12-13-2010

Graduate Certificate for Adapted Physical Education

The College at Brockport, College Senate

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TO:        Dr. John R. Halstead, College President
FROM:    The College Senate:  December 13, 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 Certificate for Adapted Physical Education *(routing #09_10-11GC)*

Signed:__________________________________________  Date: ____/____/____

(Jose R. Torre, 2010-11, College Senate President)

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

TO:       Jose R. Torre, 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:  _______2011_______
               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: ___________________

(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.
**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/collegesenate/proposal.html.
- Fill out this cover page for each proposal and insert it electronically as the front page of your document. (collegesenate/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:**
   
   Graduate Certificate for Adapted Physical Education

2. **BRIEF DESCRIPTION OF PROPOSAL:**

   This proposal is designed to develop a graduate certificate in Adapted Physical Education (CAPE). This action will enable students to pursue and attain the certificate without necessarily pursuing a graduate degree. However, the certificate may be applied to partially meet requirements for an MS in Education (Physical Education) with a concentration in adapted physical education.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET ARE NEEDED?**  
   - **X** NO  ___ YES  EXPLAIN YES

4. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

   Graduate courses completed at other institutions of higher education may be accepted for the certificate.

5. **ANTICIPATED EFFECTIVE DATE:**  
   
   2011

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

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
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<tbody>
<tr>
<td>February 2010</td>
<td>September 2010</td>
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7. **SUBMITTED BY:** (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph P. Winnick</td>
<td>Kinesiology, Sport Studies, and Physical Education</td>
<td>395-2383</td>
<td><a href="mailto:jwinnick@brockport.edu">jwinnick@brockport.edu</a></td>
</tr>
</tbody>
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8. **COMMITTEES TO COPY:** (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded For Approval To</th>
<th>Dates</th>
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<tbody>
<tr>
<td>____ Enrollment Planning &amp; Policies</td>
<td>Committee for approval</td>
<td>10/20/10</td>
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<tr>
<td>____ Faculty &amp; Professional Staff Policies</td>
<td>Executive Committee</td>
<td>11/8/10, 11/22/10</td>
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<tr>
<td>____ General Education &amp; Curriculum Policies</td>
<td>GED to Vice Provost</td>
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<tr>
<td>____ Graduate Curriculum &amp; Policies</td>
<td>Senate</td>
<td>11/29/10 first read – vote passed</td>
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<td>____ Student Policies</td>
<td>College President</td>
<td>12/13/10</td>
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<tr>
<td>____ Undergraduate Curriculum &amp; Policies</td>
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<tr>
<td>____ Other Policies</td>
<td>REJECTED -WITHDRAWN</td>
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</tbody>
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   * follow special Gen Ed procedures for submission of General Education proposals at “How to Submit Proposals” on our Website.

**NOTES:**
1. Introduction

This proposal is designed to develop a graduate certificate in adapted physical education based upon the current concentration in adapted physical education. This change will enable students to pursue and attain a certificate without necessarily pursuing a graduate degree. With approval, the certificate may also be applied to partially meet requirements for an MS in Education (Physical Education) and a concentration in adapted physical education.

2. Academic Rationale

Teachers of physical education in New York States and other States require initial and permanent/professional certification to teach physical education comparable to requirements in other subject areas. Often, unlike in special education, no special or additional certification beyond this is required to teach physical education to children with disabilities or other unique physical education needs. However, several states have established endorsements, credentials, or add-on certifications for the preparation of teachers to teach adapted physical education (a field of study designed to meet the unique physical education needs of students). In some States, such preparation is required for teaching adapted physical education. In New York State, no unique certification exists.

Although a specific certification in Adapted Physical Education is not required in all States, there is a strong desire to employ individuals considered more qualified or prepared to teach adapted physical education. School districts are interested in finding and employing individuals most qualified to teach adapted physical education. The American Association for Adapted Physical Activity and Recreation (AAPAR) has developed a position paper to define fully qualified in connection with adapted physical education, i.e. the ability to teach youngsters with unique physical education needs. Administrators, professional, professional groups, and others seek teachers with additional preparation in adapted physical education which provides expertise, commitment, and dispositions relevant to the field. The New York State Education Department recommends that physical educators teaching adapted physical education for more than 50 percent of their workload have at least 12 semester hours of teacher preparation in adapted physical education.

