Certified to teach Physical Education

CALEDONIA-MUMFORD CENTRAL SCHOOLS

Address: 99 North St., Caledonia, New York 14427
Telephone: 716-538-6811
Major Handicapping Conditions: Full Spectrum
Primary Supervisor at Practicum Site:
Richard Amundson - Certified to teach Physical Education

CHURCHVILLE-CHILI CENTRAL SCHOOLS

Address: 5786 Buffalo Road, Churchville, New York 14423
Telephone: 716-293-1800
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Chris Dysart - Certified to teach Physical Education

GATES-CHILI CENTRAL SCHOOLS

Address: 910 Wegman Road, Rochester, New York 14624
Telephone: 716-247-5050
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Bill Christina - Certified to teach Physical Education

HILTON CENTRAL SCHOOLS

Address: Hilton, New York 14468
Telephone: 716-392-9471
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Jan Milner - Certified to teach Physical Education

HOLLEY CENTRAL SCHOOLS

Address: Holley, New York 14470
Telephone: 716-638-6335
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Jim Palermo - Certified to teach Physical Education

KENDALL CENTRAL SCHOOLS

Address: Kendall, New York 14476
Telephone: 716-659-2706
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Linda Curtis - Certified to teach Physical Education
SPENCERPORT CENTRAL SCHOOLS

Address: Spencerport, New York 14559
Telephone: 716-352-3421
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Walt Tieke — Certified to teach Physical Education

GREICE PUBLIC SCHOOLS

Address: 800 Long Pond Road, Greece, New York 14612
Telephone: 716-227-3737
Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Frank Vito — Certified to teach Physical Education

ROCHESTER CITY SCHOOLS

School 29 —
Address: 30 Kirkland Road, Rochester, New York 14611
Telephone: 716-323-8228
Jefferson High School —
Address: Edgerton Parkway, Rochester, New York 14603
Telephone: 716-453-2230

Major Handicapping Conditions: Full Spectrum

Primary Supervisor at Practicum Site:
Gordie Jewett — Certified to teach Physical Education
(School 29)
Appendix D – Projects Completed By Brockport Graduates

PROJECTS COMPLETED BY BROCKPORT GRADUATES
IN
ADAPTED PHYSICAL EDUCATION

Master's Theses Completed since 1971

Shakeshaft, Noel B. Personality Characteristics of Teachers of Exceptional Children and Teachers of Normal Children, 1971. (Major Advisor: Schurr)

Hansen, Linda Sue. The Effects of Coaction and Selected Grouping Procedures in the Learning and Performance of a Motor Task by Educably Mentally Retarded Pupils; 1972. (Major Advisor: Winnick)


McElroy, Eileen. The Relationship Between Teacher Enthusiasm and Student Involvement During Motor Skill Activity, 1977. (Major Advisor: Hurwitz)


Peck, Dianne. Inservice Education Needs of Physical Educators to Integrate Students with Handicapping Conditions in Regular Programs, 1981. (Major Advisor: Winnick)

Daquila, Gene A. Reliability of Selected Health and Performance Related Test Items from the Project UNIQUE Physical Fitness Test Inventory, 1982. (Major Advisor: Shultz)

Decker, James T. The Effects of Participating in a Cross-Country Ski/Exercise Program Upon the Development of Physical and Motor Fitness in Mentally Retarded Adults, 1982. (Major Advisor: Maud)


Jones, Brian C. A Comparison of the Effects of Weight Training on Strength and Girth Measures of Prepubescent and Postpubescent Boys, 1989. (Major Advisor: Winnick)
Master's Synthesis Projects Completed Since 1977


Spilecki, Jerrold P. Modified Adventure Activities to Enhance the Physical Fitness of Mentally Retarded Children, 1977. (Major Advisor: French)


Pratt, Francis B. A Hatha Yoga Workbook, 1977. (Major Advisor: Ravizza)


Buchhalter, Adrian. Mainstreaming Gymnastics, 1979. (Major Advisor: Frederick)


Hattenback, Roy T. A Physical Fitness Test for Children in Wheelchairs, 1980. (Major Advisor: Winnick)

Clark, Kurt S. Simple Field Test Instruments for the Assessment of Relaxation After Instruction, 1981. (Major Advisor: Frederick)

Newlove, Tracy Anne. Alpine Skiing for Persons with Handicapping Conditions, 1981. (Major Advisor: Garis)

Savage, Margaret. Guidelines for Teaching Cerebral Palsied Children and Youth in Physical Education, 1981. (Major Advisor: Winnick)


Zawitkowski, Andre J. Guidelines for the Development and Implementation of Special Physical Education Inservice Workshops in the State of South Dakota, 1982. (Major Advisor: Frederick)


Clifton, Cheryl A. Evaluation Procedures and Materials for the Adapted Physical Education Program at Royal Palm School, 1982. (Major Advisor: Johnson)

Juliano, Barbara E. Mainstreaming Students in Physical Education - A Slide Presentation, 1982. (Major Advisor: Winnick)


Morse, Linda. A Curriculum for Primary Spastic Cerebral Palsy Children in a Public School Setting, 1982. (Major Advisor: Frederick)

Ronaldson, Michael J. A Motivational Running Program for Emotionally Disturbed Children, 1983. (Major Advisor: Short)

Heintz, Linda D. Physical Education Assessment Instruments in Cognitive, Affective and Psychomotor Domains for Grades K, 1 and 2, 1983. (Major Advisor: Koenig-McIntyre)

Infante, Teresa J. A Maintenance Program in Physical Education for Down Syndrome Students with Congenital Heart Defects, 1983. (Major Advisor: Goodhartz)
Jamaica, Lucy Ibimina. A Study of Feedback for the Trainable Mentally Retarded, 1983. (Major Advisor: Colby)

Lytle, Linda Furnal. Aerobic Dancing for Developmentally Disabled Adults, 1983. (Major Advisor: Colby)

Fitzgerald, Neil J. A Movement Symbols Approach to Teaching Fundamental Movement Patterns to Deaf Children, 1983. (Major Advisor: Short)


 Queal, Jean. A Wheelchair Polo Game, 1984. (Major Advisor: Jensen)

Harkins, Patricia. Individualizing Basketball Activities for Educable Mentally Retarded Students at the Middle School Level, 1984. (Major Advisor: Jensen)


Richards, Karla S. A Collection of Play Activities for Pre-School Handicapped Populations, 1984. (Major Advisor: Jewell)


Spadoni, William B. A Guideline for Organizing and Conducting a Local Run Special Olympics Track and Field Meet in Monroe County, 1985. (Major Advisor: Short)

Boyd, Wendy L. Administrative and Organizational Guidelines for Implementing and Ice Skating Program for Individuals with Disabilities, 1985. (Major Advisor: Short)

Macomber, Karen P. Adapted PE Curriculum for the Severely/Profoundly Handicapped at the Mary Cariola Children's Center, 1985. (Major Advisor: Short)

Payret, William C. A Comprehensive Physical Fitness Program to Teach Fitness Concepts and Develop Physical Fitness in Emotionally Handicapped Youth, 1985. (Major Advisor: Short)

Patrick, Laurie. Functioning Level of Emotionally Disturbed Children in Classroom and Therapeutic Horseback Riding, 1985. (Major Advisor: Studer)
Gustafson, Jean M. Communication Techniques Used in Adapted Physical Education, 1985. (Major Advisor: Winnick)

Hooper, Beverly A. A Cross-country Training Program for Mentally Retarded Children at BOCES Monroe #1, 1985. (Major Advisor: Melnick)

Asquith, Mary Susan. Special Athletic Opportunities for Individuals with Handicapping Conditions in Higher Education, 1985. (Major Advisor: Short)

Sackett, Cynthia S. Sledge Hockey and Ice Picking, 1986. (Major Advisor: Winnick)


Sireci, Mary E. Study of Sociometric Effects of a Camping Trip on Emotionally Disturbed Adolescent Girls, 1986. (Major Advisor: Gillette)


Herman, Marie M. The Maryland School for the Blind Adapted Aquatics Checklist, 1986. (Major Advisor: Winnick)


Asquith, Mary Susan. Special Athletic Opportunities for Individuals with Handicapping Conditions in Higher Education, 1986. (Major Advisor: Short)

Hargrave, Grace M. Modified Team Sport Activities Geared for Small Groups; 1986. (Major Advisor: Orbaker)


Brick, Katherine E. Swimming Programs for Severely Handicapped Participants: Training for the Aide, 1989. (Major Advisor: Winnick)

