3-22-2010

Graduate Pedagogy Revision: Department of Kinesiology, Sport Studies and Physical Education

The College at Brockport, College Senate

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Resolution # 15
2009-2010
College Senate

TO: Dr. John R. Halstead, College President
FROM: The College Senate: March 22, 2010
RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the Fitness of)
III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Graduate Pedagogy Revision: Department of Kinesiology, Sport Studies and Physical Education (routing number 33 09-10 GC)

Signed: __________________________ Date: 3/26/10
(Simon Lewis, 2009-10 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Steven Lewis, The College Senate President
FROM: John R. Halstead, College President
RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date: Fall 2010
   b. Deferred for discussion with the Faculty Senate on _____/____/____
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged _____/____/____
   b. Comment: ______________________________

Signed: __________________________ Date: 4/2/10
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION
Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
TO:       Dr. John R. Halstead, College President
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                          a. Received and acknowledged ____/____/____
                          b. Comment: _________________________________________________________________

Signed:___________________________________________________________ Date: ___________________

(Dr. John R. Halstead, President, The College at Brockport)

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DEADLINE FOR SUBMISSIONS: FEBRUARY 28

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS – please, no multiple attachments – each proposal must be submitted electronically as one document.

- Submit only complete proposals. Include support letters from department chair and dean.
- Proposals must be prepared individually in Word format using committee guidelines available at brockport.edu/college senate/proposal.html.
- Fill out this cover page for each proposal and insert it electronically as the front page of your document. (college senate/proposal.html)
- Email whole proposal with cover page as one document to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, i.e., Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

   Graduate Pedagogy Revision: Department of Kinesiology, Sport Studies and Physical Education

2. BRIEF DESCRIPTION OF PROPOSAL:

   Proposed revision of graduate pedagogy program

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET ARE NEEDED? ___X__ NO  ___ YES  EXPLAIN YES

4. HOW WILL THIS EFFECT TRANSFER STUDENTS:

   It will not

5. ANTICIPATED EFFECTIVE DATE: Fall 2010

6. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<table>
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7. SUBMITTED BY: (contact person)

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<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Alisa James</td>
<td>Kinesiology, Sport Studies</td>
<td>585-395-5330</td>
<td><a href="mailto:ajames@brockport.edu">ajames@brockport.edu</a></td>
</tr>
<tr>
<td>and Douglas Collier</td>
<td>and Physical Education</td>
<td>585-395-5055</td>
<td><a href="mailto:dcollier@brockport.edu">dcollier@brockport.edu</a></td>
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8. COMMITTEES TO COPY: (Senate office use only)

<table>
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<td>__ Enrollment Planning &amp; Policies</td>
<td>Committee for approval</td>
<td>2/3/10, 2/17/10</td>
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<td>__ Faculty &amp; Professional Staff Policies</td>
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<td>2/22/10</td>
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<td>__ General Education &amp; Curriculum Policies *</td>
<td>GED to Vice Provost</td>
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<td>3/1/10 (3/22/10 vote)</td>
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<td>__ Undergraduate Curriculum &amp; Policies</td>
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* follow special Gen Ed procedures for submission of General Education proposals at “How to Submit Proposals” on our Website.

NOTES:
## Comparison of Old and New Program

<table>
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<th>Old Program</th>
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<th>New Program</th>
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<td>PES 604- Research Methods in Physical Education</td>
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<td>PES 607- Curriculum in Physical Education</td>
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<td>PES 617-Seminar in Physical Education</td>
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<td></td>
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<td>PES 699- Behavior Management in Physical Education</td>
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<td>EDI 601-Diversity in Education</td>
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<tr>
<td>PES 798- Synthesis Project Seminar OR</td>
<td>3</td>
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<td>PES 795- Thesis</td>
<td>6</td>
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**Electives (12-15 credits)**

Electives (Choice of One If Completing a Synthesis)
Below are suggested electives; however, other electives may be taken at the discretion of the graduate advisor.

| PES 621-Instructional Design in Physical Education              | 3       | PES 530 Psychology of Sport                                     | 3       |
| PES 617-Seminar in Elementary Physical Education                | 3       | PES 552- The Challenges of Coaching                             | 3       |
| PES 627-Seminar in Secondary Physical Education                 | 3       | PES 560- Ethics of Sport                                        | 3       |
| PES 599-Independent Study in Physical Education                | 3       | PES 581- Instructional Strategies in Adapted Physical Education | 3       |
| PES 581-Instructional Strategies in Adapted Physical Education  | 3       | PES 582- Adapted Physical Activity and Sport                    | 3       |
| PES 582-Adapted Physical Activity and Sport                    | 3       | PES 583- Early Childhood Physical Education                     | 3       |
| PES 583-Early childhood Physical Education                     | 3       | PES 590- Administration and Supervision of Physical Education and Athletics | 3       |
| PES 599- Independent Study                                     | 3       | PES 690- Problems in Physical Education and Athletic Administration | 3       |
| PES 691- Marketing and Fundraising in Physical Education and Sport | 3       | PES 692- Budgeting, Finance and Facility Management in Physical Education and Sport | 3       |
| EDI 527 Cooperative Learning                                   |         |                                                               |         |
| EDI 603- Educational Assessment and Evaluation                 |         |                                                               |         |
| EDI 610- Teaching children with Behavioral Problems            | 3       |                                                               |         |
| HLS 571- Childhood and Adolescent Stress                       |         |                                                               |         |
| HLS 600- Issues in Health and Wellness                         | 3       |                                                               |         |