The college at Brockport has offered a concentration in adapted physical education since 1968 as part of its M.S. in Education (Physical Education). Since 1982, students have also been able to pursue an undergraduate concentration in adapted physical education. These concentrations respond to a need for an acceptable course of study for adapted physical education. The graduate program has received federal financial support from the U.S. Department of Education to fund students in its program for 33 years. For six years, external funds were provided by the New York State Education Department to provide financial assistance for graduate students to pursue this course of study. In each case, these concentrations were attained as students pursued a bachelor or master degree.

Although the current graduate offerings in adapted physical education provide a concentration leading to a degree, there is now a need to provide a course of study which can be attained without necessarily attaining a degree. Many teachers already have a master’s degree in a related area but would like to complete a recognized course of study which will prepare them explicitly for the teaching of adapted physical education. This reflects a kind of annotation or “add-on” certificate for persons with initial certification to teach adapted physical education. New York State and other States have discussed this kind of option relative to subject areas other than adapted physical education.

Another target population for a certificate may be those who have certification in physical education but do not have or do not require a master’s degree or permanent certification. This would provide an opportunity for them to attain a certificate in adapted physical education without necessarily pursuing an M.S. in Education. Of course, those selecting this option could continue pursuing the master’s degree. In summary this certificate is designed for:

1. Teachers with current initial and/or permanent/professional certification to teach physical education that desire a certificate to recognize advanced study in the area of adapted physical education but who do not
seek or require one or more master's degrees. These persons include teachers seeking employment in
states possessing certification, endorsements, credentials, or add-on certifications in the area of adapted
physical education.
2. Teachers with initial certification in physical education who wish to attain a certificate in adapted physical
education which may be applied to a concentration and a master's degree and permanent certification to
teach physical education in the State of New York and other States.
3. International students meeting their State or National requirements for teaching physical education and
seeking recognition of a nondegree certificate of graduate study in adapted physical education.

3. Mission, Market, and Quality
Campus Mission Focus – The certificate proposed herein is designed to enhance the preparation of physical
education teachers holding initial certification to teach adapted physical education. It is a certificate associated
with physical education which is associated with Brockport's Professional Education Unit. Professional preparation
of teachers has been a mission of this college since its inception. This proposal is encompassed by Hegis Code
0835 (Physical Education Methodology)

Marketing - There is very little, if any, published need data for persons with certificates in adapted physical
education. However, it is known that in New York State and many other states, the credentials of a physical
education teacher are enhanced with “add-on” expertise in adapted physical education. A total of 12 States have
endorsements, credentialing, or “add-on” recognition to enhance qualification in adapted physical education. The
American Association for Adapted Physical Activity and Recreation (AAPAR) has a position statement for full
qualification for the preparation of adapted physical education teachers. This certificate is consistent with the
qualifications cited by that group.

Perhaps one of the best testaments to need and marketing is the traditional high placement rates of graduates of
the graduate adapted physical education program. Data indicate that traditionally 95% of graduates attain
employment in the area they have been prepared. In the past year, 22 of 24 (92%) graduates attained employment
in one year or less following graduation.

Critical to the question of need is the sustainability of the current graduate concentration in adapted physical
education. The program has benefitted from external funding in the past which has provided a steady enrollment of
18 students per year. Funding in the past has supported approximately 8 full-time students per year. It is hoped that
this proposed certificate will attract at least 2 full-time P.E. students and possibly 8 annually to fill available seats.
This is important since current external funding may be unavailable. If at least 12 full-time P.E. students are not
attained per year the annual cohort per year may be threatened. There are no other programs in the Rochester or
Buffalo region that offer a concentration or certificate as described herein. The only other program existing in
upstate New York is a undergraduate and graduate offering at SUNY Cortland. The certificate program proposed
herein would be the only one in the State of New York. In fact, the proposers of this certificate know of no other
certificate program in the country.

Quality – The quality of this certificate will be addressed similarly to that of the current graduate concentration in
adapted physical education and the current M. S. in Education (Physical Education) degree. Entrance and
concentration in the program shall be exactly the same as currently exists for the current graduate program.
Students would be matriculated into the certificate program. Courses in the program shall be assessed as specified
in course syllabi. In the case of adapted physical education, this includes student evaluation of direct teaching and consulting experiences, and evaluations of college supervisors and sponsor teachers of student performance in field experiences. Since the concentration and certificate include the same courses, assessment data required by the college’s Professional Education Unit will be collected and interpreted. Finally, data that is collected and used to assess federally funded projects will be used to enhance program quality.