Szatkowski, Denise B. A Program of Physical Development for the Older and the Aging Mentally Retarded/Developmentally Disabled Individual, 1989. (Major Advisor: Jensen)

DonVito, Jacqueline. A Systematic Observation Instrument for Assistants in Adapted Physical Education in a Special School Setting, 1989. (Major Advisor: Koenig-McIntyre)

Marvin, Denise Aileen. Criterion Referenced Fitness Standards for Paraplegic Students, 1989. (Major Advisor: Short)


McKee, Jeffrey A. Weight Training Sports Skills Instructional Program for Mentally Retarded Athletes, 1989. (Major Advisor: Winnick)

Asquith, Frank W. The Special Physical Education Needs of Elementary-Aged Students with Spina Bifida, 1989. (Major Advisor: Short)

Wehs, Margaret M. Duchenne Muscular Dystrophy: Implications for Physical Education, 1989. (Major Advisor: Short)

Agostinelli, Dianne. The Preparation of Mentally Retarded Students for Indoor Soccer, 1989. (Major Advisor: Orbaker)


Clarke, Carolyn S. Teacher Burnout: A Stress Related Profile of Thirty-two Adapted Physical Education Teachers, 1990. (Major Advisor: McIntyre)


Lanzi, Todd. Adapted Physical Education Program Guide for Children with Handicapping Conditions Below the Age of Five, 1990. (Major Advisor: Orbaker)

Baird, Timothy. Adapted Physical Education Curriculum for the Mentally Retarded Clients at the Adult Day Training Program of the School of the Holy Childhood, 1991. (Major Advisor: Smith)

Daniel, Judith E. A Guide for the Direct Care Staff of Mentally Retarded Adults with Epilepsy, 1991. (Major Advisor: Jensen)


Hoeppner, Jennifer A. Guidelines on Teaching Dance to Students with Severe Cerebral Palsy who have Severe and Profound Mental Retardation, 1991. (Major Advisor: Short)


Scanlon, Alice D. A Multi-Media Instructional Tool for Physical Education Teachers and/or Coaches with Hearing Impaired Students Mainstreamed into their Classes, 1992. (Major Advisor: McIntyre)

Speicher, Mary Beth. A Manual for Preschool Adapted Physical Education Teachers, 1992. (Major Advisor: McIntyre)


Greer, LeRoy S. The Use of Active Stimulation to Enhance Gross Motor Abilities with Hearing Impaired Preschoolers, 1992. (Major Advisor: Orbaker)

Pacilio, Marcia M. Guidelines for Activities to Enhance Self-Esteem and Increase Positive Behaviors in Severe to Profound M.R. Adults, 1992. (Major Advisor: Colby)

Amendure, Carmela. Involving Individuals with Physical Disabilities in Risk Adventure Activities, 1993. (Major Advisor: Short)

Cavuoto, Ronald V. A Curriculum Guide for Pre-School Children with Cerebral Palsy, 1993. (Major Advisor: Short)

Collins, Shelly M. An Inservice Workshop to Enhance Physical Education Teachers' Attitudes Towards Integration, 1993. (Major Advisor: Short)

Setek, Joseph. Physical Education Implications for Children Prenatally Exposed to Crack-Cocaine, 1993. (Major Advisor: Short)

Appendix E – Approval Letter Of Undergraduate Program

TO: President Van de Watering  
FROM: Ginny Studer  
RE: Senate Resolution 16 (1981-82) Proposal for an Undergraduate Concentration in Special Physical Education

November 4, 1982

I am asking you to review the Proposal at the request of Joe Winnick and Judy Jensen. They believe the concentration will be a valuable addition to the physical education program and will attract students.

You deferred signing the Resolution until the completion of faculty reductions and reallocations. The Senate floor debate focused on the number of physical education courses required to complete the concentration. It was described on the floor as a physical education concentration built on a certification program built on a major. It was approved by the Senate, but stimulated a re-examination of the definition of a major.

The first meeting to clarify or redefine an academic major is scheduled for Friday, November 5, 1982.

GS:db
xc:Provost Douglas
Appendix F – Copy Of Project Outreach Workshop
ADDRESS OF HOST SITE:
Union-Endicott High School
Main Street
Endicott, N.Y. 13760

TELEPHONE: (607) 757-2191

HOST: Mr. Tom Breese
Department of Physical Education and Athletics

INFORMATION:
Joseph P. Winnick or David L. Perretta
Physical Education Faculty
State University College
Brockport, N.Y. 14420
(716) 395-2383

"PROJECT OUTREACH"
Inservice Education

Joseph P. Winnick
David L. Perretta

PHYSICAL EDUCATION AND PUBLIC LAW 94-142

At:
Union-Endicott High School
Main Street
Endicott, N.Y. 13760

During:
November 10, 1981

Project Outreach is being conducted with funds provided by the Office of Special Education and Rehabilitative Services, Department of Education, Washington, D.C. The points of view presented during the project are those of the speakers and do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.
8:00 - 8:30  Registration, Hospitality, Educational Displays

8:30 - 9:45  Highlights and Recent Developments Pertaining to PL 94-142
             by Joseph P. Winnick

9:45 - 11:00  Developing an IEP
              by David L. Porretta

11:00 - 11:15  Break

11:15 - 12:00  Assessment and the IEP
               by Joseph P. Winnick

12:00 - 1:30  Lunch

1:30 - 2:05  Unique Facilities and Equipment Aids
             by David L. Porretta

2:05 - 2:45  Techniques for Integrating Regular and Handicapped Pupils in Physical Education Activities
             by Joseph P. Winnick

2:45 - 3:15  Films - "Physical Education Activities for the Blind"
             "Physical Education Activities and Methods for the Orthopedically Involved"

3:15 - 3:30  Cracker Barrel and Evaluation
Appendix G – Copy Of National Symposium On Mainstreaming
NATIONAL SYMPOSIUM ON
MAINSTREAMING IN PHYSICAL EDUCATION*

February 10-12, 1977
Americana of Rochester
70 State Street, Rochester, N.Y.
Conducted by
The State University College, Brockport N.Y.

February 10, 1977-Thursday
REGISTRATION AND RECEPTION 6:15 P.M. - 7:15 P.M.
SESSION I
7:15 p.m. - 7:30 p.m.  Introduction and Welcome
by Joseph P. Winnick, State University College, Brockport, N.Y.
7:30 p.m. - 8:15 p.m.  The Meaning and Value of Mainstreaming
by Horace Mann, State University College, Buffalo, N.Y.
8:15 p.m. - 9:00 p.m.  The Meaning and Implications of Mainstreaming in Physical Education
by Julian Stein, American Alliance for Health, Physical Education and Recreation, Washington, D.C.
9:15 p.m. - 10:00 p.m. Resource Material on Mainstreaming and film: “Those Other Kids”
by Julian Stein, American Alliance for Health, Physical Education and Recreation, Washington, D.C.
10:00 p.m.  Social

February 11, 1977-Friday
REGISTRATION 8:00 p.m. - 8:30 p.m.
SESSION II
8:15 a.m.  Coffee
8:30 a.m. - 9:20 a.m. Issues Pertaining to Mainstreaming
by Maynard C. Reynolds, University of Minnesota
9:30 a.m. - 10:15 a.m. Education for All Handicapped Children Act (PL 94-142): Implications for Mainstreaming
by William Chasey, George Washington University

SESSION III
10:30 a.m. - 11:15 a.m. The Special Olympics and Mainstreaming
11:15 a.m. - 12:00 p.m. Legislation Pertaining to and Status of Mainstreaming in New York State
by Bernice Kipfer, Assistant Commissioner, Office for the Education of Children with Handicapping Conditions, New York State Education Department.
12:00 p.m. - 1:15 p.m. Luncheon

* The symposium planning committee consists of Joseph P. Winnick, Ronald W. French, and Paul Jansma. The symposium is being conducted with funds provided by the Bureau of Education for the Handicapped, U.S. Office of Education, Grant No. G007402652. The points of view presented in the symposium are those of the speakers and do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred. Attendance at the symposium is encouraged by the NYSAHPER Central Western Zone.
SESSION IV
1:30 p.m. - 2:15 p.m.  
The Development of Teacher Competencies Through Pre-Service Education  
by Raymond Weiss, New York University

2:15 p.m. - 3:00 p.m.  
In-Service Training for Mainstreaming  
by Paul Jansma, State University College, Brockport, New York

SESSION V
3:15 p.m. - 4:00 p.m.  
Federal Mainstreaming Projects in Physical Education  

SESSION VI
4:15 p.m. - 4:45 p.m.  
Small Group Discussions  

4:50 p.m. - 5:20 p.m.  
Symposium Participants will be provided opportunities to meet with symposium speakers for small group discussions.  