**Total** 30 **Total** 30
Proposed New Graduate Pedagogy Track
Course of Study Scope and Sequence

PES 6XX- Qualitative Research Methods in Physical Education (3) - NCATE Checkpoint 1
PES 617- Seminar in Physical Education (3)
PES 607- Curriculum in Physical Education (3)
EDI 601- Diversity in Education (3)
PES 604- Research Methods (3)
PES 605- Data Analysis (3)
PES 6XX- Behavior Management in Physical Education (3)
PES 601- Analysis of Teaching (3) - NCATE Checkpoint 2
PES 798- Synthesis (3) or Thesis (6) - NCATE Checkpoint 3

Choice of 1 Elective (Only if doing a synthesis)
PES 530- Psychology of Sport
PES 552- The Challenges of Coaching
PES 560- Ethics of Sport
PES 581- Instructional Strategies in Adapted PE
PES 582- Adapted Physical Activity and Sport
PES 590- Administration and Supervision of Physical Education and Athletics
PES 599- Independent Study
PES 691- Marketing and Fundraising in Physical Education and Sport
PES 690- Problems in Physical Education and Athletic Administration
PES 692- Budgeting, Finance and Facility Management in Physical Education and Sport
EDI 527- Cooperative Learning
EDI 603- Educational Assessment and Evaluation
EDI 610- Children with Behavioral Problems
HLS 571- Childhood and Adolescent Stress
HLS 600- Issues in Health and Wellness

Rationale for Graduate Pedagogy Track Revision

There are several reasons for the revision of the graduate pedagogy track in the Department of Kinesiology, Sport Studies and Physical Education. First, the program needed to be research based to a greater degree in order to better prepare students for their capstone experience (i.e., writing a synthesis or thesis). As a significant amount of the research in physical education pedagogy is qualitative in nature, the following classes emphasize different bodies of literature within the physical education knowledge base that will prepare graduate students to consume research and also apply it to their practice as in-service teachers: Qualitative Research Methods in Physical Education (PES 6XX), Seminar in Physical Education (PES 617), Curriculum in Physical Education (PES 607), Behavior Management in Physical Education (PES 6XX) and Analysis of Teaching (PES 601). Students will be involved in experiences in the field in PES 601, PES 617 and PES 699 that will enhance their ability the apply research to teaching in the field.

The old pedagogy course of study was too loose in the sense that there were very few required classes. This resulted in several problems. First, the old program did not prepare graduate pedagogy students optimally to teach in the current educational environment. Although some of our pedagogy graduate students are full time teachers, many students have little experience teaching physical education beyond their student teaching experience. In light of this lack of practical experience the revision of the program of study has taken place.

Secondly, because the old pedagogy track was loose it allowed many students to migrate to pedagogy when they determined they were unable to complete one of the other tracks, particularly athletic administration. Often students will pursue the athletic administration graduate degree and then realize they cannot complete the internship requirement and migrate into pedagogy. With the revised program and its emphasis on professional...
Third, we had difficulty collecting assessment data for NCATE because we had very few required classes to choose from to collect data. Although there is the possibility that the pedagogy track may not be required to write a program SPA for NCATE, the pedagogy faculty will still have to collect unit data from the required graduate pedagogy classes for the Professional Education Unit to complete its NCATE report.

The impetus for the pedagogy track revision was influenced by the issues discussed previously. The pedagogy faculty believes that this revision will address each of these issues, as well as better prepare our graduate students to be excellent teachers and leaders in public schools. While the pedagogy faculty realizes that the revised program has 24 required credits compared to 12 required credits in the old program, the level of rigor and the depth and breadth of students’ graduate education will be enhanced. Furthermore, the number of required credits is equitable to the number of required credits in the adapted physical education track (24) and athletic administration track (24).

**Discussion Regarding “Mission”, “Market”, and “Quality”**

The mission of the graduate teacher education pedagogy track is aligned with not only the College mission, but also the Graduate Education, Professional Education Unit and the Department of Kinesiology, Sport Studies and Physical Education Graduate program mission statements (See appendix A for mission statements). The Graduate Pedagogy mission statement has several strands that are common in the above mission statements. These commonalities include quality and success in scholarship, cultural awareness and excellent communication skills.

The market factors that the proposal responds to are many. First, prospective pedagogy students look for a program that offers them an education that does not repeat their undergraduate education. The proposed revision builds on their current knowledge base while exposing them to new theories and practices on the cutting edge. For example, PES 607, curriculum in physical education requires students to develop a standards based curriculum guide that aligns with the PE Profile, a recently developed New York state physical education assessment instrument. Another example is PES 699, Behavior Management in Physical Education. Beginning teachers often struggle with behavior management in the gymnasium. This class provides students with theoretically based intervention strategies as well as filed work designed to enhance their behavior management skills.