4. Entrance Requirements

Matriculation into the graduate certificate in adapted physical education depends on several factors, including the attainment of a bachelor's degree, a minimum of 3.0 GPA, an undergraduate major in physical education, evidence of an initial teaching certification in physical education and the development of an approved Plan of Study for the certificate.

Specific Standards for admissions are as follows:

a. Students with a cumulative undergraduate GPA of 3.0 and above will be eligible for regular admission status as matriculated students in the certificate program.

b. Students who apply for graduate study and have less than a 3.0 undergraduate GPA (from the undergraduate institution from which they graduated) will be denied admission to the certificate with no right of appeal.

5. Program Requirements

Program: A listing of courses which is pursued to attain competencies in the graduate concentration and certificate in Adapted Physical Education and complete other requirements in the master’s degree program in physical education appears in Table 1. Briefly, the core part of the master’s degree is designed for the student to develop abilities pertaining to research. In the second part, the student develops competencies which lead to a concentration and/or certificate in adapted physical education, and, if elected, to an emphasis in Early Childhood Adapted Physical Education. In the 3rd and 4th parts, the student attains additional knowledge in physical education or cognate areas which result in an integrated program. The student applies knowledge in field experiences as a required part of the program. The certificate may be used to partially meet requirements for an M.S. in Education degree or be received without the obtainment of a degree. Students pursuing a certificate must complete 15 credit hours in courses associated with or cognate with the adapted physical education certificate and concentration. (second part)

In recognizing the applied nature of the subdiscipline, the concentration has been planned and is structured to prepare adapted physical educators for the roles of teaching and consulting by identifying objectives/outcome to perform these roles. The objectives are grouped within the 2001 Advanced Physical Education Standards developed by the National Association for Sport and Physical Education (NASPE) which is an association of the American Alliance for Health, Physical Education Recreation and Dance (AAHPERD). These standards are approved by the National Council for the Accreditation of Teacher Education (NCATE) and are referred to here as the NCATE/AAHPERD standards. The objectives/outcomes also encompass standards developed by the Adapted Physical Education National Standards (APENS).
TABLE 1
Master of Science in Education (Physical Education) (30-credit hours)
Concentration and/or Certificate: Adapted Physical Education (15-credit hours)

<table>
<thead>
<tr>
<th>I. Core Courses (9-12 credits)</th>
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<tbody>
<tr>
<td>PES 604 - Research &amp; Evaluation for Physical Education Teachers</td>
<td>3 credits</td>
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<tr>
<td>PES 605 - Research Design and Data Analysis</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>PES 798 - Culminating Synthesis Seminar (3) OR PES 795 – Thesis (6)</td>
<td>3-6 credits</td>
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<table>
<thead>
<tr>
<th>II. Adapted Physical Education Certificate or Concentration</th>
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<tbody>
<tr>
<td>1,2 PES 581- Instructional Strategies in Adapted Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>1,2 PES 582- Adapted Physical Activity and Sport</td>
<td>3 credits</td>
</tr>
<tr>
<td>2 PES 583- Early Childhood Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>1,2 PES 683- Program Development in Adapted Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>1 PES 684- Seminar and Practicum in Adapted Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>2 PES 685- Seminar and Practicum in Early Childhood Adapted Physical Activity</td>
<td>3 credits</td>
</tr>
<tr>
<td>1,2 PES 686- Consultation in Adapted Physical Education</td>
<td>3 credits</td>
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</table>

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<tr>
<th>III. Electives in Physical Education (0-6 credits) – Some possible courses are listed below.</th>
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</thead>
<tbody>
<tr>
<td>PES 599- Independent Study</td>
<td>3 credits</td>
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<tr>
<td>PES 601- Analysis of Teaching Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>PES 607- Curriculum Design in Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>PES 617- Seminar in Elementary Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>PES 627- Seminar in Secondary Physical Education</td>
<td>3 credits</td>
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<tr>
<th>IV. Cognate Area Electives (0-6 credits) – Some possible courses are listed below.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 599- Independent Study in Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDI 601- Diversity in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDI 665- Classroom Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSH 583- Applied Behavior Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSH 584- Adolescence</td>
<td>3 credits</td>
</tr>
<tr>
<td>PES 682- Seminar and Practicum: Low Incidence Disabilities</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

1Required courses in the Adapted Physical Education Certificate and Concentration. PES 685 may supplement or substitute for PES 684 with departmental permission.