5:30 p.m. - 6:45 p.m.  
Dinner

SESSION VII
7:00 p.m. - 8:15 p.m.  
Identification and Analysis of Currently Operating Mainstreaming Programs in the United States  
by Jack W. Birch, University of Pittsburgh

8:15 p.m. - 9:15 p.m.  
Consumer Reaction to Mainstreaming  
by Ronald W. French, State University College, Brockport, New York  
In this session, the moderator and symposium participants will interview individuals with handicapping conditions and parent(s) relative to their reaction to mainstreaming.

9:30 p.m.  
Social

REGISTRATION  
February 12, 1977-Saturday

SESSION VIII  
8:00 a.m. - 8:30 a.m.  
Coffee  

8:15 a.m. - 10:00 a.m.  
The Saratoga Springs Mainstreaming Program (Emphasis: Mentally Retarded, Educationally Handicapped)  
by Richard Lyman (Principal) and Patricia Seligman (Physical Educator) Saratoga Springs City Schools, N.Y.

SESSION IX  
10:15 a.m. - 11:00 a.m.  
Project Active's Approach to Mainstreaming  
by Thomas Vodola, Township of Ocean School District, New Jersey  
Project Aquatics - Mainstreaming  
by Grace D. Reynolds, YMCA of Southwest Washington, Longview, Washington  
and  
The Jefferson Physical Education Program for the Physically Handicapped  
by James DeBell, City School District, Rochester, N.Y. (Crossroads Room)

12:00 p.m. - 1:15 p.m.  
Luncheon

SESSION X  
1:30 p.m. - 2:15 p.m.  
The Development of Individualized Education Program for the Handicapped  
by David Auxter, Slippery Rock State College, Pa.

2:15 p.m. - 3:00 p.m.  
Special Problems in Mainstreaming the Mentally Retarded  
by David Auxter, Slippery Rock State College, Pa.  
and  
Special Problems in Mainstreaming the Visually Handicapped  
by Chuck Wetzel, New York State School for the Blind, Batavia, N.Y. (Crossroads Room)
SESSION XI
3:15 p.m. - 4:00 p.m.

Principles for Mainstreaming the Deaf
by Milo Bishop, National Technical Institute for the Deaf (NTID),
Rochester, N.Y.

and

Special Problems in Mainstreaming the Orthopedically Handicapped
by James DeBell, City School District, Rochester, N.Y. (Crossroads
Room)

REGISTRATION AND FEE
Anyone interested is welcome to attend the symposium. No fee is required for admission to symposium
activities. Although registration may occur on the days of the conference, it is requested that individuals
pre-register as soon as possible to enhance planning by the conference planning committee. Registration may be
made by completing the registration form or writing to Joseph P. Winnick, Physical Education Faculty, State
University College, Brockport, N.Y. 14420.

LODGING
Overnight accommodations at the Americana of Rochester will be provided free of charge for the first 100
selected participants. Applications for these accommodations may be made by completing the attached registration
form. In selecting participants for free accommodations, preference will be given to those unable to commute to
Rochester for the conference. Participants not granted free lodging but who wish to lodge at the Americana of
Rochester should complete the attached application and the symposium director will make arrangements.

MEALS
Symposium participants will be requested to make their own arrangements for breakfast and dinner (restaurants
are easily accessible). Reservations at the Americana of Rochester will be made for luncheons on February 11 and
12 for those desiring the same. Participants desiring such reservations should indicate this on the application form.

TRANSPORTATION
Participants reserving a room at the Americana of Rochester will be provided free limousine service to and from
the airport. However, it is necessary that those needing such service indicate arrival and departure time on the
application form.

Joseph P. Winnick, Physical Education Faculty
State University College
Brockport, N.Y. 14420
Registration Form
National Symposium on Mainstreaming in Physical Education

Name __________________________ Telephone ____________________ Agency, Institution or School ____________

Address of Place of Employment ________________________________________________

Role (check all the appropriate spaces)

____ teacher (pre-college) ________________ regular classroom teacher
____ teacher (college or university) __________ college student (full-time only)
____ administrator (Pre-college) ____________ other (please specify) ________________
____ special educator _______________ physical educator

_____ check here if you need transportation to and from the Rochester airport. If yes, give:
Flight # ________________ Airline ________________ Time & Date of Arrival ________________

_____ check here if you wish reservations for lunch on February 11 and/or February 12.
February 11, 1977 - Old Fashioned Pot Roast - $5.69
February 12, 1977 - Chicken Coq Au Vin - $4.54

Those individuals wishing reservations for luncheons should mail a check payable to the Americana of Rochester covering the costs of the luncheon(s).

_____ check here if you are applying for free lodging at the Americana of Rochester

Indicate the dates for which you would like lodging (limit of two):
February 10 ____________ February 11 ____________ February 12 ____________

_____ check here if you are registering for the symposium but do not need lodging accommodations.

Applications may be made by completing this form or by writing a letter providing the information requested in this form. Return this form to Joseph P. Winnick, Physical Education Faculty, State University College, Brockport, N.Y. 14420. For further information, call 1-716-395-2383.
Appendix H – Department Of Defense (Dodds) Course Outline

Course Outline

Dates: June 21-25, 1982
Credit: 3 graduate credits

Student Evaluation:

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<th>Component</th>
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<tr>
<td>Plan of Action</td>
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<td>Total</td>
<td>100%</td>
</tr>
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</table>

Faculty: Dr. Joseph P. Winnick
Dr. David L. Porretta
Dr. Francis X. Short

Practicum Coordinators:

Mr. Mark Jenks
Ms. Karla Richards

Administrative Assistant:
Mr. Ed Hurley

Course Assignments (see course assignment supplement):

- Selected Readings
- IEP Development
- Module Development
- Plan of Action

General Course Objectives:

To attain knowledge of federal and state laws related to the education of the handicapped, understand the concept of mainstreaming, and be able to plan and possess the knowledge and skills to implement a mainstreamed physical education program.

Competencies:

- Develop a broad understanding of PL 94-142 and its implications on physical education programming for the handicapped.
- Develop an understanding of the least restrictive environment concept.
- Develop an understanding of safety considerations in implementing physical education, intramural, and athletic programs for persons with handicapping conditions.
- Develop an understanding of unique facilities and equipment aids for teaching the handicapped.
- Develop the ability to establish and individualize education programs for the handicapped in physical education.
- Develop a knowledge of professional materials relating to the establishment of individualized programs.
- Develop an understanding of methods of individualizing programs in segregated, integrated, or mainstreamed settings.
- Develop an understanding of techniques of combining regular and special pupils in physical education activities.
- Develop an understanding of several and successfully utilize one appropriate assessment technique to objectively determine levels of physical and/or motor proficiency.
- Develop the ability to analyze physical and motor tasks (task analysis) for successful teaching of the handicapped.
Individualizing Instruction
Philosophy and Definitions
Importance and Relevance to P.L. 94-142
How to Individualize Instruction
Instructional Strategies and Methods

Assessment
Assessment for Child Placement
The Role of Content, Criterion, and Norm-Referenced Tests in Pupil Assessment
Examples of Content-Referenced Assessment
Norm-Referenced Tests in Physical Education
Assessment and the IEP

Supportive Services and Resource Materials
Professional Organizations
SEA and LEA Supportive Services
School Personnel
Films
Professional Literature

Reactions to Mainstreaming
Teachers
Parents (parents of regular as well as handicapped pupils)
Administrators
Pupils (those with and those without handicapping conditions)

Practicum Related Experiences
Demonstration of Techniques of Individualizing Instruction
Demonstration of Techniques of Integration
Assessing Performance in Physical Education Activities
Task Analysis
Establishing a Pupil Profile
Writing IEP's Based on Assessment During Practicum

Textbooks:
Implementation of Section 504 of PL 93-112 on Intramurals and Athletics

Prevent Denial of Program Benefit

Equal Opportunity to Attain Same Results
Equivalent vs. Identical Service
Equal Treatment vs. Equal Opportunity

Service in the Most Normal Setting
Total Integration
Continuum of Alternative Placements
Separate Programs or Activities
Eliminate Exclusion from Participation

Architecture Barriers
Other Environmental Barriers (numbers, testing, auxiliary aids and services, rules, scholarships, insurance, finances, transportation, equipment, supplies, other supportive personnel)

The Relationship of Selected Handicapping Conditions and Physical and Motor Performance