The main competition for the graduate pedagogy program at The College of Brockport are the Masters degree programs at SUNY Cortland and Canisius College. The SUNY Cortland program is 30 hours and less research based than the proposed Brockport program. The Cortland program does include some courses that are similar to the proposed ones in the graduate pedagogy program. For example, both programs offer a curriculum in physical education course.

The Canisius program offers an on-line masters program as well as a traditional one. The on line program is 33 hours. It is more of a generalist program since it does not focus specifically on pedagogy. For instance, it includes sport psychology classes as well as classes dealing with health issues in society. The traditional program is also 33 credits, but more pedagogy focused. It contains similar courses to those proposed in the Brockport graduate pedagogy program. For example, both programs offer courses that focus on analysis of teaching physical education and research methods.

The proposed Brockport graduate pedagogy program ensures that students will receive a quality education that prepares them well for advanced study in a doctoral program as well as state of the art knowledge required for completion of their New York state professional teaching certificate.

Program quality is also addressed through the NCATE accreditation process. One of the main impetuses to revise the graduate pedagogy program was to align it with new NCATE standards. With this in mind, the teacher certification faculty examined possible courses, course content and key assessments in those courses. Throughout the process new courses were proposed and discussed in an effort to identify key assessments that would address advanced NCATE standards. The pedagogy faculty is confident that the proposed program
revision will contribute significantly to the accreditation process.

Another way to ensure program quality is to examine student satisfaction. The pedagogy faculty will take systematic steps to evaluate student satisfaction with the revised program. Questionnaires and focus group interviews will be used to evaluate student satisfaction. Based on data collected, the pedagogy faculty will make the necessary adjustments to ensure that student satisfaction and the program is of high quality.

Description of New Classes

PES 6XX- Qualitative Research Methods in Physical Education
This course is designed to provide students with the skills and knowledge related to qualitative methods of data collection and analysis of qualitative data. The course approaches the topic of qualitative research methods from both a theoretical and a practical perspective through assigned readings, class discussion, writing and projects. The class provides hands-on experience with qualitative methods of data collection and analysis of various types of qualitative data.

PES 699- Behavior Management in Physical Education
This course is designed to provide students with the necessary knowledge and skills to develop and implement behavior plans based on the results of a functional behavior assessment. As well, students will learn how to utilize the principles of positive behavior support to build relevant replacement skills, incorporate prevention strategies and improve the aspects of the student’s environment that relate to the problem behavior. In addition, students will develop the skills to develop and implement, as appropriate, individually designed crisis intervention procedures.

PES 617- Revised Seminar in Physical Education
PES 617 is a seminar course organized to build on prior experience and knowledge in undergraduate physical education courses and serves as a forum for discussion of current trends and issues that are of concern to elementary and secondary physical education teachers. This course includes concepts and activities that are specific to elementary and secondary school (K-12) physical education and an exploration of research related to teaching physical education. Students will have an opportunity to connect theory with reality using a variety of in class discussions and hands on experiences with an action research project.

EDI 601- Diversity in Education (New To Program)
Engages students in critical examination, grounded in historical, philosophical, theoretical and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression, and implications for work as teachers, and for children’s and family experiences within a variety of inclusive educational settings.

Staffing

At this time the graduate faculty in the Department of Kinesiology, Sport Studies and Physical Education will be able to cover the courses in the proposed graduate pedagogy program. Courses will be offered at least once per academic year and a second time if there are enough students that warrant an additional section. If there is an additional section of a specific class, the class will be offered in the summer if a faculty member is willing to teach the class. Below is a draft of proposed pedagogy faculty loads with the graduate classes in bold.
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<th>Spring</th>
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Although several electives have been added to the elective pool, it is not anticipated that students from the proposed pedagogy track will create an issue with enrollment in these classes because there are so many electives from which to choose. The only required course that is outside of the Department of Kinesiology, Sport Studies and Physical Education is Diversity in Education (EDI 601). The department chair of the Department of Education and Human Development has been contact and she has agreed to set seats aside each semester for pedagogy graduate students.

**Academic Administrative Commentary**
1. Letter of review from Graduate Dean- See Appendix C
2. Letter of review from Dean of School- See Appendix C
3. Letter of review from Department Chair- See Appendix C

**Resources, Facilities and Non Teaching Staff Needed to Implement the Program**
The proposed graduate pedagogy curriculum will not need additional resources, facilities or non-teaching staff to implement.

1. Statement of review and comment from Drake Library- See Appendix C
2. Statement of review and comment from Academic Computing Services- See Appendix C

**Letters of Support from Cooperating Departments Including a Statement of Probable/Likely Impact on Departments**
1. Letter from Education and Human Development Department Chair- See Appendix C
APPENDIX A
Mission Statements

**College Mission**
The State University of New York College at Brockport
Is committed to providing a liberal arts and professional education- at both the undergraduate and graduate level- for those who have the necessary ability and motivation to benefit from high quality public higher education.
Has the success of its students as its highest priority, encompassing admission to graduate and professional schools, job placement, civic engagement in a culturally diverse society and in globally interdependent communities, and especially student learning; and
Is committed to advancing scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of and outstanding faculty and staff.

