ONLINE PHYSICAL EDUCATION (PROFESSIONAL CERTIFICATION)

Program Director: Timothy Sawicki
Degree: Master of Science

INTRODUCTION

These programs offer graduate study leading to the Master of Science degree. They are designed to develop job-related competencies with the goal of producing physical education professionals, sports scientists and health educators who are knowledgeable and skilled in the administration of physical activity programs.

The Department of Kinesiology offers a Master of Science degree program in Physical Education which meets the New York State requirements for professional certification for in-service teachers. This fully on-line degree program provides students with an opportunity for coursework in the areas of school athletic administration, adapted physical education, coaching, sport psychology, health education, teaching physical education and sport studies. The program is designed for individuals wishing to become a physical education professional or permanently certify themselves as a physical educator. More information is available at the program website (https://www.canisius.edu/academics/programs/physical-education-online).

Another distinct program of study leads to either the New York State initial teaching certificate issued by the New York State Education Department (SED) or the Interim Certification of Qualification from the Ontario College of Teachers. This predominantly on-campus program is designed for pre-service teachers and culminates with the student teaching experience.

Candidates seeking the New York State initial certificate (or the certification of qualification) must pass the required examination(s) in order to obtain initial certification in physical education. The required standardized test will be the New York State Teacher’s Exam (ALST, EAS, edTPA, and CST in physical education) for anyone desiring New York State certification. For any student desiring to gain certification in another state, the National Teacher’s Exam (ALST, EAS, edTPA, and CST in qualification) must pass the required examination(s) in order to obtain certification.

ADMISSION/GRADUATION

Applicants must meet the general requirements for admission to graduate work in the School of Education and Human Services. Student performance and progress toward program completion will be assessed regularly in terms of established competencies. A GPA of 3.00 (B) on a four point scale is required for graduation. A grade of F earns 0 credits.

ON-LINE PHYSICAL EDUCATION CURRICULUM

Master of Science Degree/Professional Certification

The program is designed for individuals wishing to become a physical education professional or permanently certify themselves as a physical educator. This program is ideal for coaches and others with demanding schedules who need to balance work and family while continuing their education.

The master of science/education degree in physical education meets the master’s degree requirement for professional certification in New York State. The student will complete the nine credit research core sequence, twelve credit teaching sequence, and nine credits of electives.

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Total Credits: 30

1 Graduate Education or other PEG electives may be substituted with approval from the Department Chair or Program Director. The total requirements for the master’s of science degree is ten courses (30 credits).

PHYSICAL EDUCATION LEARNING GOALS AND OBJECTIVES

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Advanced Physical Education program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Advanced PE Teachers:

- Come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction
- Use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each
Candidates in the Advanced Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Advanced PE Teachers:
- Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
Candidates in the Advanced Physical Education program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Advanced PE Teachers:
- Model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.
- Create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

Learning Goal 3 (SERVICE)
Candidates in Advanced Physical Education program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Advanced PE Teachers:
- Model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.
- Create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

Learning Goal 4 (PROFESSIONALISM)
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Advanced PE Teachers:
- Participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Advanced PE Teachers:
- Do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

Advanced PE Teachers: the wider community.

To its impact on students and/or clients, organizations, and knowledge in the process of evaluating their own acquisition of skills and leadership qualities.
PEG 616 International Health Perspectives  3 Credits
Examines the constantly evolving global health issues of the 21st century. Focus on international health problems and solutions to reduce human pain and suffering. Topics include globalization of international health, changing environmental conditions, nutritional challenges of developing countries and industrialized nations, epidemics of non-communicable and infectious disease, maternal and child health, comparison of health care systems and the future of world health.

PEG 618 Controversial Issues in Health and Society  3 Credits
Encourages critical thought on important health issues and provides a context for controversy. Explores dimensions and approaches to the study of health and society. Examines a variety of opposing viewpoints related to health science and personal health using a debate framework. Topics include euthanasia, sexuality and gender issues, human cloning, stem cell research, organ trafficking, gun control, substance abuse, etc.

PEG 620 Leadership in Physical Education and Athletics  3 Credits
This course will examine the appropriate concepts relating to efficient management and leadership for physical education, sport and recreational settings. Principles and techniques of management associated with effective leaders of programs, personnel, facilities, and participants in the sport activity field.

PEG 630 Physical Education for the Exceptional Individual  3 Credits
Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contraindicated activities and causes of disabilities.

PEG 632 Recreational Activities for Individuals with Special Needs  3 Credits
Development of community recreational facilities and equipment for the handicapped from childhood through old age. Emphasis on promotion, organization and administration.

PEG 640 Social Psychology of Sport and Physical Activity  3 Credits
Psycho-social development, psychological factors in competitive sport and social behavior in sport contexts. Includes emotions, the coach/athlete relationship, motivation, personality and mental training techniques.

PEG 645 Performance Enhancements and Interventions: Sports Psychology  3 Credits
Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Investigates the application of sport psychology/counseling strategies across many different fields and domains, such as physical education, counseling and sport administration.

PEG 646 Sport in Society  3 Credits
A sociological inquiry into North American Sport as a social institution. Sport is examined as a microcosm of the larger society and how it reflects the dominant ideology of the time. Institutional interconnections between family, politics, economics and religion bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed.

PEG 651 Coaching Theory and Techniques  3 Credits
Principles of effective coaching, including the role of the coach, practice planning, leadership theory, sport psychology and teaching motor skills.

PEG 652 Legal Aspects in Physical Education and Athletics  3 Credits
The goal of the course is to enable the student to identify, analyze and understand legal issues and to discuss the ramifications of those issues in their professional lives. The course attempts to provide the student with an understanding of the legal principles relevant to educational and sport setting. The course considers the legal liabilities and responsibilities of athletic coaches, administrators and physical education instructors in the educational institutions, with review and discussion of current case law.

PEG 687 Contemporary Issues in PE/Athletics  3 Credits
Focuses on current issues which help define the field of Physical and Health and high school athletics. Students examine the resolution of issues for topics such as meeting the New York State Learning Standards, zero tolerance for substance abuse on athletic teams, sportsmanship, winning and losing, and the state of childhood obesity.