2Courses required for students pursuing the Adapted Physical Education concentration and the Early Childhood Adapted Physical Education emphasis. Students in the early childhood emphasis must conduct PES 798 or PES 795 on a topic in early childhood adapted physical education.

3Students completing the adapted physical education concentration and PES 601 and PES 607 gain a concentration in pedagogy as well as adapted physical education.
The certificate in Adapted Physical Education will follow college-wide graduate academic policies with the following exceptions or adjustments.

a) **Matriculation Status:** Students must apply for matriculated status and can lose this status due to poor academic performance, failure to continuously enroll, failure to complete their certificate within established time limits.

b) **Transfer Credits:** Only courses taken as graduate courses may be credited toward a master's degree or the certificate.

c) **Timing of Transfer Credits:** Graduate credits earned prior to graduate matriculation at Brockport are to be awarded for the certificate at the time the initial Plan of Study is filed.

d) **Credits required for degree:** By SED regulations, graduate degree programs must be at least 30 credits. The Certificate in Adapted Physical Education requires a minimum of 15 prescribed graduate credit hours.

e) **Time limit for degree completion:** From the semester of matriculation, graduate students have five years to complete their certificate. The time limit for completing the certification can be extended via a formal extension issued by the Graduate Dean after approval by the department chair and school dean.

6. Exit Requirements
   In order to receive a graduate Certificate in Adapted Physical Education the student must:
   a) Matriculate for the certification and attain a cumulative GPA of 3.0 in all 15 semester hours completed in a certificate Plan of Study or meet the requirements of a master's degree in Education; major: Physical Education; concentration: adapted physical education.
   b) Meet the prescribed 15 graduate semester hour requirements for the certificate. The designation of a certificate is the responsibility of the Registrar and successful completion shall be designated on the official transcript of each student.

7. Kinesiology, Sport Studies and Physical Education Courses
   The following are courses in the adapted physical education certificate. They are all currently approved and are presented in the 2009-2011 graduate catalog.

**PES 581 Instructional Strategies in Adapted Physical Education (B) Prerequisite PEP 445.** Studies instructional strategies of adapted physical education. Emphasizes instruction for students with mental retardation, learning disabilities, and/or behavioral/emotional disabilities. Closed to students who have completed PEP 481. 3 Cr. Fall

**PES 582 Adapted Physical Activity and Sport (B) Prerequisite PEP 445.** Covers the effects of physical and sensory disabilities on the physical/motor performance of children and youth, and emphasizes the effects of spinal-cord injuries, cerebral palsy, and auditory and visual impairments. Discusses the implications for the selection and adaptation of appropriate activities. Closed to students who have completed PEP 482. 3 Cr. Fall

**PES 583 Early Childhood Physical Education (B) Prerequisite PEP 445 and PES 413 or equivalent.** Involves teaching physical education to children aged 0-5 with and without disabilities. Emphasizes assessment and program planning for an early childhood population. Incorporates a field experience to supplement lecture and discussion. Closed to students who have completed PEP 483. 3 Cr. Spring

**PES 682 Low Incidence Disabilities (B) Prerequisite PEP 445 or equivalent or instructors approval.** Provides a seminar and teaching experiences with children with low incidence disabilities and unique physical education
needs. Sites for practical and field experience are selected on the basis of interests and needs of students and required course objectives and outcomes. 3 Cr. Fall

**PES 683 Program Development in Adapted Physical Education (B)**  
Prerequisite PES 581 and PES 582. Covers organization and administration of physical education programs for students with unique needs. Discusses legal implications, instructional adaptations, adapted physical education curricula and other factors that must be considered when programming for students whose needs cannot be met in regular educational programs. 3 Cr. Summer

**PES 684 Seminar and Practicum in Adapted Physical Education (B)**  
Prerequisite PES 581 and PES 582  
Provides practical teaching experience in adapted physical education programs. Select schools or agencies are chosen on the basis of interest of the students and required course competencies. Includes seminar discussion related to practicum assignments and general problems in the area of adapted physical education. 3 Cr. Spring