**Graduate Education Mission**
This mission of graduate education at SUNY College at Brockport is to support student success by providing a high quality education that:
- Leads to advanced knowledge and technical skills in the graduate field of study and prepares graduates for doctoral studies and/or professional practice;
- Stimulates and supports excellence in scholarly and creative pursuits among faculty and students;
- Fosters excellence in teaching, supervising and mentoring; and
- Develops thoughtful and articulate individuals with the integrity and adaptability for dealing with a culturally diverse and changing world and for contributing substantially to their communities.

**Professional Education Unit (PEU) Mission**
The professional education unit is dedicated to excellence in teaching, scholarship, creative endeavors, and service to the community. The unit is committed to providing education programs at the undergraduate, graduate and advanced graduate levels that prepare school professionals who are highly qualified to teach, counsel, lead and administer. Predicated on the need to create environments in which all learners grow and develop as contributing members of society, the mission of the unit encompasses the mission of the college in providing programs grounded in the liberal arts, emphasizing student learning and success as its highest priority. The unit believes that collaboration between the college and P-12 practitioners is fundamental and inherent to all programs offered by the unit, including quality based field experiences in diverse settings. Faculty, staff, and field-based personnel work together to link theory and practice to advance the highest standards and learning for all youths.

**Department of Kinesiology, Sport Studies and Physical Education Graduate Program Mission**
The graduate program in the Department of Kinesiology, Sport Studies and Physical Education is dedicated to excellence in teaching, scholarship, creative endeavors and service to the community. The department is committed to providing programs that prepare professionals who are highly qualified teachers, coaches, leaders and/or administrators in physical education and sport. The program provides opportunities to pursue professional teacher certification, administrative careers as well as the necessary background for further graduate work. The department believes that collaborative efforts are fundamental to all programs in developing
thoughtful and articulate individuals with the integrity and adaptability for dealing with a culturally diverse and changing world. Predicated on the need to create environments in which all learners grow and develop as contributing members of society, the mission of the graduate program encompasses the mission of the college and the professional education unit in providing programs emphasizing student learning and success as its highest priority.

**Graduate Pedagogy Track Mission**

The Masters of Science in Education/Physical Education Pedagogy is dedicated to providing physical education teachers with an understanding of the research base as well as pedagogical content knowledge. The program is designed to acquaint students with current research. Students acquire the tools necessary to read, understand, critique and conduct research in physical education. The program has been designed to spark an intellectual curiosity related to the knowledge base of physical education, the promotion of physical activity and the design and use of culturally relevant curricula. Graduates will have a strong understanding of issues around diversity as they relate to effective teaching and curricular development in physical education. Students will become agents of change through the development of leadership, advocacy and mentorship skills. Graduates of this program will be reflective individuals who are passionate, enthusiastic and committed to the profession of physical education.
APPENDIX B  
Newly Proposed Course Registrations

The College at Brockport- State University of New York  
Department of Kinesiology, Sport Studies, and Physical Education  
PES 6XX- Qualitative Research Methods in Physical Education

I.  COURSE DESCRIPTION

This course is designed to provide students with the skills and knowledge related to qualitative methods of data collection and analysis of qualitative data. The course approaches the topic of qualitative research methods from both a theoretical and a practical perspective through assigned readings, class discussion, writing and projects. The class provides hands-on experience with qualitative methods of data collection and analysis of various types of qualitative data.

II. COURSE OBJECTIVES

1. Develop a basic understanding of the theoretical orientations that underlie qualitative methods in education.
2. Know and be able to use qualitative research data collection techniques.
3. Develop a basic understanding and application of qualitative data analysis.
4. Develop an understanding of trustworthiness and believability in qualitative research.
5. Be able to discuss ethical implications of qualitative research.
6. Acquaint students with exemplary qualitative readings in physical education pedagogy.
7. Develop a basic understanding of how to write a qualitative research report.

III. REQUIRED TEXTS


IV. SUGGESTED TEXTS

V. SUPPLEMENTAL READINGS WILL BE ASSIGNED

VI. COURSE CONTENT

i. What is Qualitative Research

ii. Major Qualitative Research Genres

iii. Qualitative Research Design

iv. Qualitative Data Collection Methods

v. Trustworthiness of Data

vi. Ethical Issues

vii. Analyzing and Interpreting Qualitative Data

viii. Writing a Qualitative Research Report

VII. PEDAGOGY/METHODOLOGY

Course content will be taught using a variety of methods including lecture, discussion, cooperative learning techniques and case studies. Course assignments will include in class and take home tasks. The ‘ANGEL’ course management system will be used extensively during the course as a repository for course materials, on line quizzes, and for communication between students and students and professor.

VIII. METHODS USED TO EVALUATE STUDENT PERFORMANCE

i. Midterm Exam- 15%

ii. Final Exam- 15%

iii. Qualitative Research Project

   Research Prospectus 10%

   First Day In The Field Paper 10%

   Interviewing Paper 10%

   Analytic Memo 10%

   Final Report and Reflection 20%

iv. Miscellaneous Assignments- In class and out of class. 10%
As an academic courtesy, editorial quality on all writing assignments expected. That is, all papers must be proofread and spell-checked before submission or they will be returned as unacceptable for grading. In addition, all assignments must be typed and all citations must be in APA format.