Mentally Retarded
Visually Handicapped
Auditory Handicapped
Learning Disabled
Emotionally/Behaviorally Disturbed
Cerebral Palsy
Other Physical/Neuromuscular Handicaps

Methods and Activity Needs for Special Pupils in Physical Education

Mentally Retarded
Visually Handicapped
Deaf
Learning Disabled
Emotionally/Behaviorally Disturbed
Cerebral Palsy
Other Physical or Neuromuscular Handicaps

Unique Facilities and Equipment

Architectural Barriers
Sport Equipment
Facilities

Safety Implications for Mainstreaming

Medical Examination
Medical Exemptions and Referral Forms
Safety Precautions in Conducting Programs

Overview of Related Unique/Model Ability Programs

I CAN
Project Active
Project Perfect
Individually Prescribed Instruction (IPI)

Techniques of Integrating Regular and Handicapped Pupils in Physical Education Activities

Basic Principles of Integration
Basic Principles Applied to Sport Areas
Appendix I – Department Of Defense (Dodds) Workshop Participants

<table>
<thead>
<tr>
<th>Region</th>
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<td>Bowen, Dwight</td>
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<td>South Germany</td>
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Appendix J – Flyers Of SUNY Brockport Projects
IMPLICATIONS OF PROJECT UNIQUE

The implications of Project UNIQUE to curricular concerns in physical education and recreation are enormous. The ability to determine specific fitness needs of several special populations will now become data based. Systematic programs enhancing the fitness of handicapped individuals and complying with PL 94-142 will become a reality in the 1980's. Information will also be provided on the relationship between age, sex, nature of handicap, onset on handicapping condition, and the level of physical fitness possessed. Project UNIQUE's contribution will be of practical and scientific value in promoting our understanding of the fitness needs of special populations.

PROJECT UNIQUE

For additional information on how you and your school can participate in Project UNIQUE, please call or write:

Joseph P. Winnick or Francis X. Short
Department of Physical Education
State University of New York
College at Brockport
Brockport, N.Y. 14420
(716) 395-2761

Project Officer:
Melville Appell
Bureau of Education for the Handicapped
United States Office of Education
Washington, D.C. 20202

Project Advisory Board:
G. Lawrence Rarick - University of California at Berkeley (Chair)
Robert Christina - Pennsylvania State University
James Horgan - University of Illinois at Chicago Circle
Stan Labanowich - University of Kentucky
Helen Jo Mitchell - Department of Recreation - Washington, D.C.
Claudine Sherrill - Texas Woman's University

PROJECT UNIQUE

The Physical Fitness and Performance of Sensory and Orthopedically Impaired Youth

Sponsored by:
The Bureau of Education for the Handicapped
U.S. Office of Education and
State University of New York
College at Brockport

Project Director: Joseph P. Winnick
Project Coordinator: Francis X. Short
Faculty of Physical Education
State University of New York
College at Brockport
Brockport, N.Y. 14420
(716) 395-2761

Project UNIQUE is a three-year federally sponsored project that is designed to study the physical fitness and performance of children and youth with handicapping conditions in school and institutional settings. The project will establish normative fitness data for sensory and orthopedically impaired populations by testing individuals from across the United States.
INTRODUCTION

The benefits of fitness in enhancing physical and mental well-being have been documented by scientists in several fields. It is not surprising that the past decade has witnessed a tremendous increase in the participation of Americans in activity programs. While the level of fitness possessed by Americans has been receiving nationwide attention, the physical fitness of several special populations remains unknown. The assessment of fitness and performance needs of children and youth with handicapping conditions will enhance the establishment of quality activity programs, for these groups. Fitness and performance information will also facilitate the setting of program objectives, goals and individual education programs. Such information will expedite physical education curriculum compliance with PL 94-142. Improving UNIQUE needs will enable special populations to benefit fully from instructional, intramural, athletic and recreational programs.

PROJECT AIM

The aim of this project is to provide basic descriptive data which may be utilized by professionals who work with the activity and health needs of persons with handicapping conditions. This information provides a reference upon which to determine the UNIQUE needs of an individual. By determining the unique fitness needs of an individual with handicapping conditions, an appropriate program may be instituted. Such a program can provide meaningful and valuable experiences and increase the opportunity to enjoy the benefits derived from physical fitness.

PROJECT STRUCTURE

Project UNIQUE is structured as a three-year program. The participants will be drawn from regional satellite centers throughout the United States. Testing will take place in the urban, suburban and rural sections of each region. Every satellite center will have personnel trained to conduct fitness testing on the following populations: auditory handicapped, orthopedically handicapped, visually handicapped and normal. All participants will be tested on muscular strength/endurance, agility, cardiorespiratory endurance, balance, flexibility, and various anthropometric measures.

PROJECT DISSEMINATION

The results of Project UNIQUE will be disseminated through the development of several publications. These publications will explain in detail the procedures, implications, and fitness status of the special populations tested. Guidelines for exercise program modification will then be developed with the practitioner in mind.

Several manuals will be generated through Project UNIQUE. These manuals will include information on the purpose of the testing program, test development, directions for test administration, test scoring, and norms for the various impaired populations.

The publications will serve as educative tools designed to assist the physical education teacher involved with handicapped students in school and other institutional settings.
IMPLICATIONS OF PROJECT UNIQUE

The implications of UNIQUE Project II to curricular concerns in physical education and recreation are enormous. The ability to determine specific fitness needs of pupils with Cerebral Palsy will now become data based. Systematic programs enhancing the fitness of these individuals and complying with PL 94-142 will become a reality in the 1990's. Information will also be analyzed on the relationship between age, gender, nature of handicap, and the level of physical fitness possessed. Project UNIQUE's contribution will be of practical and scientific value in promoting our understanding of the fitness needs of special populations.

UNIQUE Project II

For additional information on how you and your school can participate in UNIQUE Project II, please call or write:

Joseph P. Winnick or Francis X. Short
Department of Physical Education and Sport
State University of New York
College at Brockport
Brockport, N.Y. 14420
(716) 395-2383

Project Advisory Board:
Claudine Sherrill - Texas Woman's University (Chair)
Geoffrey Broadhead - Louisiana State University
Julian Stein - George Mason University
Diane Lewandowski - Chicago Public Schools

UNIQUE Project II

The Physical Fitness of Adolescents with Cerebral Palsy

Sponsored by: Special Education Programs
U.S. Department of Education and
State University of New York
College at Brockport

Project Director: Joseph P. Winnick
Project Coordinator: Francis X. Short
Department of Physical Education and Sport
State University of New York
College at Brockport
Brockport, N.Y. 14420
(716) 395-2383

UNIQUE Project II is a federally sponsored project that is designed to study the physical fitness and performance of adolescents with Cerebral Palsy in school and institutional settings. The project will establish normative fitness data based upon testing from across the United States.
The benefits of fitness in enhancing physical and mental well-being have been documented by scientists in several fields. It is not surprising that the past decade has witnessed a tremendous increase in the participation of Americans in activity programs. While the level of fitness possessed by Americans has been receiving nationwide attention, the physical fitness of several special populations remains unknown. The assessment of fitness and performance needs of children and youth with handicapping conditions will enhance the establishment of quality activity programs for these groups. Fitness and performance information will also facilitate the setting of program objectives, goals and individual education programs. Such information will expedite physical education curriculum compliance with PL 94-142. Improving UNIQUE needs will enable special populations to benefit fully from instructional, intramural, athletic and recreative programs.

**PROJECT AIM**

The aim of this project is to provide basic descriptive data which may be utilized by professionals who work with the activity and health needs of persons with handicapping conditions. This information provides a reference upon which to determine the UNIQUE needs of an individual. By determining the unique fitness needs of an individual with handicapping conditions, an appropriate program may be instituted. Such a program can provide meaningful and valuable experiences and increase the opportunity to enjoy the benefits derived from physical fitness.

**PROJECT STRUCTURE**

Testing will take place in urban, suburban and rural sections throughout the United States. Satellite center will have personnel prepared to conduct fitness testing. All participants will be tested on muscular strength/endurance, cardiorespiratory endurance, flexibility, and various anthropometric measures.

**PROJECT DISSEMINATION**

The results of Project UNIQUE will be disseminated through the development of publications. These publications will explain in detail the procedures, implications, and fitness status of the special populations tested. They will include information on the purpose of the testing program, test development, directions for test administration, test scoring, and norms for the various impaired populations.