**PES 685 Seminar and Practicum in Early Childhood Adapted Physical Education (B)**  
Prerequisite PES 581, PES 582 and PES 583  
Provides a field experience working with infants, toddlers and/or preschool children with disabilities. Emphasizes the development of competencies for providing physical activity/education services. Seminar experiences supplement field work. 3 Cr. Spring

**PES 686 Consultation in Adapted Physical Education (B)**  
Prerequisite PES 581 and PES 582  
Designed to develop knowledge and skills required to plan, implement and evaluate consultancy services in adapted physical education. Incorporates opportunities to develop abilities for consultation with field experiences designed to provide consultation. 3 Cr.

8. Sequence of course offerings.

   Fall Semester:
   - PES 581 Instructional Strategies in Adapted Physical Education
   - PES 582 Adapted Physical Activity and Sport

   Spring or Summer Semester:
   - PES 683 Program Development in Adapted Physical Education
   - PES 684 Seminar and Practicum in Adapted Physical Education OR
   - PES 685 Seminar and Practicum in Early Childhood Adapted Physical Education
   - PES 686 Consultation in Adapted Physical Education

   The certificate may be completed in one calendar year.

9. Staffing

   All courses included in the certificate are currently offered and staffed with qualified faculty as needed. The courses will continue to be offered for students pursuing the graduate adapted physical education concentration leading to a master’s degree.

10. Resources and Support Services

    The adapted physical education concentration leading to an M.S. in Education degree has been operating effectively with existing resources since 1968. The concentration has been funded by the U.S. Department of Education since 1973, for 33 years. Applications for external funding require acceptable resources and support services since the proposed certificate encompasses the same courses as the concentration, resources are considered to be positive. Although, this is true, the next paragraphs provide some additional information regarding resources and support services.
To meet objectives/outcomes in practical and/or field experiences, a variety of on-campus and off-campus programs and sites are available to the Brockport program. Currently, there are four on-campus practicum experiences. They include the Individualized Physical Education Program (IPEP) (Swim n Gym), Camp Abilities, Rochester Rookies, and The Empire State Games for the Physically Challenged. Swim n Gym provides an opportunity for graduate students to teach pupils with disabilities and supervise undergraduate students as they teach youngsters with severe disabilities. Camp Abilities is a one-week summer camp designed for individuals who are deaf, deaf-blind, or who have serious visual impairments. The camp provides opportunities for graduate students to work with this population in a variety of adapted physical education activities. The Rochester Rookies program provides an opportunity for graduate students to train athletes with severe physical disabilities for sport competition throughout the academic year. The Empire State Games for the physically challenged provides an opportunity for a two-day athletic experience for athletes with disabilities.

Off-campus sites include inclusive and non-inclusive public school settings and agencies. The longest and most intense field experiences are conducted at off-campus sites. In reviewing field experiences within the program, it must be remembered that all entrants with initial certification or equivalent to the program are at least provisionally certified in physical education and have completed student teaching experiences and the graduate program builds on these experiences. Since field experiences involving opportunities for direct teaching and consultation are considered a key aspect of Brockport’s program (this aspect of the program is generally rated by students as the most outstanding feature of the program), a great deal of attention is given to the selection of sites. The area surrounding Brockport has a rich variety of programs staffed with personnel completing concentrations in adapted physical education which accommodate the full spectrum of disabilities, ages, and settings. Those available and used in the Spring semester of 2010 are listed below.

NYS School for the Blind at Batavia
Holley Elementary School
Rochester School for the Deaf
School #29 and Edison Tech (Rochester City School District)
BOCES #1 Fairport, NY
Mary Cariola Children’s Center
Rochester Augustin Children’s Center
School of the Holy Childhood
St. Mary’s School for the Deaf-Buffalo, NY
Crestwood Children’s Center Elementary Education (Grades K-4, Grades 5-7)
Brockport Public Schools
Rotary Sunshine Camp
Churchville-Chili School District
Brighton-Twelve Corners Middle School
Victor Public Schools

The physical education indoor complex at Brockport is among the largest and most modern in the United States. The complex, which is over 400,000 sq. ft., includes large class and seminar rooms, three biokinetic laboratories, one Olympic-size pool, seven gymnasiums, an ice rink, squash and racquetball courts, and several other sport related teaching stations. The outdoor facilities at Brockport are also vast. The physical education complex provides office space for all project faculty, staff, and graduate assistants, and provides teaching stations for on-campus practicum experiences. These teaching stations are all accessible to individuals with disabilities.