**IX. GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
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<td>87-89%</td>
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<td>60-62%</td>
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<td>Below 60%</td>
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**X. ATTENDANCE**

This course is an important part of your professional preparation. Therefore, a consistent pattern of good attendance and being on time for class NOW will help prepare you for appropriate professional behavior later on.

Regular attendance and class participation are expected. Students are expected to be on time for class and are held responsible for any material they might have missed due to absence or tardiness.

Any absences or lateness should be PHONED IN (EXT 5330 or 585-395-5330).

**XI. ACADEMIC DISHONESTY**

Students will be held accountable for the academic integrity of their work. Violations of academic integrity include:
- Plagiarism – not providing credit by appropriately citing resource materials from any source (e.g. books, articles, etc.)
- Cheating on examinations or assignments by unauthorized collaboration with other students.
- Presenting the same written work as the requirement for another course without the permission of the instructors involved.
- Other: purchasing papers, using crib sheets or other aides during an exam, submitting the same work as students from past semesters (e.g. final projects).

**XII. RESPONSIBILITY FOR LEARNING**

Please do not hesitate to ask questions in class or after class for clarification of material presented or requested on assignments. Remember, the only bad question is the one that is not asked!
XIII. DISABILITY STATEMENT

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

“I would appreciate hearing from anyone in this class who has a special need which may be the result of a disability. I am reasonably sure we can make the necessary accommodations. Please see me after class, or during my office hours, as soon as possible.”

XIV. CELL PHONE POLICY

Cell phones and pagers ringing during class are highly disruptive. Cell phones and pagers should be left off during class periods. In the rare event that an emergency situation requires a student to monitor a cell phone or pager, the student should inform the instructor at the beginning of the class period and sit near an exit where they may leave the room quietly.

XV. SEXUAL HARRASSMENT

“SUNY Brockport is committed to maintaining a work place and a learning environment free of sexual harassment and intimidation. Sexual harassment is unacceptable behavior, unlawful and intolerable.”

XVI. CONCEPTUAL FRAMEWORK OF THE PROFESSIONAL EDUCATION UNIT

The Department of Kinesiology, Sport Studies and Physical Education Pedagogy Track is one of several units that comprise the Professional Education Unit (PEU) at the College at Brockport- SUNY. Our teacher education programs have been accredited by NCATE and as such we adhere to high standards set forth by NCATE. The following explains the conceptual framework for the unit.

CONCEPTUAL FRAMEWORK-
THEME 1: A SOLID BASE OF KNOWLEDGE AND SKILLS
CONTENT KNOWLEDGE IN A DISCIPLINE
  ❖ Proficient in quantitative skills, writing, and computer technology
  ❖ Have a deep knowledge of the content being taught

PEDAGOGICAL CONTENT KNOWLEDGE
  ❖ Have knowledge of the pedagogy for teaching a particular content
  ❖ Able to formulate and represent content in such a way that it is accessible to learners
PROFESSIONAL KNOWLEDGE AND SKILLS
  ❖ Able to use teaching, counseling and administrative strategies that positively impact student learning

REFLECTIVE SKILLS
  ❖ Able to reflect on one’s own practice

THEME 2: PROFESSIONAL DISPOSITIONS
POSITIVE OUTLOOK
  ❖ Optimism and enthusiasm

INTELLECTUAL INTEGRITY
  ❖ Honesty, trustworthiness and fair mindedness

RESPECT
  ❖ Consideration, cultural sensitivity, and empathy

SELF-AWARENESS
  ❖ Sensitivity to others

DEDICATION
  ❖ Persistence, flexibility, generosity, creativity and patience

THEME 3: A POSITIVE IMPACT ON P-12 LEARNING
FOCUS ON STUDENT LEARNING
  ❖ Effective teachers create classroom environments in which all students learn.
  ❖ Effective counselors create educational environments that support student development
  ❖ Effective administrators create school environments that support student learning
Description/Purpose of the Course

PES 617 is a seminar course organized to build on prior experience and knowledge in undergraduate physical education courses and serves as a forum for discussion of current trends and issues that are of concern to elementary and secondary school physical education teachers. This course includes concepts and activities that are specific to elementary and secondary school (K-12) physical education and an exploration of research related to teaching physical education. Student will have an opportunity to connect theory with reality using variety of in class discussions and hands on experiences with an action research project.

Course Objectives:

1- Read, analyze, apply, and discuss current research in the field of physical education related to teaching at elementary and secondary physical education (K-12).
2- Discuss a variety of critical issues related to the life of a beginning teacher such as organizational socialization, teacher-coach role conflict, and the effects of technology.
3- Understand factors and related issues that influence life in schools today, including issues of student behavior, motivation, socioeconomic status, etc.
4- Conduct an action “research project” in elementary or secondary physical education.
5- Share personal/professional experiences as physical education teachers during class discussions of various related topics.
6- Understand the teaching effectiveness based on content knowledge and pedagogical content knowledge in elementary and secondary physical education.
7- Use case studies to facilitate the discussion of issues that impact students, teachers, and programs in the field of physical education.

Required Texts:

*Other readings will be assigned.