The publications will serve as educational tools designed to assist the physical education teacher involved with students with Cerebral Palsy in schools, and agencies.
The results of Project Target will have an important impact on the physical well-being of individuals with disabilities. The valid, criterion-referenced test items and standards of physical fitness will help professionals to measure present status in physical fitness, determine strengths and weaknesses, measure progress, motivate youngsters, evaluate teaching, and evaluate and justify programs.

This program, developed to enhance physical fitness, will motivate youngsters with disabilities to reach healthful fitness levels.

For additional information on how you and your school can participate in Project Target, please call or write:

Joseph P. Winnick
Department of Physical Education and Sport
State University of New York College at Brockport
Brockport, NY 14420
(716) 395-2383

PROJECT ADVISORY BOARD

Kirk J. Cureton, Ph.D.
The University of Georgia

Harold W. Kohl, Ph.D.
The Cooper Institute for Aerobics Research

Kenneth Richter, D.O.
Medical Director, United States Cerebral Palsy Athletic Association

James H. Rimmer, Ph.D.
Northern Illinois University

Margaret Jo Safrit, Ph.D.
American University

Roy J. Shephard, M.D., Ph.D., D.P.E.
The University of Toronto

Julian U. Stein, Ed.D.
George Mason University (retired)

March 1995
The positive value of physical fitness is widely accepted throughout the United States today. Physical fitness is important for enhancing the quality and length of life. It assumes an important role in the play and development of children and youth, enhances their participation in leisure time pursuits and athletic endeavors. It helps in carrying out the requirements of daily living. Although physical fitness is important for all persons, it is particularly important for adolescents with disabilities. Where higher levels of physical fitness are attained, individuals are more likely to participate in play and sport activities and receive the same physical and social benefits as non-disabled adolescents and young adults. Because an enhanced physical fitness status helps persons in carrying out the requirements of daily living, it is of particular importance in the transition from school to the work place.

To help adolescents with disabilities develop and maintain levels of physical fitness necessary for healthful living, this project will identify standards for them to master, and ways to determine if these standards are mastered. To accomplish this, help is needed from students with disabilities, parents, teachers, administrators and researchers.

In order to develop valid standards, it will be necessary to test subjects with disabilities on physical fitness test items throughout the country. The results of this testing will provide the empirical data needed for developing valid standards, or targets.

This project is designed to establish and validate criterion-referenced test items and standards for adolescents with disabilities. These standards will provide targets for the attainment of healthful living through physical fitness. Once these targets are established, a program of physical fitness will be developed to help youngsters with disabilities to reach them.

PROJECT PRODUCTS AND DISSEMINATION

Plans are now being made to develop and disseminate the results of Project Target in a variety of ways.

First, a Project Target criterion-referenced test will be published in a form readily usable by practitioners in the field of Physical Education. Accompanying this will be an educational program for the development of physical fitness. Technical information, serving as a basis for the test, will be submitted for publication in professional journals.

Secondly, the project will recommend criterion-referenced test items and standards in connection with currently existing tests. The purpose is to make these tests accessible to persons with disabilities.

Finally, it is expected that information relevant to the validity of tests and standards will be available for dissemination and publication.
Appendix K – Faculty Resumes
RESUME

JOSEPH P. WINNICK

June 11, 1998

EDUCATION

Ithaca College
- Physical Education, B.S., 1960
Temple University
Temple University
- Physical Education, Ed.D., 1967
Temple University
- Post-Doctoral Work in Adapted Physical Education
SUNY College at Brockport
- New York State Administration-Supervision Certification
  (completed 5-15-85)

TEACHING/EXPERIENCE

- Distinguished Service Professor, SUNY College at Brockport (1997-present)
- Professor, SUNY College at Brockport (1965-1997)
- Departmental Graduate Coordinator, (1989-92)
- Visiting Professor, Department of Physical Education, San Diego State University,
  (Spring 1991)
- Head Varsity Baseball Coach, SUNY College at Brockport, (1987-88)
- Chair, Department of Physical Education, SUNY College at Brockport, (1973-76)
- Research Assistant, Temple University, (1963-65)
- High School Health and Physical Education, Temple High School, Philadelphia, PA
  (1960-61)

PROFESSIONAL OFFICES

- Elected as first President of the Research Section, New York State Association for Health,
  Physical Education and Recreation, 1969-70.
- Co-chairman, National Advisory Committee on Physical Education and Recreation for the
  Handicapped, 1975.
- Selected on the Board of Directors, National Consortium on Physical Education and
- Elected as President of the National Consortium on Physical Education and Recreation for the
TEACHING INTERESTS


CONSULTING

National Level

- Consultant-Northern Regional Institute to develop guidelines for Professional Preparation Programs in Physical Education and Recreation for the Handicapped, Cleveland, Ohio, October 11-14, 1970.
- Selected as field reader and panelist for Model Program Grants, Department of Education, 1979 and 1980.
- Reviewer for the *Research Quarterly for Exercise and Sport*.
- Reviewer for the *Journal of Physical Education, Recreation and Dance*.
- Consultant for the Department of Defense - conducted a two-day inservice workshop for teachers employed at Dependent Schools in Panama City, Panama, August 23-24, 1984.
- Charter member of the Editorial Board, *Adapted Physical Activity Quarterly*, 10 years.
- Reviewer for *Palaestra*.
- Served as a member of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Special Populations Fitness Assessment Task Force, 1993-95.
CONSULTING - continued

State Level

- Consultant on Physical Education for the Handicapped, Special Study Institute sponsored by the New York State Education Department and conducted at the Board of Cooperative Educational Services, Spencerport, NY, August 21-24, 1970.
- Consultant on Adapted Physical Education to Special Education Instructional Materials Center, New York State Education Department, Albany, NY, 1971-72.
- Served on the New York State Education Department Task Force on Adapted Physical Education, 1992-95.

Local Level

- Consultant, DOD Panama Region Schools, Panama City, Panama, August, 1984.
- Special Olympics Train-A-Champ Workshops, Westchester Community College, Syracuse University, SUNY Brockport in 1979.

University Level

- Consultant, University of Puerto Rico federally funded program designed to develop leaders in the area of physical education, August 29-September 2, 1976.
- Consultant, Mankato State University, Special Physical Education Project, March 16 -April 4, 1978.
- Advisory Board Member, Adapted Physical Education Project, SUNY College at Cortland, March 1989.

Commercial Level


GRANTS: Grants Funded: $2,962,900

• Grant Approved - Higher Education Act - Prepared equipment recommendations for "matching funds" grant submitted by the College at Brockport for Physiology of Exercise Laboratory. Total $18,000, 1966.

• Grant Approved - Project Director - "Summer Session Traineeships in Adapted Physical Education" (U.S. Office of Education - awards through the New York State Education Department). Total of $8,000 in 1969, $30,750 in 1970, $18,000 in 1971, $18,000 in 1972, $9,000 in 1973, $11,200 in 1974, and $2,250 in 1975: Grand total: $97,200.

• Grant Approved - Project Director - (first year), Consultant (second year) "Special Education Planning Grant" Bureau of Education for the Handicapped, U.S. Office of Education, 1971-73. This grant was obtained to start a special education program at Brockport. Total $40,000.

• Grant Approved - Project Director - "Development of Materials Retrieval System and Two Computer Based Resource Units in Adapted Physical Education," funded by the Special Education Instructional Materials Center, State Education Department, Albany, NY, 1971-1972. Total $1,200.

• Grant Approved - Project Director - Professional Preparation in Adapted Physical Education, Office of Special Education and Rehabilitative Services, U.S. Department of Education. These grants have primarily provided financial support for Brockport's master's level preservice program in Adapted Physical Education and provided funds for in-service education (Project Outreach) throughout New York State. From 1971 to 1993, the following funds have been received:

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1971 to 1998 = $1,480,817
• Grant Approved - Project Director - "Training of Professionals, Para-Professionals, Parents and Volunteers in Physical Education for the Handicapped." New York State Education Department, 1978-79. Total $8,200.

• Grant Approved - Project Director - "Sport Skills Instructional Program for the Mentally Retarded," New York State Education Department, 1979-80. Total $7,380.


• Special Project Approved - Project Director - In-service training in "Physical Education for Handicapped Students, K-12." This project was funded by the Department of Defense, Washington, D.C. It was funded to provide in-service education to 40 special education and physical education teachers teaching in dependent schools for the Department of Defense throughout the world. Dates: June 21-25, 1982. Total $20,000.

• Research Grant Approved - Project Director - "Physical Fitness and Cerebral Palsy - UNIQUE II." Funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. The grant was funded for a 24-month period for a total of $130,459.