The students pursuing program in adapted physical education have excellent access to college computer facilities. The faculty as well as students may use computer facilities at no cost to them. Computer terminals are located in the library, in or near the physical education building and, therefore, are within easy access to
students. All students have e-mail accounts and access to laser printing. In addition, a number of departmental labs are available throughout the campus for discipline-specific applications. This includes the physical education teacher education pedagogy lab housed in Tuttle South.

The College library consists of nearly 550,000 bound volumes, 2,200 periodicals, 1.9 million microforms, and an extensive collection of instructional materials; it is also an official depository for U.S. and New York State Government documents. Of particular interest to this project are the library holdings related to physical education and adapted physical education. These have been developed since 1968 and have met the needs of students in the Adapted Physical Education Concentration. The library has online access to Sport Discus and other online services related to physical education.

11. Academic Administration Commentary
   Letter of Review/comment from the Graduate Dean- attached
   Letter of Review/comment for Dean of School- attached
   Letter of Review/comment from Department Chair- attached

12. Letters of Support
   The course of study associated with this certificate has been in operation since 1968. The course of study is essentially the graduate concentration in adapted physical education. There is no change regarding cooperating departments, agencies, institutions, etc.
MEMO

To: College Senate, Graduate Curriculum Committee

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

Date: July 1, 2010

Re: Certificate for Adapted Physical Education

It is my pleasure to write this letter in support of the proposal for a new certificate program in graduate Adapted Physical Education in the Department of Kinesiology, Sport Studies, and Physical Education. I have reviewed the proposal and find it appropriate in terms of need, rigor, content that reflects current thinking in the field, and departmental resource requirements.

The proposal has a number of important strengths. The current program in adapted physical education has been in place for many years and has a very strong national and international reputation as well as a high success rate for its graduates. That reputation should serve as a marketing tool, attracting students from various locations. The proposal is flexible (i.e., it can stand alone or be combined with a degree) and will provide critical opportunities for teachers in a range of career stages. Programs such as this provide important in-service training for teachers, some of whom are now required to demonstrate professional development beyond the master’s degree. In addition, this is a pro-active approach to maintaining consistent graduate enrollments at a time when external funding may no longer be available. As potentially the first such program of its kind in the country, this certificate will continue to recognize Brockport’s APE program as a leader in the field.

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 support the program, thus, not putting a strain on existing resources.

Given the rationale for this proposal, I strongly believe the certificate is warranted as well as reasonable; it will provide an important service to the profession. I give it my full support.
To: Graduate Curriculum Committee  
College Senate

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

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

Date: July 15, 2010

Please accept this letter in support of the proposal to create an advanced (graduate) certificate in adapted physical education. We have had a 30-credit master's degree program of some repute in adapted physical education for many years. The proposal seeks to make a 15-credit sub-set of courses from the master's degree program available as an advanced certificate for students interested in adapted physical education content (and the associated pedagogical competencies), but not necessarily the full degree program (which includes 9-12 credits of research-based skills which may not be desired by all prospective students, including those who already possess a master's degree in a different sub-disciplinary area and those who do not need a master's degree to meet their personal educational objectives).

Inasmuch as the proposed certificate program is, in effect, already being offered as part of the larger master's degree curriculum, no additional resources are required for the certificate. The advanced certificate program is seen as an opportunity to address a need in the field of physical education (additional preparation for teaching children with disabilities) and as an opportunity to attract a modest number of "new" students to KSSPE's graduate program. I do not see any "downside" to this proposal and support it without reservation. Thank you for the consideration.
August 4, 2010

Dr. Joseph Winnick
Kinesiology, Sport Studies and Physical Education
Tuttle South
CAMPUS

Dear Dr. Winnick,

I have reviewed your proposed APE certificate. I think the proposal will add value to KSSPE and The College at Brockport. The proposal addresses a unique area of physical education—adapted physical education. Furthermore, this proposed certificate would be the first such certificate in New York State. I strongly support this proposal.

Sincerely,

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

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