Suggested Texts:

Assessments:

1. Exam 1  
2. Exam 2  
3. Research paper and presentation  
4. Final Action Research Project  
5. Participation and Misc. Assignments  

20 %  
20 %  
25 %  
25 %  
10 %

As an academic courtesy, editorial quality on all writing assignments expected. That is, all papers must be proofread and spell-checked before submission or they will be returned as unacceptable for grading. In addition, all assignments must be typed and all citations must be in APA format.

Attendance and Tardiness Policy

This course is an important part of your graduate professional preparation. Therefore, a consistent pattern of good attendance and being on time for class is very important.

Regular attendance and class participation are expected. Students are expected to be on time for class and are held responsible for any material they might have missed due to absence or tardiness.

Any absences or lateness should be PHONED IN (EXT 5299 or 585-395-5299). ONLY absences or lateness PHONED IN PRIOR TO THE END OF THE CLASS MISSED will be eligible for an excuse. “Excused” absences and lateness will be decided at the discretion of the instructor.

Students will be permitted ONE (ONLY ONE!) unexcused absence throughout the semester.

- The instructor MUST be notified PRIOR to the class if a student is going to miss a class. Students are responsible for ALL work assigned during an absence.
- More than one (1) unexcused absence will result in a ½ grade penalty (e.g. A will be lowered to an A-) for EACH absence.
- All students are expected to arrive on time (therefore, make sure you have a battery operated alarm clock in case the power goes out – 2 latencies = 1 absence

ACADEMIC DISHONESTY

Students will be held accountable for the academic integrity of their work. Violations of academic integrity include:

- Plagiarism – not providing credit by appropriately citing resource materials from any source (e.g. books, articles, etc.)
- Cheating on examinations or assignments by unauthorized collaboration with other students.
- Presenting the same written work as the requirement for another course without the permission of the instructors involved.
- Other: purchasing papers, using crib sheets or other aides during an exam, submitting the same work as students from past semesters (e.g. final projects).
RESPONSIBILITY FOR LEARNING

Please do not hesitate to ask questions in class or after class for clarification of material presented or requested on assignments. Remember, the only bad question is the one that is not asked!

DISABILITY STATEMENT

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

“I would appreciate hearing from anyone in this class who has a special need which may be the result of a disability. I am reasonably sure we can make the necessary accommodations. Please see me after class, or during my office hours, as soon as possible.”

CELL PHONE POLICY

Cell phones and pagers ringing during class are highly disruptive. In general, cell phones and pagers should be left off during class periods. In the rare event that an emergency situation requires a student to monitor a cell phone or pager, the student should inform the instructor at the beginning of the class period and sit near an exit where they may leave the room quietly.

SEXUAL HARRASSMENT

“SUNY Brockport is committed to maintaining a work place and a learning environment free of sexual harassment and intimidation. Sexual harassment is unacceptable behavior, unlawful and intolerable.”

PROFESSIONAL CHARACTER

You’re expected to present yourself as a professional at all times – on campus and off campus. When you are off campus (e.g. at the schools) you are showing yourself as a teacher in training – present yourself in a manner that will leave a positive and noteworthy impression. You never know whom you will need for a recommendation.

CONCEPTUAL FRAMEWORK OF THE PROFESSIONAL EDUCATION UNIT

The conceptual framework consists of three themes: (a) A solid base of knowledge and skills, (b) professional dispositions, and (c) a positive impact on P-12 learning.

A solid knowledge base and skills consists of content and pedagogical content knowledge in physical education. In addition, this knowledge base also consists of professional knowledge and skills, such as using technology and taking into account the backgrounds of the students being taught. Reflective skills that improve practice are the last piece of theme number one.

Professional dispositions include characteristics that are apparent in preservice teachers who are prepared to be successful as a beginning teacher. These dispositions include a positive outlook, intellectual integrity, respect,
A positive impact on P-12 learning is important because as educators we should focus on the outcome of education, which is student learning. As physical educators we must change business as usual (i.e. busy, happy, and good) and focus on teaching and assessing for learning.

The College at Brockport – State University of New York
Department of Physical Education and Sport

PES 6XX Positive Approaches to Challenging Behavior

I. Course Description
This course is designed to provide students with the necessary knowledge and skills to develop and implement behavior plans based on the results of a functional behavior assessment. As well, students will learn how to utilize the principles of positive behavior support to build relevant replacement skills, incorporate prevention strategies and improve the aspects of the student’s environment that relate to the problem behavior. As well students will develop the skills to develop and implement, as appropriate, individually designed crisis intervention procedures.

II. Course Objectives
1. Acquire knowledge about the basic principles of classroom management, motivation, the development of self-discipline and behavior change.
2. Acquire knowledge about the principles and research-based practices of behavior management.
3. Describe past and current perspectives on how challenging behaviors are conceptualized.
4. Outline the historical antecedents of behavioral supports.
5. Understand the role of applied behavioral analysis (ABA) in developing positive behavioral supports, define associated terms, and incorporate this technology into support plans when appropriate.
6. Identify and be familiar with resources to utilize the essential methodologies of behavioral support: person-centered planning, the role of relationships, hypothesis-based interventions, and crisis management.
7. Develop individualized positive support plans, from solution-based and functional assessments, to respectful interventions, implementation, evaluation, and revision.
8. Extend and elaborate on behavioral support concepts by linking them to classroom, school, and community levels.