• Research Grant Approved - Project Director - "Project Target:" Criterion Referenced Physical Fitness Standards for Adolescents with Disabilities. Funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. This is a five-year research grant (1993-1998) funded for approximately $807,000.

PUBLICATIONS

Articles.


PUBLICATIONS - continued

Books/Monographs (University-Published)

Have published several monographs. Those accepted by ERIC for reproduction:


Books/Monographs (Commercial-Publications)


Abstracts


PRESENTATIONS AT PROFESSIONAL MEETINGS

National/International Level

- Winnick, Joseph P. "Issues in Training Adapted Physical Education Personnel." Presented at the National American Association for Health, Physical Education and Recreation Convention, Houston, TX, April, 1972.
- Winnick, Joseph P. "Piaget-Based Early Developmental Experiences in Physical Recreation and Physical Education." Presented at the National Symposium on Piaget for Regular and Special Physical Educators and Re creators, State University College, Brockport, NY, October 8, 1975.
• Winnick, Joseph P. "Mainstreaming - It Isn't All Bad." Presented at the Midwest Conference for Physical Education/Recreation for the Disabled and Handicapped, University of Wisconsin at La Crosse, April 21, 1979.
• Winnick, Joseph P. Guest Speaker at an Adapted Physical Education Seminar, Texas Women's University, Denton, TX, July 16-18, 1979.
• Winnick, Joseph P. "Project UNIQUE." Presented at the Midwest Conference on Physical Education/Recreation for the Disabled, La Crosse, WI, May 1, 1981.
• Winnick, Joseph P. "Fitness for the Orthopedically and Sensory Impaired Child." Presented at the Symposium on Mental Retardation and Physical Activity, University of Manitoba, Winnipeg, Manitoba, March 6, 1981.
• Winnick, Joseph P. "Fitness for the Handicapped." Presented at the Chicago Forum on Youth Fitness and Sports sponsored by the President's Council on Physical Fitness and Sports, Chicago, IL, October 14, 1981.
• Winnick, Joseph P. "Assessing the Fitness of Children/Youth with Sensory and Orthopedic Impairments, A Project UNIQUE Update." AAHPERD National Convention, Houston, TX, April 22, 1982.
• Winnick, Joseph P., & Short, Francis X. "The Project UNIQUE Physical Fitness Test and Training Program for Normal, Sensory Impaired, and Orthopedically Impaired Youth." Presented at the AAHPERD National Convention in Minneapolis, MN, April 9, 1983.
• Winnick, Joseph P. "Project UNIQUE Physical Fitness Test and Training Program." Presented at a workshop entitled Assessing the Motor Abilities of Physically and Severely Handicapped Individuals, San Diego State University, CA, May 4-6, 1984.
• Winnick, Joseph P. "Oral History of Adapted Physical Education: Priorities in Professional Preparation." Presented at the AAHPERD National Convention, Georgia World Congress Center, Atlanta, GA, April 18, 1985.


• Winnick, Joseph P., & Short, Francis X. "Project UNIQUE Physical Fitness Test." Presented at the AAHPERD National Convention, Cincinnati, OH, April 12, 1986.


• Winnick, Joseph P. "A Comparison of the Physical Fitness of Nonretarded and Mildly Retarded Adolescents with Cerebral Palsy." Presented at the 7th International Symposium on Adapted Physical Activity, Berlin, West Germany, June 23, 1989.

• Winnick, Joseph P. "SUNY Brockport's Liberal Arts Major." Presented at the Annual Convention of the National Association for Physical Education in Higher Education, San Diego, CA, January 5, 1990.


• Winnick, Joseph P. "SUNY, College at Brockport Graduate Concentration in Adapted Physical Education." Presented at the Annual Convention of the National Consortium on Physical Education and Recreation for the Handicapped, Arlington, VA, July 1991.


• Winnick, Joseph P. "Legislative Influences on Adapted Physical Activity and Sport in the USA." Presented as a keynote address at the 9th International Symposium on Adapted Physical Activity, Yokohama, Japan, August 6, 1993.

• Winnick, Joseph P. Conducted a workshop on Adapted Physical Education, Movement Education Program, Tokyo, Japan, August, 1993.


• Winnick, Joseph P. Workshop (6 clock hours) on Measurement and Evaluation of Physical and Motor Activity in Adapted Physical Education, Cordoba, Spain, October, 1993.


• Winnick, Joseph P. "Health-Related Criterion-Referenced Physical Fitness Test for Adolescents with Mental Retardation." Presented at the 4th National Conference on Adapted Physical Activity, Macomb, IL, March 23, 1995.


• Winnick, Joseph P. "Health-Related Physical Fitness for Individuals with Disabilities." Keynote address at the 1996 International Symposium on Adapted Physical Education, National Taiwan Normal University, Taipei, Taiwan, May 22, 1996.
• Winnick, Joseph P. "Personalized Health-Related Criterion-Referenced Physical Fitness Test Items and Standards for Individuals with Disabilities." Keynote address at the 1996 International Symposium on Adapted Physical Education, National Taiwan University, Taipei, Taiwan, May 23, 1996.


• Winnick, Joseph P. "The Do's and Don'ts of Sportsmanship." Presented at the 1996 Distinguished Visiting Scholar Program at the Ohio State University, June 26-29, 1996.

• Winnick, Joseph P. "Health Related Physical Fitness of Adolescents Who Are Blind: Relationship to Sport." Presented at the Third Paralympics Congress, Atlanta, GA, August 15, 1996.

• Winnick, Joseph P. and Francis X. Short. "Standards for a Health-Related Criterion-Referenced Physical Fitness Test for Adolescents with Spinal Cord Injuries." Presented at the annual meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Atlanta, GA, August 16-17, 1996.

• Winnick, Joseph P. "The Meaning and Significance of Adapted Physical Education." Keynote address presented at the Fourth International Symposium on Adapted Physical Activity and Exercise, Kyung Hee University, Seoul, Korea, September 13-15, 1996.

• Winnick, Joseph P. "Health-Related Criterion-Referenced Physical Fitness Measurement Evaluation for Children and Adolescents with Disabilities." Invited lecturer at Ewha Woman's University, Seoul, Korea, September 16, 1996.


• Winnick, J.P., & Short, F.X. "Physical Fitness for Individuals with Disabilities" Presented a three-day workshop at the National Taiwan Normal University in Taipei, Taiwan, May 20-22, 1998. This was an invited workshop funded by the Government of Taiwan.

State Level


• Winnick, Joseph P. "Examination of the 'Cons' of Special Physical Education Certification." Presented at the Conference on the Training of Teachers in Special Physical Education at the College and University Level, Glenmont, NY, December 2, 1974.
• Winnick, Joseph P. "Grant Funding in Health and Physical Education." Presented at the New York State Convention, January 23, 1975.


• Winnick, Joseph P. "Strategies for Integrating Handicapped Students into Regular High School Physical Education Programs." Presented at the Alabama State Association for Health, Physical Education, Recreation and Dance, Birmingham, AL, October 7, 1983.


• Winnick, Joseph P. "Recent Advances in Special Physical Education and Sport." Presented at the Annual Convention of the New York State Association for Health, Physical Education and Recreation, Liberty, NY, November 9, 1984.


• Winnick, Joseph P. "It CAN Be Done." Keynote address at the Minnesota D/APE Conference, Camp Courage, MN, September 26, 1985.


• Winnick, J.P. Served as a panelist on the topic: "Adapted Physical Education - Where Do We Want To Go?" Panel discussion took place at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Inc., Syracuse, NY, November 20, 1987.


• Winnick, Joseph P. "Project UNIQUE." Presented at the Ohio Adapted Physical Education Conference, Columbus, OH, November 3, 1989.

• Winnick, Joseph P. "Compliance Strategies in Adapted Physical Education with regard to PL 94-142." Presented at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Rochester, NY, November 17, 1989.

• Winnick, J.P. "Adapted versus the other Terminologies: An open forum debate." Participated in this debate at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance, Monticello, NY, December 8, 1990.


• Winnick, Joseph P. "Dialogue with the State Education Department on Adapted Physical Education." This was a presentation and discussion at the Annual Convention of the New York State Association for Health, Physical Education, Recreation, and Dance (NYSAHPERD), Monticello, NY, November 13, 1992.


Local Level


• Winnick, Joseph P. "The Adapted Physical Education Program at Brockport." Presented to the Monroe County Department of Health (Physical Therapists), September 22, 1980.


• Winnick, Joseph P. Adapted Physical Education Workshop. This was a workshop presented for Central Western Zone of NYSAHPER Administrators - conducted at SUNY, Brockport, November 30, 1983.