IV. Course Content
Legal and ethical issues related to managing challenging behaviors
The importance of identifying and addressing challenging behaviors
Understanding why challenging behaviors occur
Effective class-wide behavior management systems
Understanding and conducting a functional behavior analysis
Understanding, implementing and assessing individualized positive behavior supports
Understanding and implementing class wide positive behavior support
Understanding and teaching social skills
Understanding and teaching positive communication
V. Pedagogy/Methodology

Course content is taught using case studies, videotapes, weekly application assignments, and practicum applications. Course assignments include in-class and take-home application tasks. Take home tasks will be completed either independently or within class work groups. With parental and school permission, students will apply designated class material to an individual who exhibits problem behavior. Problem Based Learning will be used extensively. The ‘ANGEL’ course management system will be used extensively during the course as a repository for course materials, evaluative tool and, importantly, a means by which course members (students and professors) will interact.

VI. Methods Used to Evaluate Student Performance

1. Reading Assignments, Research Critiques and Class Participation (10 %)
   A “read-discuss-and-apply” model will be used.

2. Out of Class/In Class Application Assignments ( 20%)
   Most weeks, there will be a class application activity, built on readings and/or video for a given week. There will be 6 such assignments that will count for course points.

3. Individualized Behavior Plan (30%)
   Conduct an individual functional behavior assessment, develop a behavioral intervention plan and evaluate the effectiveness of the plan

4. Mid-term exam (20%)

5. Final exam (20%)

VI. Grading Scale

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<th>Grade</th>
<th>Percentage</th>
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<tr>
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<td>65-64%</td>
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<td>63 or below</td>
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VII. Required Text


VIII. Suggested Texts


IX. Supplemental Readings


X. Academic Dishonesty

Students will be held accountable for the academic integrity of their work. Violations of academic integrity include:

Plagiarism – not providing credit by appropriately citing resource materials from any source (e.g. books, articles, etc.)

Cheating on examinations or assignments (including, but not limited to, unauthorized collaboration with other students or using another student’s work)

Presenting the same written work as the requirement for another course without the permission of the instructors involved.

Other: purchasing papers, using crib sheets or other aides during an exam, submitting the same work as students from past semesters (e.g. final projects).

XI. Responsibility for Learning

Please do not hesitate to ask questions in class or after class for clarification of material presented or requested on assignments. Remember, the only bad question is the one that is not asked.

XII. Disability Statement

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport – SUNY Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities in order to meet the needs of students with disabilities.
I would appreciate hearing from anyone in this class who has a special need (which may be the result of a disability). I am sure we can make the necessary accommodations. Please see me after class, or during my office hours.

XIII. Sexual Harassment

The College at Brockport – SUNY is committed to maintaining a work place and a learning environment free of sexual harassment and intimidation. Sexual harassment is unacceptable behavior, unlawful and intolerable.

XIV. CONCEPTUAL FRAMEWORK of PEU

The Department of Physical Education and Sport, Teacher Certification Concentration is one of several units that comprise the Professional Education Unit (PEU) at The College at Brockport - SUNY. Our teacher education programs have been accredited by NCATE and as such we adhere to high standards set forth by NCATE and in particular the National Association for Sport and Physical Education (NASPE guidelines). The following highlights the conceptual framework for the Unit.

CONCEPTUAL FRAMEWORK – GUIDED BY & GROUNDED IN SOCIAL CONSTRUCTIVISM

Theme One: A Solid Base of Knowledge & Skills

CONTENT KNOWLEDGE IN A DISCIPLINE
- Proficient in quantitative skills, writing, and computer technology
- Have a deep knowledge of the content to be taught

PEDAGOGICAL CONTENT KNOWLEDGE
- Also have knowledge of the pedagogy for teaching a particular content
- Able to formulate and represent content in such a way that it is accessible to learners

PROFESSIONAL KNOWLEDGE AND SKILLS
- Able to use teaching, counseling, and administrative strategies that positively impact student learning

REFLECTIVE SKILLS
- Able to reflect on and analyze one’s own practice

Theme Two: Professional Dispositions

POSITIVE OUTLOOK
- Optimism and enthusiasm

INTELLECTUAL INTEGRITY
- Honesty, trustworthiness, and fair-mindedness

RESPECT
- Consideration, cultural sensitivity, and empathy

SELF-AWARENESS
- Sensitivity to others

DEDICATION
- Persistence, flexibility, generosity, creativity, and patience

Theme Three: A Positive Impact on P-12 Learning

FOCUS ON STUDENT LEARNING
• Effective teachers create classroom environments in which all students learn

• Effective counselors create educational environments that support student development

• Effective administrators create school environments that support student learning
APPENDIX C
Letters of support

The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK
School of Health and Human Performance

To: Graduate Curriculum Committee
College Senate

From: Francis X. Short, Dean
School of Health & Human Performance

Date: January 22, 2010

Subj: Curricular Change
Department of Kinesiology, Sport Studies, and Physical Education

Please accept this brief memo in support of proposed changes in the graduate pedagogy curriculum in the Department of Kinesiology, Sport Studies, and Physical Education. As I understand the proposal, it requests several changes to the current program: 1) it creates two new required courses in the program (a qualitative research methods class and a behavior management class), 2) it adds an existing EDI class (which pertains to diversity) to the required curriculum, 3) it moves a revised seminar class from the elective pool to the required program, and 4) it expands the list of possible electives for those students who choose to pursue a synthesis project as their culminating experience. Taken as a whole, these changes result in a more research-based and prescriptive curriculum than exists in the current program. The department has assured me that by re-working current teaching assignments and offering additional sections of particular courses in the summer, coverage of the new courses will not require any additional faculty resources.