• Winnick, Joseph P. "Planning Programs in Adapted Physical Education." This was a presentation at a graduate course/institute at the State University College at Cortland, June 26, 1992.


• Winnick, Joseph P. “The Do’s and Don’t’s of Grantsmanship.” Scholars Day Presentation, SUNY, College at Brockport, March 25, 1998.

Unique Presentations


• Winnick, Joseph P. "Planning Programs in Adapted Physical Education." This was a presentation at a graduate course/institute at the State University College at Cortland, June 26, 1992.

CONFERENCES AND/OR SPECIAL EVENTS

• Have received funds for and have served as director of several conferences in Adapted Physical Education for nine years. Three of these were national in scope and are presented below:

• National Symposium on Mainstreaming in Physical Education, Rochester, N.Y., February 10-12, 1977. (Funds received from the U.S. Office of Education)

• National Symposium on Piaget for Regular and Special Physical Educators and Recreators, Brockport, N.Y., October 7-9, 1974. (Funds received from the U.S. Office of Education)
• Initiated, proposed and helped to conduct (with staff on federal grant projects) at SUNY College at Brockport, the Monroe County Special Olympics, the New York State Olympics (two consecutive years) and the International Special Olympics (1979).

HONORS

• Outstanding Young Man of America - 1968.
• Dean’s List, Ithaca College; 1957-1960.
• Graduate Assistant - Temple University, 1960-61 and 1963-65.
• Nominated for Phi Beta Kappa in 1965 (did not apply because of lack of minimal funds required for application).
• Post-doctoral Fellowship Recipient for eight weeks of study in the "College Professor's Seminar in Physical Education for the Emotionally Disturbed" at Temple University, Summer of 1967. Receipt of 8 hours post-doctoral work.
• Selected as Outstanding Teacher of Exceptional Children.
• Received an award for outstanding research contributions - New York State AAHPERD, 1984.
• Received the Hollis Fait Scholarly Contribution Award - National Consortium for Physical Education and Recreation for the Handicapped, 1986.
• Named Higher Educator of the Year by The New York State Association for Health, Physical Education, Recreation, and Dance, April 8, 1988.
• Selected as a Fellow in the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance; April, 1988.
• Named Amazing Person Award from the Special Physical Education Section - New York State AAHPERD, 1989.
• Career Achievement Award from the Office of Academic Affairs, SUNY Brockport, 1989.
• Received the G. Lawrence Rarick Research Award from the National Consortium on Physical Education and Recreation For The Handicapped, 1990.
• Selected as Distinguished Visiting Scholar, School of Health, Physical Education and Recreation, The Ohio State University, June 26-29, 1996.
• Promoted to Distinguished Service Professor, State University of New York, College at Brockport, May 1, 1997. This rank may be given to persons demonstrating sustained effort in the application of intellectual skills, drawing from scholarly and research interests to issues of public concern.
• Received the Professional Recognition Award from the Adapted Physical Activity Council of the American Alliance for Health, Physical Education, Recreation and Dance in March of 1997 in recognition of significant contributions to the promotion of health, physical education, recreation or dance for individuals with disabilities.
• Received Career Achievement Award from the Office of Academic Affairs, SUNY, College at Brockport for receiving over $1.5 million in external funding at Brockport between 1986 and 1997.

GOVERNANCE

Continual involvement in departmental and college-wide committees (including chairmanship of the departmental personnel committee for eight years and chairmanship of the departmental
curriculum committee for five years) throughout my years at SUNY, College at Brockport. In addition, I have served as Undergraduate Physical Education coordinator (department head) at Brockport for three years (1973-76) and the department's graduate Coordinator for three years (1989-92). The following is a listing of committees served on at the local level:

- Disabled Student Services Advisory Committee, college-wide committee appointed by the president, 92-93, 94-97 (member).
- Section 504 Self Evaluation Committee, college-wide committee appointed by the President, 78-79 (member)
- Human Services Committee, college-wide committee appointed by the President, 78-79 (member)
- Subcommitteee on the Handicapped, Affirmative Action Advisory Committee, 1982 (chair)
- Departmental Committee on the Handicapped, 77-79 (chair)
- Departmental Subcommittee on Adapted Physical Education, 28 years (chair)
- Departmental Personnel Committee, (chair for 8 years, member for 3 years)
- Personnel Council, faculty-wide committee, 81-82 (member)
- Curriculum Council, faculty-wide committee, 79-80 (chair)
- Departmental Curriculum Committee (chair for 7 years, member for 3 years)
- Curricular Program Committee, college-wide committee, 77-79 (member)
- Departmental Master Plan Committee, 1972 (chair)
- Departmental Facilities Planning Committee, 69-70 (member)
- Friends of Brockport Athletics, charter member of Board of Directors, 83-93
- Biokinetics Laboratory Committee, 65-71 (chair)
- Faculty Senate Governance Committee, 70-72 (member)
- Ad Hoc Committee on the Evaluation of the College Recreation and Leisure Program, college-wide committee appointed by the President, 82-83 (member)
- SUNY Committee on Academic Programs in Poland, 72-73 (member)
- Departmental Teacher Certification Committee, 83-93 (member)
- Scholar's Day Planning Committee, college-wide committee appointed by the Vice President for Academic Affairs, 88-89 (member)
- Research Advisory Committee, college-wide committee appointed by the Vice President for Academic Affairs 93-96 (member 1 year, chair 2 years)
- Graduate Coordinator in the Department of Physical Education & Sport, 89-92
- Director of Departmental Physical Fitness Testing Program, 89-92.
- Departmental Recruitment Committee, member or chair of several faculty searches over several years.
- College-Wide Health Cluster, 95-96 (member)
- Chairperson of subcommittee on Adapted Physical Education during the 1997-98 academic year.
- Served as a member of the Monroe-Orleans County BOCES Special Education Advisory Committee for several years.
- Was selected to serve as an external reviewer of faculty for tenure/promotion at other colleges/universities throughout the United States, 1997-98.
- Served as a review panel member for the Research Consortium, AAHPERD, 1997-98.
PROGRAM DEVELOPMENT:

I personally wrote and gained approval for the Adapted Physical Education Concentration at the Master's Degree Program at Brockport in 1968. This was the first professional preparation program in Adapted Physical Education in the United States at the Master degree level. In 1981-82, I proposed and had approved an undergraduate concentration in Adapted Physical Education. In 1993 an emphasis in Early Childhood Adapted Physical Education was added as a part of the Adapted Physical Education concentration at the master's degree level. I was administrative unit head at Brockport when the following career options were developed and accepted at the undergraduate level: (1) Athletic Training, (2) Sport Management, and (3) Coaching. I was involved in writing the proposals for all these career options. In 1996-1997 I served as chair of the Departmental Curriculum Committee which revised both the graduate and undergraduate physical education programs at Brockport.
Francis X. Short

Education:

1972
Bachelor of Science, Springfield College
Major: Physical Education

1973
Master of Science, Indiana University
Major: Physical Education

1980
Doctor of Physical Education, Indiana University
Major: Adapted Physical Education
Minor: Special Education

Professional Experience:

Aug. 1996 - Present
Associate Professor and Chairperson of the Department of Physical Education and Sport, SUNY College at Brockport.

Responsibilities: Administer a major in physical education with concentrations in teacher certification, adapted physical education, sport management, athletic training, and exercise physiology; supervision includes responsibility for approximately 550 undergraduate majors, 100 graduate students and a faculty and staff of about 40; until May 1998 served as Project Coordinator for Project Target, a federally-funded national research study designed to develop criterion-referenced health-related physical fitness tests for adolescents with disabilities.

Associate Professor and Project Coordinator
SUNY College at Brockport

Responsibilities: Taught graduate and undergraduate courses in the Department of Physical Education and Sport; coached the women’s volleyball team; served as Project Coordinator for Project Target, a federally-funded national research study designed to develop criterion-referenced health-related physical fitness tests for adolescents with disabilities.
Sept. 1989-
Aug. 1994  
Associate Professor and Chairperson of the Department of Physical Education and Sport, SUNY College at Brockport.

Responsibilities: Administered a major in physical education with concentrations in teacher certification, adapted physical education, sport management, athletic training, and exercise physiology/adult fitness; supervision included responsibility for approximately 400 undergraduate majors, 100 graduate students, and a faculty and staff of about 35; taught and/or coached (volleyball) the equivalent of six credit hours per semester.

Aug. 1986-
Aug. 1989  
Assistant Professor, SUNY College at Brockport.