Inasmuch as these changes a) will improve the preparation of our graduate students in physical education, b) will better position the program for positive accreditation-related reviews, and c) do not require any additional financial resources to implement, I support the proposal without reservation. Please contact me if you have any questions. Thank you for the consideration.
Date: 12/10/2009

To: Dr. Alisa R. James

From: Jeffrey S. Smith, Director, Technology Support Services

Re: Letter of review regarding Physical Education and Sport fall 2009 pedagogy track revision

I have reviewed the fall 2009 Physical Education and Sport pedagogy track revisions. I am confident that Information Technology Services is well equipped to support the changes made to the program. There are many ways in which ITS can provide support. Among them are:

- Technology enhanced classrooms located across the campus
- Several teaching labs where students can learn hands-on
- Open access computer labs for students to utilize during non-class time
- All lab computers have quantitative and qualitative analysis software
- We utilize a world-class course management system
- We enjoy an outstanding, collaborative working relationship with PES faculty

We are looking forward to working with Physical Education and Sport to help make this change a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely:

Jeffrey S. Smith
Director - Technology Support Services
The College at Brockport
585-395-5470
January 20, 2018

Dr. Alisa James
Department of Kinesiology, Sports Studies, Physical Education
Campus

Dear Dr. James:

I am writing in support of the revision of the Pedagogy graduate concentration. It is both practical and student-driven, and provides much needed flexibility.

The proposed revision meets multiple goals of the campus, and its mission.

Best wishes,

Susan Stites-Doe
Dean of Graduate Studies
Dr. Alice R. James  
Associate Professor  
Director of Teacher Certification  
Graduate Director  
Department of Kinesiology, Sport Studies and Physical Education  
The College at Brockport- State University of New York

January 8, 2010

Dear Dr. James,

Drake Memorial Library has reviewed the proposed changes in the graduate program for  
Kinesiology, Sports Studies and Physical Education. Existing resources are adequate to support  
changes requested, although it will be important to maintain a commitment to library databases and  
collections going forward.

Sincerely,

Mary Jo Orzech  
Mary Jo Orzech, MLS, PhD. 
Director, Drake Memorial Library
December 14, 2009

TO: Graduate Committee, College Senate
FROM: Dr. Sue Novinger, Chair, Education and Human Development
cc: Support for Physical Education and Sport Pedagogy Track Program
Revision

The department of Education and Human Development is pleased to open seats in EED 601 Diversity in Education for graduate students matriculated in the Physical Education and Sport Pedagogy Track revised program. Our department offers two to three sections of this course each fall and spring semester, as well as a section during the summer.

Sue Novinger
MEMO

To: College Senate, Graduate Curriculum Committee

From: Susan C. Petersen, Chair, Department of KSSPE

Date: January 18, 2010

Re: Graduate Program Revision – Pedagogy track

It is my pleasure to write this letter in support of the proposal for a new/revised program in the graduate pedagogy track in the Department of Kinesiology, Sport Studies, and Physical Education. I have reviewed the proposal and the accompanying materials and find them appropriate in terms of rigor, accreditation needs, content that reflects current thinking in the field, and departmental resource requirements.

The current program in pedagogy has been in place for many years without revision and provided a great deal of flexibility – in fact, students had so much flexibility that attainment of specific standards was difficult to document for accreditation. The proposed program “tightens” up the requirements and assures our graduates that they will meet rigorous standards in research as well as in pedagogical and content knowledge. The proposed program also accounts for more contemporary content in assessment, behavior management, and diversity, all issues that are critical for today's teachers.

The current proposal is consistent with the needs of the College in terms of “Mission, Market and Quality” as well as in terms of current fiscal needs. The size of the program and current faculty workloads supports one section of each graduate course in fall and/or spring. A second section of some classes could be offered in summer, if necessary, thus, not putting a strain on existing resources.

Given the rationale for this proposal, I strongly believe the revision is warranted as well as reasonable. I give it my full support.
January 26, 2010

Dr. Alice James
Associate Professor
Department of Kinesiology, Sports Studies and Physical Education
The College at Brockport
321 Tuttle North

Dear Dr. James,

I support the proposed revisions to the Graduate Pedagogy Track. These revisions improve the quality of student learning and outcomes. It also meets the mission of The College at Brockport and Graduate Education.

Sincerely,

[Signature]

Susan Rachael Seem, Ph.D., LMHC, NCC, AGS
Assistant to the Provost for Graduate Education and Scholarship