Responsibilities: Taught graduate and undergraduate courses in the Department of Physical Education and Sport; coached the Women’s Varsity Volleyball team; participated in departmental governance and scholarship activity.

Jan. 1985-
Dec. 1989  
Camp Director, Rotary Sunshine Camp, Rush, New York.

Responsibilities: Oversaw an eight-week, resident summer camping experience for youngsters with physical handicaps and health impairments; hired and supervised a staff of approximately 55 employees; planned and administered a budget of approximately $100,000.

Sept. 1982-
May 1986  
Visiting Assistant Professor/Research Associate, SUNY College at Brockport.

Responsibilities: Taught graduate and undergraduate courses in the Department of Physical Education and Sport; supervised special physical education graduate students in their field placements; coordinated on-campus practicum experiences in special physical education for graduate and undergraduate students.

July 1980-
July 1982  
Research Associate (Project Coordinator for Project UNIQUE, federally-funded national research study designed to assess the fitness levels of orthopedically and sensory impaired children and youth), SUNY College at Brockport.
Responsibilities: Organized data collection procedures (trained field testers, identified and contacted potential sources of data, tested subjects and coordinated test equipment needs throughout the country); analyzed the data (descriptive and inferential data analysis including univariate and multivariate statistics), and prepared written materials pertaining to the project (final report, test manual, training manual). A total of 3,900 subjects from 23 states were tested on 17 measures of physical fitness.

Aug. 1979 - June 1980

Research Associate, SUNY College at Brockport.

Responsibilities: Taught graduate and undergraduate classes in the area of special physical education; supervised special physical education students in their field placements; planned and conducted inservice education in special physical education at various sites throughout the State of New York.

Sept. 1977 - July 1979

Adapted Physical Education Specialist, Idylwild Center for Communicative Disorders, San Jose, California.

Responsibilities: Taught physical education to preschool and elementary-aged aphasic children; assessed all students and wrote appropriate goals and objectives; attended IEP conferences; represented physical education at various staff meetings.

Sept. 1976 - May 1977

Associate Instructor, Indiana University.

Responsibilities: Student coordinator of the adapted physical education public school practicum program; taught classes for emotionally disturbed and educable mentally retarded students; supervised graduate and undergraduate practicum students.

March 1974 - Aug. 1977

Head Coach, Indiana University Volleyball Club

Responsibilities: Coached men's intercollegiate volleyball team in the Midwest Intercollegiate Volleyball Association; scheduled all matches; directed tournaments; coordinated facilities; supervised the club's instructional program.
Aug. 1975 -
June 1976
Rehabilitation Specialist, I.U. Developmental Training Center.
Responsibilities: Worked as a graduate assistant in a model program of deinstitutionalization; identified alternative living arrangements for institutionalized mentally retarded people; helped to form community advocacy teams; helped to develop a crisis intervention telephone service for the mentally retarded.

Sept. 1973
June 1975
Demonstration Teacher, I.U. Developmental Training Center
Responsibilities: Taught adapted physical education (full-time) to developmentally disabled children at a university affiliated facility; represented physical education in an interdisciplinary setting; worked with Indiana University faculty and students to provide a quality practicum site for students studying adapted physical education.

Jan. 1973 -
June 1973
Graduate Assistant, I.U. Developmental Training Center.
Responsibilities: Taught adapted physical education to developmentally disabled children in a demonstration program; represented physical education in an interdisciplinary setting.

Courses Taught at SUNY College at Brockport (since 1979):

Special Physical Education Clinic
Adapted Physical Education
Normal and Abnormal Human Growth, Development and Movement
Seminar in Measurement and Evaluation
Intermediate and Advanced Volleyball
Adapted Aspects of Special Physical Education and Sport*
Research and Evaluation for Physical Education Teachers*
Program Development in Special Education*
Seminar and Practicum in Special Physical Education and Recreation*
Workshop in Special Physical Education* (team taught)

*graduate course
Honors:

Graduated cum laude from Springfield College, 1972.

All-East selection in volleyball in 1971 and 1972; member of the 1971 Springfield team which competed in the NCAA National Championships.

Awarded graduate assistantships at Indiana University, 1973 and 1977.

Awarded a $300 grant from the Graduate School at Indiana University for the purchase of equipment for doctoral research, 1976.

Named an Outstanding Young Man of America, 1982.

Named a "Paul Harris Fellow" by the Rochester Rotary Club, 1988.

Departmental nominee for the SUNY-wide Chancellor’s Award for Excellence in Teaching, 1989.

First recipient of the Special Physical Education Section of NYSAHPERD’s "Amazing Person" Award, 1989.


Professional Affiliations:

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

New York State Association of Health, Physical Education, Recreation, and Dance (NYSAHPERD).

National Consortium on Physical Education and Recreation for Individuals with Disabilities (NCPERID).

American Volleyball Coaches Association (AVCA)

Technical Assistance:

Reviewer for the following publications:


Adapted Physical Activity Quarterly, February 1987-present.

Member of an ad hoc ARAPCS committee to review AAHPERD's available fitness tests for special populations, March 1983.

Consultant in special physical education to the Department of Defense Dependent Schools, Panama Region, August 1984.

Consultant to Project TRANSITION, a federally-funded research project at Ohio State University, September 1984.

Served on the Monroe County (N.Y.) Board of Directors for Special Olympics, 1987-89.

Assistant coach for the Western Men's volleyball team in the Empire State Games, Summer 1992 (Bronze Medal) and Summer 1993 (Gold Medal).

Publications:


Conference Presentations:


Short, F. "Adapted physical education: Individualization and integration," presented as part of a workshop entitled "Regional Workshop on the Disabled Adolescent (Spina Bifida)," at the University of Rochester Medical Center, Rochester, New York, March 27, 1980.


Winnick, J.P. and Short, F.X. "The Project UNIQUE physical fitness test and training program for normal, sensory impaired and orthopedically impaired youth," presented at the AAHPERD National Convention, Minneapolis, Minnesota, April 9, 1983.

Short, F. "Special athletic opportunities," presented to the New York State College Student Council for Special Olympics, Brockport, New York, November 6, 1983.


Winnick, J.P. and Short, F.X. "Project UNIQUE Physical Fitness Test," presented as part of a symposium entitled "New Standardized Tests for Use in Adapted Physical Education" at the AAHPERD National Convention, Cincinnati, Ohio, April 12, 1986.


Winnick, J.P. and Short, F.X. "Standards for a health-related criterion-referenced physical fitness test for adolescents with spinal cord injuries," presented at the annual meeting of the National Consortium for Physical Education and Recreation for Individuals with Disabilities, Atlanta, GA, August 17, 1996.


Inservice Presentations:


Short, F.X. Invited presentations on various aspects of special physical education presented on teacher in service days at:

- Spencerport, N.Y. June 3, 1980
- Watertown, N.Y. May 7, 1981
- Wayne-Finger Lakes BOCES June 18, 1983
- Ithaca, N.Y. March 6, 1984
- Auburn, N.Y. June 13, 1984
- Binghamton, N.Y. June 18-19, 1984
- Hornell, N.Y. October 13, 1984
- Binghamton, N.Y. March 15, 1984
- Geneseo, N.Y. April 29, 1991

Short, F.X. "Project UNIQUE II Training Session" a series of two-hour training sessions conducted for the New York City Public Schools, the Chicago Public Schools, the Cicero-North Syracuse School District, the Albany Center for the Disabled, the Eastern District Association of AAHPERD, NYSAHPERD, the University of Northern Illinois, the Connecticut Consortium on Special Physical Education, and SUNY, College at Brockport.

Short, F. Conducted a Volleyball Coaches Training Program for Monroe County (N.Y.) Special Olympics at SUNY, College at Brockport, April 7 & 14, 1988.

Short, F. "Legal Aspects and N.Y.S. Procedures in Adapted Physical Education" and "Assessment and Criteria for Placement in the Adapted Physical Education Setting," presented at a conference entitled "Workshop on Adapted Physical Education" at the BOCES in Geneseo, N.Y., June 12, 1991.


Short, F. "Project Target Training Session" a series of workshops designed to acquaint prospective testers with test procedures associated with the Project Target Physical Fitness Test, at the New York City Public Schools (January, 1995) and Michigan School for the Blind (April, 1995).

Winnick, Joseph, P. and Short, Francis, X. "Taiwan Workshop on Physical Fitness for Youth with Disabilities," a three-day workshop conducted for physical education teachers in the Republic of China at the National Taiwan Normal University, Taipei, Taiwan, May 20-22, 1998.